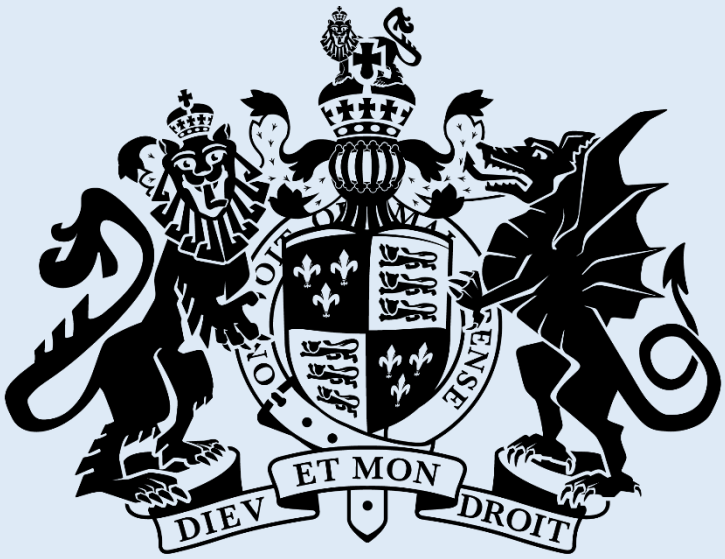


KING EDWARD VI CAMP HILL

SCHOOL FOR BOYS

YEAR 12 ACADEMIC PROGRAMME

2027-2029

Programme of Study 2027-2029

Number of subjects
Students select **three or four subjects** to study at A-level. Mathematics and Further Mathematics counts as one subject, but you receive two A-levels at the end of the course.

If you wish to reduce from four to three subjects (including changing Further Maths to Maths) then this will happen at fixed review points in September, November, February, and after the end of year exams in June in Year 12. Students will not be able to drop a subject outside of these points.

Studying four subjects is a highly challenging workload. We recommend that only students who have achieved top grades at GCSE select four subjects.

AS Levels
No students will sit AS examinations in any subject.

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. Maths and Further Maths is taught in parallel, and all exams are at the end of Year 13.

Extended Project Qualification (EPQ)
Students can choose to complete an EPQ throughout Year 12. An Extended Project Qualification (EPQ) involves independent exploration of a topic of your choice. You will plan your project, conduct research, produce an essay or artefact and evaluate the process. Details of how to complete an EPQ will be shared at the start of the Year 12, and submission of completed projects is September of Year 13. For further information, please contact our EPQ coordinator, Mrs A Khan.

Subject	CAREERS, INFORMATION, ADVICE AND GUIDANCE
Head of Department	Miss L. MacKenzie

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”. Students will also have access to Unifrog which is a complete on-line destination platform.

Guidance is available from several sources within the school. The Headmaster, Mrs Watkin (Head of Sixth Form), Mrs Hodges (Head of Year 12), Mr Oggelsby (Head of Year 13), Miss MacKenzie (Head of Careers), Dr Taylor (Assistant Head for Competitive Courses), Heads of Departments and form teachers all offer advice on personal statements, university and college applications and, where appropriate, advice on specific careers. Some Year 12 students can attend a 30 minutes interview with a professional careers advisor from Ideas 4 Careers during January and February. These interviews will be limited in number and given on a ‘first come’ basis; students who have special needs and those who are new to the school will be given priority.

Students are strongly encouraged to seek work experience and work shadowing within many professions, industries, as is volunteering in charitable organisations, 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 Year 12 rather than Year 13. 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 EXPERIENCE DURING TERM TIME, HOWEVER IN THIS CASE ALL PLACEMENTS NEED TO BE ARRANGED WITH PERMISSION OF THE SCHOOL – YOU MUST CONTACT Mrs Watkin and Miss MacKenzie.

In addition to this, the Head 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 Year 12, all students take part in
a conference, held in March or April, based on Higher Education and Career options, involving professional people invited in to speak to the students.
As many of our students 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 professional. A mock interview scheme is also provided which
gives all members of Year 13 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.

Subject	**Art & Design: Fine Art**
Head of Department	**Ms G Smith**
Examination Board	**AQA**
Specification Code	**7202**
Web Address	**www.aqa.org.uk**

Why Study Art?
Art challenges us to look at the world in a different way, to express and explore ideas through practical and creative techniques. After all, art is a universal language that can be shared and experienced on a global level. It has the ability to teach us about the history, culture and values from places we cannot reach or from times gone by.

Students are encouraged to question the world around them, to become independent in both thought and practise to push their ideas, think creatively and problem solve. It is not about creating a beautiful piece of work through drawing, painting or sculpture purely to please the eye but to create a piece of work that has evolved from students questioning their ideas and beliefs, investigating art from appropriate times and movements, while exploring techniques and processes that are appropriate to their chosen investigation.
The art department provides a supportive environment in which students thrive. With two specialist teachers our aim is to develop our students' practical and critical skills, while fostering independence and motivation to take with them on their journey beyond Camp Hill.

The Course Syllabus:
Component 1: 60% of qualification
During the first and second year of the course students will be expected to develop their personal investigation, in which they explore their own ideas and processes in relation to the work of other artists, designers or craftspeople. Students will be expected to produce an extended portfolio with a supporting essay of 1000-3000 words.
Component 2: 40% of qualification
Students receive an externally set assignment set by AQA which includes a number of questions based around a theme. Students select one question and independently produce a volume of preparatory studies. Students use this work to inform the final piece, which is produced in a practical fifteen-hour exam.

Course Structure:
Year 1: During the first term students are encouraged to independently develop their own ideas and processes, based on the visual world around them. They will record ideas and processes from primary and secondary sources in a personal journal or sketchbook. Students will draw on historical and contemporary sources in order to contextualize their own work and they will have the opportunity to explore a range of disciplines including 2-dimensional drawing, painting and mixed media processes, sculpture, photography and photo-shop based processes, printmaking and installation. While students develop their visual language, they will challenge ideas and concepts from Art history and begin to form their own ideas for their personal investigation theme.

Year 2: In the second year, students focus on Component 1, their personal investigation and produce a 1000-3000 word essay that supports their practical work. In the final year, students also undertake Component 2, an externally set assignment (examination) task. This 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.

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 each 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.

At the end of the course work is internally assessed and marks sent 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.

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 transferable 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
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.

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.

Subject	**Biology**
Head of Department	**Mrs C. Cameron**
Examination Board	**AQA Biology/ Biology A-level**
Specification Code	**7402**
Web Address	**http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7402**

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 manatees. Biology is never far from the headlines either. How closely did you follow the news about Covid-19? Where would we be without the work of skilled biologists developing new vaccines? How are scientists collaborating to investigate the effects of microplastics on our environments and health? How will ecologists use the global map of bees to aid their conservation? Could the bacteria that cause leprosy hold the secret to safely repairing and regenerating the body? If you have a genuine interest in Biology, this is the course for you!

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, radio programmes, question practice 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 at the end of Year 13.

(Continued on next page)

Paper 1	Paper 2	Paper 3

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 focus on revision and preparation of material for lessons.

Careers and Higher Education

Some students enjoy the subject so much that they choose to study biological sciences at university, or follow a biology related degree course such as zoology, marine biology, biochemistry, biomedical sciences or forensic science. Biology is also a great choice of subject for people who want to work in health professions such as medicine, dentistry, veterinary science, physiotherapy, pharmacy, optometry or nursing. Others go on to careers in law, computing, accounting or teaching. So, whatever field you eventually work in, you will find biology a very rewarding and challenging course that develops 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.*

Subject	**Chemistry**
Head of Department	**Mr R. Rossiter**
Examination Board	**AQA**
Specification Code	**7405**
Web Address	**https://www.aqa.org.uk/subjects/chemistry/a-level/chemistry-7405/specification**

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

We offer a number of super-curricula activities in the department to further develop our chemists, including evening lectures at the University of Birmingham and lunchtime enrichment sessions which cover first-year undergraduate Chemistry. These sessions are for the interest in the subject, but also serve as excellent preparation for both the Cambridge Chemistry Challenge (C3L6) and the Royal Society of Chemistry's Chemistry Olympiad. Our students have enjoyed particular success in these competitions, with a number qualifying for the second round of the Olympiad.

The Course

Each set is taught by a Chemistry specialist, with five specialists in the department. The AQA specification follows a spiral curriculum, with many topics being recognisable from GCSE.

Chemistry is divided into three branches: Organic, Inorganic and Physical Chemistry. These topics are interweaved throughout the two-year course. We devote a significant amount of lesson time towards practical experiments, completing far more than the required minimum. This is essential for developing confidence in using the apparatus, and practising the scientific skills many students will need to pursue their aspirations beyond the A-level course.

Mathematics forms a significant part of the course (particularly the Physical Chemistry topics), with 20% of the final A-level exams devoted towards mathematical calculations. Whilst not an essential requirement to be allowed to study Chemistry, those who also study Mathematics at A-level cope with the chemical calculations much more easily than

those that don't. Further Mathematicians especially are well-placed to thrive in the subject.

Assessment

The A-level consists of three examinations sat at the end of Year 13:

- Paper 1 – Inorganic and relevant Physical Chemistry (35% of the A-level)
- Paper 2 – Organic and relevant Physical Chemistry (35% of the A-level)
- Paper 3 – Practical skills and multiple choice (30% of the A-level)

Students complete 15 assessed practicals over the two years, with a final pass or fail judgment. This is a crucial part of the A-level course, and assessed practical write-ups should be treated as such.

What is expected of the student?

Chemistry is an academically rigorous course, with a significant amount of content. Students will be expected to cope with an intensive workload, completing homework from theory lessons alongside write-ups to practical experiments. Students should designate study periods and time at home to additional consolidation of the content covered. Attending and participating in lessons is considered a minimum expectation, with those that pursue further supplementary practice problems often outperforming their peers over the course of the two years. Many students choose Chemistry as a requirement for a particular course in higher education. These university courses are invariably hard work. Studying the Chemistry A-level is an opportunity to prove that you would be up to the challenge.

Careers and Higher Education

Many of our students go on to study Chemistry related courses at university, be they chemists, natural scientists, biochemists or chemical engineers. At careers fairs, prospective employers place a premium on Chemistry undergraduates. Graduate careers may be directly related to the subject, including analytical chemists, medicinal chemists and toxicologists. Alternatively, many graduates will pursue careers in medicine, law, finance, accountancy and management consultancy, using the critical thinking and project management skills they will have honed through their degree. The education sector is also a major employer of chemists, with a significant number entering the teaching profession.

Subject	**Computer Science**
Head of Department	**Mr N. Frost**
Examination Board	**OCR**
Specification Code	**H446**
Web Address	**www.ocr.org.uk**

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 supporting the programming project (Y12/13). We allocate one hour a fortnight to this, with each student identifying suitable projects to work on independently, and with mutual support. In addition to this, the syllabus requires specific skills in both high and low level languages, database manipulation (SQL) and website creation (HTML, CSS, Javascript) and time will also be given to all of these in addition to the personal skills development time.

Most students taking the course have programmed using Python before. At A level we encourage students to look at another language, such as C#, while others may benefit from honing their Python skills in new directions. 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. We believe strongly in the need for all to continue to develop their programming skills, and allocate one lesson a fortnight for this purpose. There is no requirement to use any particular language in formal examinations, nor in the programming project, although you will need to be proficient in one high-level language for this.

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 work must be done under supervision 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?

Subject	**Design & Technology. Product Design**
Head of Department	**Mr S. Sweetman**
Examination Board	**AQA A-Level Design and Technology: Product Design.**
Specification Code	**7552**
Web Address	**www.aqa.org.uk**

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 – has three main areas of study

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

What will you get from it?

- Universities like students with D&T because they are independent and equipped with the following skills -
- Problem solving skills
- Improves your creativity
- Organisational skills
- Time management
- Report production
- It is thought-provoking
- Develops theoretical knowledge
- Develops your practical skills

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
- 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 with the NEA started during yr12 and completed in yr13.

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

"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

At Advanced Level all the content delivered over the two year course has to be examined. Accordingly there are three examinations. The first two cover micro and macro content, and the third paper covers all content.

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 was offered at Camp Hill for the first time last year and so students are not expected to have studied GCSE Economics. 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.

Subject	**English Literature**
Head of Department	**Mr N. Hill**
Examination Board	**AQA**
Specification Code	**7712 option B**
Web Address	**www.aqa.org.uk**

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.

Subject	**Geography**
Head of Department	**Mr C. Butcher**
Examination Board	**Pearson**
Specification Code	**9GEO**
Web Address	**https://qualification.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html**

The A-level course in Geography offers an excellent primer to the broad range of topics that define the modern discipline of Geography, with the Edexcel specification bringing it in line with the subject material and techniques currently being taught in universities. Geography is one of the Russell Group's Facilitating Subjects, which means it is a preferred subject that will enable you to gain access to some of the best universities in the country. The course covers many areas of geography you might expect to see such as geomorphology, tectonics and natural hazards, but also has a range of other interesting topics such as globalisation, changing places and superpowers which cover aspects of geopolitics, economics and international science

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 A-level is outlined below. Your study will be complemented by at least four days of fieldwork, a range of learning activities, research projects, and a broad spectrum of enrichment activities, including external talks/lectures run by the GA, access to a large array of books in the department library as well as subscriptions to many online resources and GIS training and competitions. We also ask that our Sixth

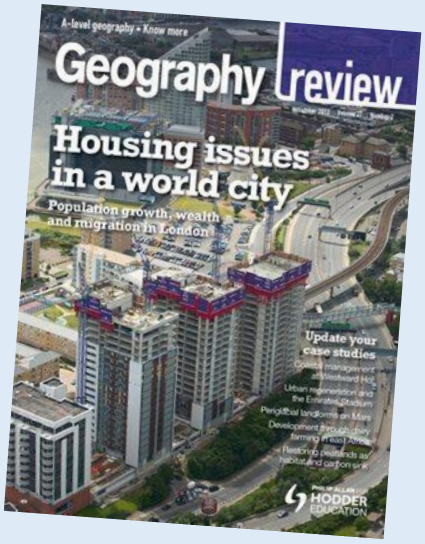
Form geographers contribute to the life of the department by supporting activities and events run for students in lower school.

The Structure of the Course.

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

<table>
<tr><th colspan="2">Year 12</th><th colspan="2">Year 13</th></tr>
<tr><td rowspan="2">Geomorphology</td><td>Coastal systems and landscapes</td><td rowspan="2">Global Systems Studies</td><td>Water cycle and water insecurity</td></tr>
<tr><td>Tectonic processes and hazards</td><td>Carbon cycle and energy security</td></tr>
<tr><td rowspan="2">Human Geography</td><td>Dynamic Places: Globalisation</td><td rowspan="2">Geopolitics</td><td>Global development and connections</td></tr>
<tr><td>Changing places – local area study</td><td>Superpowers</td></tr>
<tr><td colspan="4">Independent fieldwork project: 3,000-4,000 word report (20%)</td></tr>
</table>

We encourage our students to read as widely as possible around the subject. Many choose to read the 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 and bloggers on Substack. The department also has an extensive selection of books in the department library covering all topics covered in the course.



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.

Subject	**History**
Head of Department	**Mr A. Rudd**
Examination Board	**AQA**
Specification Code	**7402 (paper 1 option H, paper 2 option A)**
Web Address	**www.aqa.org.uk**

Why study History?

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 ever-adapting 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 priorities, not only stimulates the imagination but also helps you to view your own society in a new light and with a deeper understanding.

At the same time, 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. 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 study of history also fosters self-reflection and doubt, in a world where people are often too certain, often through ignorance, doubt is an incredibly powerful tool. Only in holding our ideas and others, up to intense scrutiny can we feel confident and assured in who we are and what we believe. The study of history teaches us to do this, on the basis of evidence, increasing the legitimacy and strength in our convictions, whilst leaving us open and even accepting of challenge.

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 it to identify and analyse the strengths of different historical interpretations and the role of historians in developing an accurate window onto the past. We look at the

power of ideas, and the power of individuals to shape history. Thus helping students to develop their ability to identify trends, understand, and rationalise concepts like cause and consequence.

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 – Non-Examined Assessment (NEA) on 20th Century US Foreign Policy
Students complete a Non-Examined Assessment looking at the Ottoman Empire over a 100 year period. Students typically look at a period between the 13th century and the 20th century. This combines work on research, as well as interpretation and source analysis.

Assessment. .
This consists of the three modules, both examination modules are worth 40% of the final mark and NEA 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 NEA will be a 4,000 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 inherently challenging, fascinating and enjoyable - a willingness to look beyond the confines of the taught course also bolsters such a decision. You will very much enjoy the subject if politics, social and economic change, 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 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.

Subject	**Mathematics**
Head of Department	**Mrs J. Garg**
Examination Board	**OCR**
Specification Code	**OCR (MEI) H640**
Web Address	**www.ocr.org.uk**

Why study Mathematics?

7! = 7 × 6 × 5 × 4 × 3 × 2 × 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 2023, 128 students took A level Mathematics, with 69% 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 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

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 builds on many of the techniques learned during their GCSE course. However, there will also be a greater emphasis on problem solving, modelling and reasoning.

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. A level mathematics 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 section, 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 calculator used is the Casio fx-991 CW, which does the job well, there are other options available.

There are five classes in each year group. The numbers in each class vary according to the popularity of the subject and other timetable choices. This year class sizes vary between 14 and 24. The classes are usually taught two teachers, one teaching the pure content for 6 hours per fortnight and one teaching the applies (statistics and mechanics) content for the other 3 hours.

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.

Subject	**Further Mathematics**
Head of Department	**Mrs J. Garg**
Examination Board	**OCR**
Specification Code	**OCR (MEI) H645**
Web Address	**www.ocr.org.uk**

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 Further Maths may or may not be a requirement for their desired university and they should ensure they research this carefully before making any choices.

Requirements

You need to have at least a Grade 9 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

In Further Mathematics, half of the content is compulsory, which has been decided nationally. Throughout the course there is a greater emphasis on problem solving, modelling and reasoning.

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 study the A-level Pure and Mechanics content in Year 12, as well as the AS Level Pure Content. The rest will be taught in year 13. Therefore, we have decided that we will not enter candidates for the Mathematics A level examinations in Year 12. They would be required to sit all their exams at the end of the 2 years.
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 3×3. The Casio fx-991 CW 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.

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

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 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.

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 Year 1 units are drawn from the following broad topic areas and are firmly rooted in the culture of the target-language country:

- Family, Immigration, Youth Culture, Festivals and Traditions, Germany and the EU, Racism, a book or a film

Year 13 topics:
Reading and listening material used in Year 2 is drawn from the following broad areas and is firmly rooted in the culture of the target-language country:

- The Digital World, Integration, Politics and Youth, Art and Architecture, 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.

Subject	**Music**
Head of Department	**Mr J Watters**
Examination Board	**Eduqas**
Specification Code	**A660QS**
Web Address	**www.eduqas.co.uk/qualifications/music-asa-level**

Why study Music?
Music is a respected and academically rigorous A Level as suitable for those who want to go on to further studies in music, as much as it is for those who want to study it for their love of the subject.

The Course
A Level Music gives pupils the opportunity to further develop their performing, composing, and listening and 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. The breadth of repertoire enables pupils become omnivorous in their musical preferences, and develops a level of musical skill and knowledge which is rarely found among musicians who have a narrow field of interest. Lessons are taught jointly with King Edward VI Camp Hill Girls' School.

Assessment
There are three components: a recital, a composition portfolio and listening and appraising assessment. Pupils may choose to specialise in performing or composing:

	Pathway A (Performing)	**Pathway B (Composing)**
Performing (25% / 35%)	Minimum of **three** pieces (10-12 minutes). Performed to a visiting examiner. **(35%)**	Minimum of **two** pieces (6-8 minutes). Performed to a visiting examiner. **(25%)**
Composing (35% / 25%)	**Two** compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief. The second composition is a free composition. **(25%)**	**Three** compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief. The second composition must reflect the musical characteristics of one different area of study. The third composition is a free composition. **(35%)**

Appraising (40%)	Written examination: 2 hours 15 minutes (approximately) Area of study A: The Western Classical Tradition Area of study D: Jazz Area of study E: Into the Twentieth Century

What is expected?
Much of the work is practically based and pupils should generally be of at least Grade 6 standard on an instrument at the start of the course. Grade 5 Theory is also an advantage. In both instances, this is not essential and pupils are encouraged to discuss their suitability for the course with Mr Waters.

Careers and Higher Education
It is as common for pupils to combine A Level Music with a range of subjects from sciences and maths, to arts, to humanities. For those wanting to go on to study of music at university or conservatoire, A Level Music is essential in most instances. Where universities specific subjects which are not recommended at A Level, Music is not included. Where some top universities list preferred subjects, A Level Music frequently features (e.g. University of Cambridge, LSE, UCL).

Subject	**Physics**
Head of Department	**Mrs A. Khan**
Examination Board	**AQA**
Specification Code	**7408**
Web Address	**www.aqa.org.uk**

Why study Physics?
Physics is the most fundamental of the three sciences, being a study of the natural world encompassing the whole Universe down to sub-atomic particles. It is an important subject in its own right but it is also a suitable complement to the other two sciences as well as Mathematics, Computing and Technology.

The Course
The A level covers a wide range of topics, encompassing both classical and more modern Physics concepts, from sub-atomic particles, through to forces and fields to Astrophysics including Cosmology. 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 a grade 7 at GCSE Mathematics, and help can be given to students who need it. The emphasis is always on understanding and application to new situations, although there is still a requirement to learn basic facts.

Assessment
In Year 12 students study waves, electricity, mechanics & materials and particles & quantum, further mechanics and thermal physics. In Year 13 you will study fields (gravitational, electric & magnetic fields as well as capacitance), nuclear physics and the Astrophysics option topic. For the full A level, there are three 2-hour papers, with a mixture of multiple choice and short answer questions. In addition, 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 a grade 7 or above in GCSE Physics or at least 8/8 grade in double 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.

Additional opportunities
We offer a wide range of enrichment opportunities including original research with the Institute for Research in Schools using data from the ATLAS detector at CERN, winning Best Project at the IRIS Awards in 2023 and entering students for British Physics Olympiads and British Astronomy & Astrophysics Olympiad competitions, with a CHB student making it to representing GB at the International Physics Olympiad 2026 in Bucaramanga, Columbia.

Careers and Higher Education
Physics A level is very useful for many courses, including Physics (naturally), Natural Sciences, Geology, Medicine, Dentistry, Optometry, Radiography, Physiotherapy and all branches of Engineering. The skills that you acquire in studying physics will mean you have demonstrated that you can understand scientific concepts and apply yourself to

problem solving. For further study in Physics or Engineering, Further Mathematics is essential for those aspiring to the most competitive courses.

Subject	**Politics**
Head of Department	**Mr A. Rudd**
Examination Board	**AQA**
Specification Code	**7152**
Web Address	**www.aqa.org.uk**

"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? Should the constitution of the UK be brought up to date? Are we entering into an era of multi-party politics? What does Brexit really mean for Britain? How will the political consequences of the pandemic be felt in British politics? 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 A-level Politics. If you have an interest in current affairs, then this is the course for you.

The Course

The Year 12 course helps us to understand how the British democratic political system works, by looking at election systems, voting behaviour, political parties, pressure groups, parliament, the judiciary and the workings of government.

Year 13 course provides an opportunity to study the ideologies of socialism, conservatism liberalism and anarchism. For each we consider the core beliefs and principles as well as the ways in which they affect British politics in the day-to-day.

There is also a comparative element to A-level Politics, and we therefore study the political systems of the United States, and contrast this with politics in the UK.

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

There are 3 examination papers for Politics A-level which are taken in the Summer of Year 13: Paper 1 'Government and politics of the UK'; Paper 2 'Government and politics of the USA and comparative politics', and Paper 3 'Political ideas'.

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 (subject to national and local restrictions).

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 Politics, Philosophy and Economics (PPE) courses and the Cambridge Social and Political Science course. As an A-level subject, Politics provides an excellent combination with a wide range of subjects including History, Business and Economics, Geography, Languages, Religious Studies, English and Psychology. *"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."*

Subject	**Psychology**
Head of Department	**Mrs K. Watkin**
Examination Board	**AQA**
Syllabus Code	**7182**
Web Address	**www.aqa.org.uk**

Why study Psychology?

Psychology is an increasingly popular A level choice at Camp Hill Boys and we are proud to offer such a fascinating yet academically challenging subject.

When considering whether or not to study Psychology, the question most commonly asked is 'what is it?' Psychology is defined as **the scientific study of mind and behaviour**. The reality is that everybody has an experience of the applications of psychology in the real world, but don't often realise how they came about.

However, this knowledge and understanding does not come about through chance or speculation. Psychology is a science, and is subject to the same scientific rigours as the natural sciences. Theories require evidence, and this evidence has to be reliable and valid. This can often cause us problems – humans are not chemicals in a test tube, or bacteria in a petri dish. We are independent, free willed, highly intelligent beings and do not always behave as psychologists in a lab may predict. This can often cause issues for research and drawing conclusions about human behaviour.

The Course

'Mind' and 'Behaviour' are broad terms, so it is of no surprise that we learn a diverse range of topics at A level. In Year 12, we study **Social Influence, Memory**, **Attachment, Biopsychology, and Psychopathology**. In Year 13, we look at key **Issues & Debates in Psychology, Relationships, Schizophrenia and Forensic Psychology.**

As well as this diverse range of topics, there is the understanding of **Research Methods**. This includes planning research and understanding how to statistically analyse quantitative data.

Lessons in Psychology are teacher led and lively – you will be expected to answer questions and contribute. We cover a large amount of content in each lesson (9 per fortnight), so good note making is essential.

We often provide opportunities for participation in psychological research with local universities, which give students a valuable insight.

Assessment

Psychology has the same Assessment Objectives as the natural sciences, and therefore is subject to the same requirement of mathematics (10% of the final marks). In order to

prepare students for the final examinations at the end of Year 13, we have regular essays completed in timed conditions in class, plus end of topic tests for each of the 11 topics.

There are three 2 hour examinations at the end of Year 13. Each of the topics has its own sub-section with a maximum of 24 marks (with the exception of Research Methods which is 48 marks. Research Methods questions also appear in different sections of the papers). Each section (excepting Research Methods) will have either an 8 or a 16 mark essay. With 1.25 minutes available per mark, these are not long essays. They are concise, to the point, and free of opinion.

What is expected of the student?
You are expected to participate in lesson, answer questions, and maintain organised and detailed notes. Homework focusses on note making in preparation for lessons, and revision of previous learning.

Most importantly, you need to enjoy Psychology! You won't enjoy each of the 11 topics, but there will certainly be some areas that you will find fascinating. Enjoyment and achievement often positively correlate, as students are motivated to want to do well.

However, Psychology is an academically rigorous and well respected subject. It is not an easy subject. Achievement requires hard work – a lot of it.

Careers and Higher Education

A lot of students choose to study Psychology at university. For those who opt not to, they find that Psychology complements their other A levels well. For example, students studying other science subjects find that the use of the scientific method and heavy biological content supports their other subjects. Additionally, students of humanities subjects find the critical analysis and real world applications a useful link. Other examples of further study include: Law, History, Politics, Business, Medicine, English, and Biomedical Sciences. Career options are limitless and psychological understanding is required in many fields.

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

A Level Religious Studies
"The unexamined life is not worth living" - Socrates
To choose A Level 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 Specification for Religious Studies (https://www.aqa.org.uk/subjects/religious-studies/as-and-a-level/religious-studies-7062).

At A Level you will study 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?
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?

Students 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 anywhere! Many of our students pursue philosophy, politics, law, social work, teaching, research, journalism as well as further study.

Subject	**Drama & Theatre Studies (available at Camp Hill Girls)**
Head of Department	**Mrs P. Morgan-Long**
Examination Board	**OCR**
Syllabus Code	**H459 (option BA)**
Web Address	**www.ocr.org.uk**

"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.

Subject	**Spanish (available at Camp Hill Girls)**
Head of Department	**Mrs L. Parfitt**
Examination Board	**AQA**
Syllabus Code	**7692**
Web Address	**www.aqa.org.uk**

"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!

Subject	Senior Games
Head of Department	Mr. T. Burgess

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. The main focus of the programme is to encourage participation and the development of an active, healthy lifestyle.

Senior Games Participation
The PE department is extremely proud of our 'senior' games offer. We are able to provide a sporting opportunity for over 300 pupils with use of onsite and offsite facilities. In Year 11 & 12, it is compulsory for all students to participate in a minimum of 2 hours of physical activity per week, although there are ample opportunities to increase physical participation beyond this minimum requirement.

At the start of the year, students are asked to choose which sport they would like to participate in on a Wednesday afternoon. This comes as two main options-

'Performance':
For students who want to play competitive fixtures against other schools and be involved in training sessions that require a higher skill set and will be more labour intensive. Sports included in this option are Rugby & Hockey (Years 11, 12 & 13) and Football (Year 12 & 13). Cricket is added in the summer term as a performance sport (Years 11, 12 & 13).

'Recreation':
For students who want a slightly more relaxed approach to physical activity and are interested in increasing their overall fitness and ability, but not necessarily in a hugely competitive environment. Activities involved in this option are recreation Football, Basketball, Badminton, Fitness, Squash and Swimming. Tennis, Cricket, Softball, Ultimate Frisbee, Lacrosse and Athletics are added as summer options.

Our ethos in the PE department is 'sport for all with a competitive element' and we are keen for students to make the most of the opportunities available to them. We encourage physical activity as a way of developing confidence, commitment and for stress relief. We are continually liaising with students about developing our physical activity provision and strive to offer as many opportunities as we possibly can. At Camp Hill Boys, we strongly encourage Year 13s to take part in physical activity on a Wednesday afternoon, especially if they fall into the 'performance' category. However, students in Year 13 have more autonomy over what they choose to take part in, this could include going to their own gym or going out on a walk, jog or cycle with their peers.

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.