

# Bradfield School Sixth Form Course Information Booklet 2018



## Academic Subjects – Summary of Courses

There follows a page for each subject offered that details the structure, content and assessment model of each course. This page provides an overview of all the courses on offer. Students are required to study a minimum of 3 A-Level courses. All students follow the Extended Project Qualification.

We have also included a web-link to help you to access the most up-to-date information on each of these courses.

Subject	Examination Board	
Art & Design	AQA	<a href="http://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design">http://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design</a>
Biology	AQA	<a href="http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402">http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402</a>
Business Studies	AQA	<a href="http://www.aqa.org.uk/subjects/business-subjects/as-and-a-level/business-7131-7132">http://www.aqa.org.uk/subjects/business-subjects/as-and-a-level/business-7131-7132</a>
Chemistry	AQA	<a href="http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7405">http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7405</a>
Computer Science	OCR	<a href="http://www.ocr.org.uk/qualifications/as-a-level-gce-computer-science-h046-h446-from-2015/">http://www.ocr.org.uk/qualifications/as-a-level-gce-computer-science-h046-h446-from-2015/</a>
Drama & Theatre Studies	WJEC	<a href="http://www.wjec.co.uk/qualifications/drama/r-drama-gce-asa-from-2016/">http://www.wjec.co.uk/qualifications/drama/r-drama-gce-asa-from-2016/</a>
Design & Technology	OCR	<a href="http://www.ocr.org.uk/qualifications/as-a-level-gce-design-and-technology-h004-h006-h404-h406-from-2017/">http://www.ocr.org.uk/qualifications/as-a-level-gce-design-and-technology-h004-h006-h404-h406-from-2017/</a>
English Language	OCR	<a href="http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-h070-h470-from-2015/">http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-h070-h470-from-2015/</a>
English Literature	AQA (B)	<a href="http://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-b-7717">http://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-b-7717</a>
Extended Project Qualification	AQA	<a href="http://www.aqa.org.uk/subjects/projects/aqa-certificate/EPQ-7993">http://www.aqa.org.uk/subjects/projects/aqa-certificate/EPQ-7993</a>
French	AQA	<a href="http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-draft-7652">http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-draft-7652</a>
Geography	AQA	<a href="http://www.aqa.org.uk/subjects/geography/a-level/geography-2030">http://www.aqa.org.uk/subjects/geography/a-level/geography-2030</a>
History	AQA	<a href="http://www.aqa.org.uk/subjects/history/as-and-a-level/history-7042">http://www.aqa.org.uk/subjects/history/as-and-a-level/history-7042</a>
Law	AQA	<a href="http://www.aqa.org.uk/subjects/law/a-level/law-2160">http://www.aqa.org.uk/subjects/law/a-level/law-2160</a>
Certificate in Maths Studies (Core Maths)	AQA	<a href="http://www.aqa.org.uk/subjects/mathematics/aqa-certificate/mathematical-studies-1350">http://www.aqa.org.uk/subjects/mathematics/aqa-certificate/mathematical-studies-1350</a>
Mathematics	EdExcel	<a href="http://www.edexcel.com/quals/gce/gce08/maths/Pages/default.aspx">http://www.edexcel.com/quals/gce/gce08/maths/Pages/default.aspx</a>
Further Mathematics	EdExcel	<a href="http://www.edexcel.com/quals/gce/gce08/maths/Pages/default.aspx">http://www.edexcel.com/quals/gce/gce08/maths/Pages/default.aspx</a>
Music	AQA	<a href="http://www.aqa.org.uk/subjects/music#bm-A-level">http://www.aqa.org.uk/subjects/music#bm-A-level</a>
Philosophy & Ethics	OCR	<a href="http://www.ocr.org.uk/qualifications/as-a-level-gce-religious-studies-h172-h572/">http://www.ocr.org.uk/qualifications/as-a-level-gce-religious-studies-h172-h572/</a>
Physical Education	AQA	<a href="http://www.aqa.org.uk/subjects/physical-education/as-and-a-level">http://www.aqa.org.uk/subjects/physical-education/as-and-a-level</a>
Physics	AQA	<a href="http://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7408">http://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7408</a>
Politics	AQA	<a href="http://www.aqa.org.uk/subjects/government-and-politics/as-and-a-level">http://www.aqa.org.uk/subjects/government-and-politics/as-and-a-level</a>
Psychology	AQA	<a href="http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182">http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182</a>
Spanish	AQA	<a href="http://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-draft-7692">http://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-draft-7692</a>
Sociology	OCR	<a href="http://www.ocr.org.uk/qualifications/as-a-level-gce-sociology-h180-h580-from-2015/">http://www.ocr.org.uk/qualifications/as-a-level-gce-sociology-h180-h580-from-2015/</a>

# Art, Craft and Design

## Specification

- AQA Art, Craft & Design – Students will be introduced to a variety of experiences that explore a range of 2-D and 3-D media, techniques and processes. They will be expected to produce practical and critical/contextual work associated with two or more of the following art endorsements; Fine Art, Graphic Communication, Textiles, 3-D Design or Photography.

## Y12 Content

- Gallery visits (local and further afield)
- Workshops with practising artists
- Extending existing knowledge, skills and techniques
- Interpreting and fulfilling art briefs
- Critical analysis of past and contemporary art practices
- Working with new media –E.g. oil paint, digital
- Understanding different styles, genres and traditions in Art, Craft and Design
- Trips to develop inspiration
- Mini projects based on past papers to prepare for Components 1 & 2

**There are no external assessments at the end of Y12.**

## Y13 Content

- **Component 1** – Students are expected to develop a personal investigation based on a theme/idea leading to finished piece/pieces. The work completed in this unit must be linked with a contemporary or past practice of an artist, designer or craftsman. There is a written element (extended essay) that must be no less than 1000 and no more than 3000 words.
- **Component 2** – The exam board offer eight examination questions and candidates must select one starting point. (Examination questions are given out after 1<sup>st</sup> February.) Towards the end of the examination period candidates will complete a 15hr unaided, supervised exam. Candidates will be assessed on their ability to work independently within time constraints, developing a personal response and meeting all four assessment objectives.

## Assessment (Y13)

- Component 1 – Personal Investigation – (worth 60% of the full A level)
- Component 2 – Externally Assessed Assignment – (worth 40% of the full A level)

## Teachers

- Mrs S Drabble

## Entry Requirements

- Grade 5 in GCSE Art & Design or evidence of artistic ability (if GCSE Art & Design not taken)

# Biology

## Specification

- AQA Biology (7402)

## Content

In the first year of the A-Level course the following content is covered.

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

For students progressing to take a full A-Level in Biology the following additional content will be taught in the second year of the course.

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

- Paper 1: A 2-hour written exam on sections 1-4 including relevant practical skills (35% of A-Level marks)
- Paper 2: A 2-hour written exam on sections 5-8 including relevant practical skills (35% of A-Level marks)
- Paper 3: A 2-hour written exam on all sections 1-8, including relevant practical skills (30% of A-Level marks)

## Teachers

- Mr L. Beard
- Mr K. Holmes
- Mrs J. Allen
- Mrs G. Mitchell

## Entry Requirements

- Grade 5 in GCSE Biology (or 5 in GCSE Combined Science)

# Business Studies

## Specification

- AQA Business Studies A-level

## Content

Students of this course will study business in a variety of contexts and will consider the importance of the context of business in relation to decision making. They will look at the interrelated nature of business activities and the markets within which they operate. Throughout the course, students will be required to follow business developments and think critically about contemporary business issues.

Below are the key topic areas that will be studied:

- What is Business? – forms of business, business objectives, external environment.
- Managers, leadership and decision making – management styles, stakeholders.
- Decision making to improve marketing performance – Understanding markets and customers, marketing mix, segmentation.
- Decision making to improve operational performance – production, quality, efficiency, supply chains.
- Decision making to improve financial performance – cash flow, profit, break-even, sources of finance.
- Decision making to improve human resource performance – organisational structure, recruitment, motivation.
- Analysing the strategic position of a business – Ratio analysis, SWOT analysis, PEST analysis.
- Choosing strategic direction – Ansoff Matrix, positioning strategies.
- Strategic methods: How to pursue strategies – growth, innovation, internationalisation, technology.
- Managing strategic change – causes of change, barriers to change, organisational culture, implementing strategies.

## Assessment Units

- Paper 1 – 2 hour written exam that covers all content. Multiple choice and short answer questions. Worth 33.3% of A-Level.
- Paper 2 – 2 hour written exam that covers all content. 3 large essay questions. Worth 33.3% of A-Level.
- Paper 3 – 2 hour written exam that covers all content. 6 questions based on case study. Worth 33.3% of A-Level.

## Teachers

- Mrs E Lees
- Mr C Myhill

## Entry Requirements

- Grade 5 in GCSE Business Studies or Grade 5 in GCSE English

# Chemistry

## Specification

- AQA Chemistry (7405)

## Content

In the first year of the A-Level course the following content is covered.

1. Atomic Structure
2. Amount of substance
3. Bonding
4. Energetics
5. Kinetics
6. Equilibria
7. Redox
8. Periodic table, group 2 and group 7.
9. Alkanes
10. Halogenoalkanes
11. Alkenes
12. Alcohols
13. Organic analysis

This material makes up the AS component of the course.

For students progressing to take a full A-Level in Chemistry the following additional content will be taught in the second year of the course.

1. Thermodynamics
2. Rate Equations
3. Equilibria
4. Electrode Potentials
5. Acids and bases
6. Transition metals
7. Aqueous reactions
8. Aromatic Chemistry
9. Amines
10. Polymers
11. Amino Acids and DNA
12. Organic Synthesis
13. Spectroscopy
14. Chromatography

## Assessment

- Paper 1: A 2-hour written exam on Physical and Inorganic Chemistry. (35% of A-Level marks)
- Paper 2: A 2-hour written exam Physical and Organic Chemistry (35% of A-Level marks)
- Paper 3: A 2-hour written exam on practical skills and data analysis as well as questions on any of the syllabus content. (30% of A-Level marks)

## Teachers

- Dr N Moorcroft
- Ms S. Hambleton.

## Entry Requirements

- Grade 5 in GCSE Chemistry (or Grade 5 in GCSE Combined Science)
- Grade 5 in GCSE Mathematics

# Computer Science

## Specification

- OCR Computer Science H446

## Course overview:

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems.

It's an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.

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

- An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation.
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- The capacity to think creatively, innovatively, analytically, logically and critically.
- The capacity to see relationships between different aspects of computer science.

## A Level Content:

The qualification consists of 3 units:

### 01 COMPUTER SYSTEMS

This component will be a traditionally marked and structured question paper with a mix of question types: short-answer, longer-answer, and levels of response mark-scheme-type questions. It will cover the characteristics of contemporary systems architecture and other areas including the following:

The characteristics of contemporary processors, input, output and storage devices

Software and software development

Exchanging data

Data types, data structures and algorithms

Legal, moral, cultural and ethical issues.

### 02 ALGORITHMS AND PROGRAMMING

This component will be a traditionally marked and structured question paper with two sections, both of which will include a mix of question types: short-answer, longer-answer, and levels of response mark-scheme-type questions.

#### SECTION A

Traditional questions concerning computational thinking:

Elements of computational thinking

Programming and problem solving

Pattern recognition, abstraction and decomposition

Algorithm design and efficiency

Standard algorithms.

## **SECTION B**

There'll be a scenario/task contained in the paper, which could be an algorithm or a text

### **03 PROGRAMMING PROJECT**

External postal moderation or repository.

Students and/or centres select their own user-driven problem of an appropriate size and complexity to solve. This will enable them to demonstrate the skills and knowledge necessary to meet the Assessment Objectives. Students will need to analyse the problem, design a solution, implement the solution and give a thorough evaluation.

#### **Assessment Units:**

- 01 – Written exam (2 ½ hours) worth 40%
- 02 – Written exam (2 ½ hours) worth 40%
- 03 – Coursework Project worth 20%

#### **Teacher**

- Mr C Myhill

#### **Entry Requirements**

- Grade 5 in GCSE Computing (if taken)
- Grade 5 in GCSE Mathematics



# Drama and Theatre Studies

## Specification

- WJEC Eduqas GCE A Level

## Course Overview

- **Component 1- Theatre Workshop**
  - Non- exam assessment: internally assessed
  - Performance & 1500 words
  - 20% of qualification (60 marks)
- **Component 2- Text in Action**
  - Non- exam assessment: externally assessed (visiting examiner)
  - 2 performances and 1600 words
  - 40% of qualification (120 marks)
- **Component 3- Text in Performance**
  - Written Exam (2h 30m)
  - 3 sections 3 scripts (A&B and C)
  - 40% of qualification

## Unit 1

- Create a piece of theatre based on an extract of a play with influence of a theatre company.
- The theatre companies/practitioners we will look are
  - DV8 Theatre Company
  - Artaud
  - Berkoff
  - Stanislavski
  - 1200- 1500 words coursework based on the DEVELOPMENT

## Unit 2

2 performances

- Devised piece of drama based on stimulus from the exam board.
- Performance from text extract from published play
- Visiting examiner comes in to assess performances.
- 1300-1600 coursework based on a REVIEW of your work

### **Unit 3**

- 2 h 30m exam
- All sections are worth 40 marks
- Based on 3 sections
  - Section A & B
    - Pre 1956 text
    - Post 1956 text
    - BOTH texts will be taken in the exam (blank)
  - Section C
    - The Curious Incident of the Dog in the Night- Time
    - We will study the whole text but you will be given a 10-15 minute extract in March before the exam
    - You will NOT take the text in to the exam with you

### **Teachers**

- Mrs L Piggott
- Mr T Markham

### **Entry Requirements**

- Grade 5 in GCSE Drama

# Design and Technology

## Specification

- OCR A Level Design & Technology

## Course Description

During the two year course, you will study a range of materials. You will develop a technical understanding of how products function and how they are made to support the design and manufacture of your own design solutions. You will learn about wider design principles and the affect of design on users and the world we live in.

You will identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes/products. You will develop your subject knowledge, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture.

You will develop a critical mind through enquiry and problem solving, exploration, creation and evaluation of iterative designs.

## Assessed Units

- A non-examined '**Iterative Design Project**' worth 50% of the A Level qualification
  - This is a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate. You will be required to identify a design opportunity or problem from a context of your own choice, and create a portfolio supported by real-time evidence of your project development. Innovative approaches will be required resulting in a final prototype that can be tested against the user and the market.
- A '**Principles**' examination paper worth 26.7% (80 marks) of the A Level qualification, 1 hour 30 minutes long
  - This paper will assess analysis of existing products, technical knowledge and understanding of materials, product functionality, manufacturing processes and techniques and allows you to demonstrate your understanding of design thinking and wider social, moral and environmental issues that impact on the design and manufacturing industries.
- A '**Problem Solving**' paper worth 23.3% (70 marks) of the A Level qualification, 1 hour 45 minutes long
  - This paper requires learners to apply their knowledge and understanding through higher level thinking skills, reflecting on the viability of products and possible design solutions in context and being able to make critical judgements on the most appropriate methods and outcomes.

## Enrichment opportunities

- As part of this course student will partake in a number of industrial visits to design studios, universities and industrial organisations to enrich what happens in the classroom and workshop. We have strong links with both Sheffield Universities allowing students to become familiar with higher education options.

## Teachers

- Miss S McGoldrick & Mr S Booth

## Entry requirements:

- Grade 5 in GCSE Product Design or similar course or Grade 5 in GCSE Engineering

# English Language

## Specification

- OCR English Language

## A Level Content

- Linguistic analysis of authentic texts.
- Original writing for a real-world purpose on a topical language issue.
- Analysis of how children acquire language.
- Language in the media.
- How language changes over time.
- An investigation into an area of each learner's particular individual interest.

## Assessment Units

### Paper 1 – 40%

Exploring language

80 marks

2 hours 30 minutes

Written paper

### Paper 2 – 40%

Dimensions of linguistic variation

80 marks

2 hours 30 minutes

Written paper

### Non-examined unit – 20%

Independent language research

40 marks

## Teachers

- Mrs H Hawkins
- Mrs S Birks
- Miss N Leyland
- Mrs M Brayford

## Entry Requirements

- Grade 5 in GCSE English

# English Literature

## Specification

- AQA English Literature B

## A-Level Content

### 3.1 Literary Genres – Aspects of Tragedy

Study of three texts: one Shakespeare text; a second drama text and one further text, of which one must be written pre-1900

#### Assessed

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

### 3.2 Texts and Genres – Elements of Political Writing

Study of three texts: one post-2000 prose text; one poetry and one further text, one of which must be written pre-1900. Examination will include an unseen passage.

#### Assessed

- written exam: 3 hours
- open book
- 75 marks
- 40% of A-level

### 3.3 Theory and Independence

Study of two texts: one poetry and one prose text, informed by study of the Critical Anthology. Two essays of 1250 -1500 words, each responding to a different text and linking to a different aspect of the Critical Anthology. One essay can be re-creative. The re-creative piece will be accompanied by a commentary.

#### Assessed

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

## Teachers

- Mr P Darragh
- Mrs L Moss
- Mrs T Snailum
- Miss L Young

## Entry Requirements

- Grade 5 in GCSE English Literature and English Language

# Extended Project Qualification (EPQ)

## Specification

- AQA Level 3 Extended Project Qualification (7993)

## Overview

The EPQ is an extended exercise using in depth research and analysis, based around a topic of your choosing. It has a large focus on independent learning and will result in you producing either:

- Dissertation
- Investigation or fieldwork
- Production  
eg charity event, fashion show or sports event
- Artefact  
eg piece of art, a computer game or realised design

## Why do the EPQ?

The EPQ is excellent preparation for studying at university level, allowing you to experience in depth research and independent learning.

Many universities place a high value on success in the EPQ, as it represents a good demonstration of your potential to succeed at degree level study.

It demonstrates a strong interest in the chosen topic, often looks great on a Personal Statement.

- It is a chance to tailor your learning, and study something you perhaps haven't had the chance to before.
- It can highlight an area of interest within a subject that you would like to continue at university.
- It is a great opportunity to gain expert knowledge on a topic.
- It can make you feel more confident about doing university level work and independent study
- It is an extra qualification that you can put on your CV showing a different set of skills to regular curriculum classes.
- You can choose a subject that relates to a career path you are interested in, and acquire useful knowledge that could help in interviews and applications later down the line.

## Assessment:

**A01 Manage** - Identify, design, plan, and carry out a project, applying a range of skills, strategies and methods to achieve objectives.

**A02 Use Resources** research, critically select, organise and use information, and select and use a range of resources. Analyse data apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.

**A03 Develop and Realise** Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes.

**A04 Review** Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.

## Teachers:

- Mr P Beaumont
- Mrs S Hambleton
- Mr A Mitchell
- Dr N Moorcroft
- Mr D Joyce
- Mrs K Carter – EPQ co-ordinator

# French

## Specification

- AQA French

## Skills acquired:

A language A-level gives you the grounding to have real conversations with real people. You will develop skills acquired at GCSE (listening, reading, speaking and writing) but start taking a higher perspective by considering the impact of social issues and trends as well as political and artistic culture on life in France or a French-speaking country. This makes the course broader, and therefore more interesting, than at GCSE.

You will learn:

- Listening & reading & essay writing skills
- Debating and presentation skills
- Translation skills
- Critical appreciation of literature and film
- Independent Research skills
- Grammar: revision and new concepts

## Assessment Units

- Paper 1 (40% of A level marks): Listening, reading and translation (written paper, 2hrs30mins)
- Paper 2 (30% of A level marks): 2 essays on a set text and on a film (written exam, 2 hrs)
- Paper 3 (30% of A level marks): Speaking (21-23 mins)

## A level Content

### Year 1

- **Aspects of French-speaking society: current trends**
  - o The changing nature of family
  - o Cyber-society
  - o The place of voluntary work
- **Artistic culture in the French-speaking world**
  - o Heritage
  - o Music
  - o Cinema

### Year 2

- **Aspects of French-speaking society: current issues**
  - A diverse society
  - The marginalised
  - Crime and punishment
- **Aspects of political life in the French-speaking world**
  - Teenagers, the right to vote, political commitment
  - Demonstrations, strikes – who holds the power?
  - Politics & immigration

Candidates must also undertake an individual research project which relates to a country where French is spoken.

## Teachers

- Ms M Tiernan
- Ms M Dieu

## Entry Requirements

- Grade 5 in GCSE French (fluency in French if GCSE not taken)

# Geography

## Specification

- AQA Geography (7037)

## A-Level Content

**Component 1: Physical Geography**, will be taught in 3 sections and cover:

- Water and carbon cycles
- Coastal systems and landscapes
- Hazards

**Component 2: Human Geography**, will be taught in 3 sections and cover:

- Global systems and global governance
- Changing places
- Contemporary urban environments

## Component 3: Geographical Investigation

- Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content. It must be 3000 – 4000 words and is assessed by teachers.

## Assessment Units

- **Component 1** – Written exam: 2 hours 30 minutes (40% of A-level)
- **Component 2** – Written exam: 2 hours 30 minutes (40% of A-Level)
- **Component 3** – Assessed by teachers (20% of A-Level)

## Teachers

- Mrs G Bott
- Miss J Hiley
- Miss E Hudson
- Mrs C Fletcher

## Entry Requirements

- Grade 5 in GCSE Geography or a grade 5 in English (if Geography not taken)



# History

History is incredibly useful to so many careers; law, business, marketing, journalism, media and broadcasting, international diplomacy, social work and psychology to name a few. The unique focus that History places upon empathy is of huge importance in the 21<sup>st</sup> Century, as our world becomes increasingly divided and threatened by global warming, racial hatred, international warmongering & increasingly sophisticated methods of media brainwashing and disinformation. Through structured research, debate and varied learning activities, students are empowered to make their own judgements on historical issues and assess how convincing and valuable source materials are.

## **Specification**

- AQA History 7042

## **A level content:**

### **Unit 1: British Breadth Study 1851-1964**

This topic looks at the incredible development of Britain over approximately 100 years. During this crucial historical time, Britain changed from a society that was dominated by class and privilege to one where everyone could vote and achievement on merit became more important. Practically every facet of society that we regard as important today, education, welfare and economy developed at breakneck speed during this period. In Year 12, a period of dramatic change in Britain's past - Victorian and Edwardian Britain, c1851–1914 is the focus. This includes the biggest political rivalry of the last 200 years Gladstone v Disraeli and the impact this had on Britain's political landscape. Industrial growth, foreign policy and the Irish question are also covered. This links to our planned visit to Dublin, the home of the 1916 Easter Rising. In Year 13, the Great War and the impact it had leads into the social transformation of Britain 1939-64. This focuses on the growth of consumerism and finishes with the generational change after the war that stemmed from contraception and rock and roll music!

### **Unit 2 Depth study – 2F: The reign of Louis XIV 1643-1715 (source based exam)**

This unit provides an opportunity to study a truly fascinating topic of European History – the reign of Louis XIV in seventeenth and early eighteenth century France. This topic provides excellent scope for exploring a range of issues. Why did serious social and political revolts occur in France 1648-53 & how were these defeated? Why did Louis fight wars for 36 of 54 years of his personal rule & how on earth did he fund this? Was he more successful extending his power abroad or at home? Why & how successfully did Louis persecute religious minorities? And linking to a possible visit to Versailles itself, did Louis tame the nobility at the magnificent palace of Versailles? These are among the many key enquiry questions and issues that we investigate and debate as part of this course. This topic tests the glorious reputation that Louis tried to cultivate against the critical reputation that developed both within France and Europe and against the reality of what he actually achieved.

## **Coursework unit:**

And now for something completely different! We examine the intriguing struggle for equality for black Americans in the USA c1850-1960. Why & how were black people segregated from US society? How was this challenged and this challenge resisted? Why after the US Civil Wars were black people still segregated against in the southern US states by the Jim Crowe laws? How did slavery and persecution survive into the 20<sup>th</sup> century? This is the story of the forgotten Americans and the battles fought to get basic human justice

and dignity. Why did black people remain poor despite the New Deal in the 1930s? From Malcolm X, Rosa Parks and Martin Luther King, we examine the battle for freedom within the USA, at a time when the USA was fighting for freedom abroad in the 1950's and 1960's. A range of excellent resources empower students to complete their own research and set their own thematic question covering a minimum of 80 years.

### **Assessment Units**

- Unit 1 – 2 hours 30 mins exam - 40% of final mark
- Unit 2 - 2 hours 30 mins exam - 40% of final mark
- Unit 3 – 3500 word essay on a thematic question covering 100 years – 20% of final mark

### **Teachers**

- Mr N Kelly
- Mr D Hickman
- Miss R Ross

### **Entry Requirements**

- Grade 5 in GCSE History or a Grade 5 in GCSE English (if History not taken)

# Law

## Specification

- AQA Law

Pupils will be assessed in 3 papers.

Each paper is a 2 hour exam with a combination of multiple choice, short answer and extended writing questions. Each paper is out of 100 marks and worth 33% of the A Level.

**The nature of law and the English legal system will be assessed in ALL 3 papers.**

Including:

- The difference between civil and criminal law
- The role law plays in society
- How laws & morals fit together
- Whether the law achieves justice
- What the rule of law means
- How laws are made
- What delegated legislation is
- How statutes are interpreted
- What judicial precedent means
- What the Law Commission do and how laws can be reformed
- How EU laws apply to the UK
- How a civil court works
- How a criminal court works
- The role of judges and other legal personnel
- How you access legal advice

## Paper 1

**The nature of law and the English legal system AND Criminal law**

Including theories of criminal law (fault, autonomy and individual responsibility), *actus reus*, *mens rea*, Non-fatal offences against the person (assault, battery, ABH & GBH) Fatal offences against the person (murder & manslaughter), Property offences (theft & robbery) and defences (insanity, automatism, intoxication, self-defence and duress).

## Paper 2:

**The nature of law and the English legal system AND Tort**

Including negligence, duty of care, breach of duty, damage, occupiers' liability, nuisance, vicarious liability, defences (contributory negligence, consent & private nuisance), and remedies (damages and injunctions).

## Paper 3:

**The nature of law and the English legal system AND Human Rights OR Law of Contract**

Contact law would include: theories, requirements, terms, vitiating factors, discharge and remedies. Human rights would include: rules, theories, international law, UK law, EU law, restrictions and enforcement.

## Teachers

- Miss H Jones
- Mr B Miskell

## Entry Requirements

- Grade 5 in GCSE English

## Core Mathematics (Level 3)

*Core Mathematics is designed to supplement a combination of 3 or 4 other A-Level courses. Students selecting Core Maths would be required to choose at least 3 other full A-Level subjects to study alongside it.*

### Specification

- AQA Core Mathematics (Two-year Route)

### Overview

- This two-year course is designed to support the use of Mathematics in other subjects and will improve Mathematical skills that are desirable to employers.
- Core Mathematics extends skills beyond those required at GCSE with an emphasis on application of knowledge using Excel spreadsheets and calculator methods.
- Students use percentages calculations within the context of wages, tax, loans and investments to improve skills of financial literacy. Students learn to make financial decisions based on sound calculations predicating future performance of cash flow and return on investments.
- The Statistics element includes a significant part of the A-Level Mathematics course, and includes interpreting charts, collecting and sampling data, measures of location and spread, correlation, regression and probability calculations.
- Students gain experience of performing calculations using sampling techniques to explore large data sets.

### Content and Assessment

Assessment is at the end of the year 13

- Paper 1 – Mathematical Studies. Written exam ( 1 ½ hours ) 50% marks
- Paper 2 – Statistical Techniques. Written exam ( 1 ½ hours ) 50% marks

### Teachers

- Mr D Joyce, Mr T Higgins.

### Entry Requirements

- Grade 5 in GCSE Mathematics

# Mathematics

## Specification

- Edexcel Mathematics

## Overview

- The Pure Mathematics element of the course begins by building on familiar GCSE material and introducing a range of brand new topics. Students are taught to develop the necessary rigour to their mathematics through key concepts that underpin the entire mathematics course. As the course progresses, topics are extended such that students are required to develop the necessary analytical skills to select the appropriate mathematics to solve problems and to sustain the quality of their number and algebra skills throughout extended solutions.
- By studying the applied content in Statistics and Mechanics, students learn how mathematics can be used to model a range of real-life situations in order to understand them and begin to make predictions about likely outcomes. In statistics, students will learn data-handling techniques that are highly applicable across a range of disciplines, allowing them to collect, process, represent and analyse a variety of data sets. In mechanics, students will learn mechanical modelling techniques allowing them to represent and analyse a variety of static and dynamic real-life systems.

## A Level Content and Assessment

- Paper 1 – Pure Mathematics. Written exam (2 hours) worth  $\frac{1}{3}$  of A-Level marks  
Compulsory AS content assessed at A level standard  
*Proof; Algebra and functions; Coordinate geometry in the (x,y) plane; Sequences and series; Trigonometry; Exponentials and logarithms; Differentiation; Integration; Vectors*
- Paper 2 – Pure Mathematics. Written exam (2 hours) worth  $\frac{1}{3}$  of A-Level marks  
Compulsory A level content assessed at A level standard  
*Proof; Algebra and functions; Coordinate geometry in the (x,y) plane; Sequences and series; Trigonometry; Differentiation; Integration; Numerical Methods*
- Paper 3 – Mechanics and Statistics. Written exam (2 hours) worth  $\frac{1}{3}$  of A-Level marks  
50% compulsory Mechanics and 50% compulsory statistics  
*Section A: Statistical sampling; Data presentation and interpretation; Probability; Statistical distributions; Statistical hypothesis testing*  
*Section B: Quantities and units in mechanics; Kinematics; Forces and Newton's laws; Moments*

## AS Level Content and Assessment

- Paper 1 – Pure Mathematics. Written exam (2 hours) worth  $\frac{2}{3}$  of AS-Level marks  
Compulsory AS Content aligned to Paper 1 of A level Maths but assessed at AS standard.
- Paper 2 – Statistics and Mechanics (1 hour) worth  $\frac{1}{3}$  of AS-Level marks  
50% compulsory Statistics and 50% compulsory Mechanics  
*Section A: Statistical sampling; Data presentation and interpretation; Probability; Statistical distributions; Statistical hypothesis testing*  
*Section B: Quantities and units in mechanics; Kinematics; Forces and Newton's laws*

## Teachers

- Mr D Best, Mr T Higgins, Mrs J Honeywell, Mr D Joyce, Mr J Osborne, Mr A Smith, Mr R Yousef

## Entry Requirements

- Grade 5 in GCSE Mathematics

# Further Mathematics

## Specification

- Edexcel Further Mathematics

## Overview

- Complementing and then building on the material introduced in the regular mathematics course (see later in the booklet), the compulsory Further Pure Mathematics content sees both new and familiar techniques being developed to tackle a range of engaging mathematical concepts. As the course progresses this material is very rapidly extended and students are required to develop the necessary analytical skills to select the appropriate mathematics to solve problems. Students need to be able to sustain the quality of their number and algebra work throughout extended solutions to a range of complex problems beyond the standard mathematics syllabus.
- In Further Mathematics there is also optional content which can be more tailored to student pathways. Students may choose from several combinations covering more Further Pure Mathematics, extending the Statistics and/or Mechanics applications covered in the regular mathematics course or learning entirely new material for a third applications area Decision Mathematics. This last option covers the algorithmic techniques used in a range of real-life situations to make decisions about how best to carry out complex tasks.

## A Level Content and Assessment

- Paper 1 – Further Pure 1: Written exam (1 ½ hours) worth 25% of A-Level marks  
Compulsory AS content assessed at A level standard  
*Proof; Complex numbers; Matrices; Further algebra and functions; Further calculus; Further vectors*
- Paper 2 – Further Pure 2: Written exam (1 ½ hours) worth 25% of A-Level marks  
Compulsory A level content assessed at A level standard  
*Complex numbers; Further algebra and functions; Further calculus; Polar coordinates; Hyperbolic functions; Differential equations*
- Paper 3 – Option Paper 1: Written exam (1 ½ hours) worth 25% of A-Level marks  
Choice of Pure Maths, Mechanics, Statistics, Decision Maths  
*Content depends on option choice and the range of material is too lengthy to include here.*
- Paper 4 – Option Paper 2: Written exam (1 ½ hours) worth 25% of A-Level marks  
Choice of Pure Maths, Mechanics, Statistics, **Decision Maths**  
*Content depends on option choice and the range of material is too lengthy to include here.*

## AS Content and Assessment

- Paper 1 – Further Pure 1: Written exam (1 ½ hours) worth 50% of AS-Level marks  
Compulsory content aligned to Paper 1 of A level Further Maths but assessed at AS standard.
- Paper 2 – Option Paper 1: Written exam (1 ½ hours) worth 25% of A-Level marks  
Choice of Pure Maths, Mechanics, Statistics, Decision Maths with content aligned to corresponding A level Further Maths option but assessed at AS standard.

## Teachers

- Mr J Crownshaw
- Mr J Osborne

## Entry Requirements

- Grade 6 in GCSE Mathematics

# Music

**Specification:** AQA GCE A Level – two year course

## Units

### Unit 1 – Appraising Music

Students explore and analyse music from three of the following Areas of Study:

1. Western classical tradition 1650–1910 (compulsory)
2. Pop music
3. Music for media
4. Music for theatre
5. Jazz
6. Contemporary traditional music
7. Art music since 1910.

Exploration of the chosen Areas of Study will include:

- learning to aurally recognise musical ideas, devices, and characteristics related to the elements of music (i.e. Melody, Harmony, Rhythm etc.)
- describing, using technical musical language, previously unheard excerpts of music
- analysing two set works from first Area of Study
- analysing two pieces from each of the other two chosen Areas of Study

### Unit 2 - Performance

Students will work towards being able to perform music using one or both of the following ways:

- instrumental/vocal: as a soloist, and/or as part of an ensemble
- production: via music technology.

Students must perform for a minimum of **10** minutes and a maximum of **12** minutes in total.

### Unit 3 - Composition

Students will learn how to develop musical ideas and compose music that is musically convincing. They will compose two pieces as follows:

- a response to **one** of seven externally set briefs. The response should include a written description of the process
- a free composition

The compositions can be for either of the following:

- instrumental/vocal: produce notated score, written accounts and/or lead sheet by traditional means or by using music software as appropriate
- production: generated entirely digitally, by using music software, without notated score but with accompanying annotation.

## Assessment

### **Unit 1: Appraising music – 40% of the total mark**

Students sit an externally marked exam in three sections:

#### **Section A: Listening**

Students will be assessed on their ability to analyse and evaluate the music heard in the exam and demonstrate knowledge and understanding of musical elements and musical language to make critical judgements.

#### **Section B: Analysis**

Students will be required to answer **two** sets of questions relating to the set works from Area of study 1.

#### **Section C: Essay**

Students will be required to answer **one** essay question on **one** area of study from a choice of Areas of study 2–7. ☐

### **Unit 2: Performing music – 35% of the total mark (externally assessed)**

Students must perform for a minimum of **10** minutes and a maximum of **12** minutes in total.

### **Unit 3: Composing music – 25% of the total mark (externally assessed)**

Students will submit their two compositions for assessment. The combined duration of the compositions must be a minimum of **four and half minutes**, and a maximum of **six minutes**.

#### **Teachers**

- Mr R Whale
- Mrs K Carter

#### **Entry Requirements**

- Grade 5 in GCSE music
- Minimum grade 5 or equivalent on an instrument or voice

*In addition it will be helpful if applicants have the ability to:*

- use music software – Cubase and/or Sibelius
- read music



# Philosophy and Ethics

## Specification

- OCR Religious Studies - Philosophy and Ethics  
*This is a new specification from September 2016 and is taught as a continuous A level course over two years.*

Content Overview	Assessment Overview	
<p><b>Philosophy of religion</b> Learners will study:</p> <ul style="list-style-type: none"> <li>• ancient philosophical influences</li> <li>• the nature of the soul, mind and body</li> <li>• arguments about the existence or non-existence of God</li> <li>• the nature and impact of religious experience</li> <li>• the challenge for religious belief of the problem of evil</li> <li>• ideas about the nature of God</li> <li>• issues in religious language.</li> </ul>	<p>Philosophy of religion (01) 120 marks 2 hour written paper</p>	<p><b>33.3%</b> of total A Level</p>
<p><b>Religion and ethics</b> Learners will study:</p> <ul style="list-style-type: none"> <li>• normative ethical theories</li> <li>• the application of ethical theory to two contemporary issues of importance</li> <li>• ethical language and thought</li> <li>• debates surrounding the significant idea of conscience</li> <li>• sexual ethics and the influence on ethical thought of developments in religious beliefs.</li> </ul>	<p>Religion and ethics (02) 120 marks 2 hour written paper</p>	<p><b>33.3%</b> of total A Level</p>
<p><b>Developments in religious thought</b> Learners will study:</p> <ul style="list-style-type: none"> <li>• religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world</li> <li>• sources of religious wisdom and authority</li> <li>• practices which shape and express religious identity, and how these vary within a tradition</li> <li>• significant social and historical developments in theology and religious thought</li> <li>• key themes related to the relationship between religion and society</li> </ul> <p>in the context of one religion chosen from Christianity (03), Islam (04), Judaism (05), Buddhism (06) or Hinduism (07).</p>	<p>Developments in religious thought (03–07) 120 marks 2 hour written paper</p>	<p><b>33.3%</b> of total A Level</p>

(It is likely in the first instance that we will cover Christianity for the Developments module).

## Teachers

- Mrs S Hattersley
- Mr R Kay
- Mrs Seed

## Entry Requirements

- Grade 5 in GCSE Religious Studies or Grade 5 in GCSE English (if R.S. not taken)

# Physical Education

## Specification

- AQA Physical Education

## Course Introduction:

The new A-Level specification for PE is now 70% exam, 15% practical performance and finally 15% on an analysis of performance. Throughout the course you will spend time studying anatomy and physiology, exercise physiology and biomechanics, skill acquisition, sports psychology, sport and society and finally sport and society with technology in sport. The table below shows some of the topics you will be looking at in each section:

<b>Anatomy and Physiology</b> (Component 1)	Cardio-respiratory System Neuromuscular System Musculo-Skeletal System
<b>Exercise Physiology and Biomechanics</b> (Component 2)	Diet and Nutrition Preparation and training methods Biomechanical movement
<b>Skill Acquisition</b> (Component 1)	Skill, Skill Continuums and Transfer of Skill Skill Classification Principles and theories of learning and performance Use of guidance and feedback
<b>Sports Psychology</b> (Component 2)	Psychological Factors that can influence an individual performance, including personality, aggression, anxiety and motivation.
<b>Sport and Society</b> (Component 1)	Emergence of Globalisation of sport in the 21 <sup>st</sup> Century The impact of sport on society and of society on sport
<b>Sport and Society with Technology in Sport</b> (Component 2)	The role of technology in physical activity and sport

## Assessment:

Component 1 and Component 2 both worth 35%:

- 2x2 hour written exam (1 exam for Component 1 and 1 exam for Component 2)
- Both marked out of 105 marks
- They both include a combination of multiple-choice, short answer and extended writing questions.

Component 3 (30%):

- Broken down into two sections both out of 45marks:
  - 15% practical performance assessed as a player/performer or coach in the full context of one activity.
  - 15% written or verbal analysis and evaluation of either their own or the performance of another.
  - Both sections are internally assessed and externally moderated.

## Teachers

- Mr A Mitchell
- Mrs S Lofthouse
- Mr S Thompson

## Entry Requirements

- Grade 5 in GCSE Physical Education or Evidence of sporting ability (if GCSE PE not taken)
- Evidence of sporting ability

# Physics

## Specification

- AQA Physics (7408)

## Content

In the first year of the A-Level course the following content is covered.

1. Measurements and their Errors
2. Particles and Radiation
3. Waves
4. Mechanics and Materials
5. Electricity

This material makes up the AS component of the course.

For students progressing to take a full A-Level in Physics the following additional content will be taught in the second year of the course.

6. Further Mechanics and Thermal Physics
7. Fields and their consequences
8. Nuclear Physics

In addition to this students will study one option from the following topics:

- Astrophysics
- Medical Physics
- Engineering Physics
- Turning Points in Physics
- Electronics

## Assessment

- Paper 1: A 2-hour written exam on sections 1-5 and the Further Mechanics section of 6 (34% of A-Level marks)
- Paper 2: A 2-hour written exam on sections 7-8 and the Thermal Physics section of 6 (34% of A-Level marks)
- Paper 3: A 2-hour written exam on practical skills and data analysis as well as questions on the option topic of choice (32% of A-Level marks)

## Teachers

- Mr P Beaumont
- Mr J Carter
- Mr M Pugh

## Entry Requirements

- Grade 5 in GCSE Physics (or Grade 5 in GCSE Combined Science)
- Grade 5 in GCSE Mathematics

# Politics

## Specification

- AQA Politics

### Unit 1 – The government and politics of the UK

Students will study two distinct sections for this paper representing both the government and politics of the UK:

- Studying the government of the UK students will investigate the structure and role of Parliament; nature and sources of the British Constitution; the Prime Minister and Cabinet; the Judiciary; devolution.
- Investigating the politics of the UK students will look at democracy and participation; elections and referendums; political parties; pressure groups and the European Union.

### Unit 2 – The government and politics of the USA

As with the study of the UK, students will also study two distinct sections for this paper representing both the government and politics of the USA:

- Studying the government of the USA students will investigate the USA's Constitution; Congress; the Presidency and Judiciary.
- Investigating the politics of the USA students will look at the electoral process and direct democracy; US political parties; pressure groups and civil rights.

Students will also take part in work that compares and contrasts US Government and Politics with the institutions and politics in the UK.

### Unit 3 – Political ideas

Students will study three core ideologies:

- Liberalism
- Conservatism
- Socialism

One of the following five ideologies will also be studied from either Nationalism, Feminism, Multiculturalism, Anarchism or Ecologism.

### Assessment Units (AS)

- UNIT 1 – Written exam (2 hours) worth 33 ⅓ % of A-Level
- UNIT 2 – Written exam (2 hours) worth 33 ⅓ % of A-Level
- UNIT 3 – Written exam (2 hours) worth 33 ⅓ % of A-Level

### Teachers

- Mr B Miskell
- Mr N Kelly

### Entry Requirements

- An interest in current affairs and politics.
- Grade 5 in GCSE English

# Psychology

## Specification

AQA Psychology (7182)

## Content

In the first year of the A-Level course the following content is covered:

1. Social influence
2. Memory
3. Attachment
4. Approaches in Psychology
5. Psychopathology
6. Research methods

In the second year of the A-level course the following content is covered:

1. Biopsychology
2. Issues and debates in Psychology
3. Gender
4. Schizophrenia
5. Addiction

## Assessment

- Paper 1: A 2-hour written exam on Social Influence, Memory, Attachment and Psychopathology (33.3% of A-Level marks)
- Paper 2: A 2-hour written exam on Biopsychology, Approaches in Psychology and Research Methods (33.3% of A-Level marks)
- Paper 3: A 2-hour written exam on Issues and Debates, Relationships, Schizophrenia and Forensic Psychology (33.3% of A-Level marks)

## Teachers

- Mr R Wilson
- Ms L Wetton

## Entry Requirements

- Grade 5 in GCSE English
- Grade 4 in GCSE Combined Science or GCSE Biology

# Sociology

## Specification

- OCR Sociology A level

## Subject overview

- Sociology examines society and how it shapes our lives. Your social class, your ethnicity and gender may be important factors in determining what qualifications you gain, what job you get and how much money you earn. Sociologists examine issues that concern us all, they examine the social world and ask questions about why things are the way they are. Why do working class students often underachieve at school? Why do girls do better in exams than boys? Who commits most crimes and why? Sociologists ask questions and come up with theories as to why society is structured the way it is. Sociologists are curious and they are always asking questions, they like to look at things from different perspectives and they assume nothing.

## Specification Aims

- The key skills developed by this specification are:
  - o acquire knowledge and a critical understanding of contemporary social processes and changes.
  - o appreciate the significance of theoretical and conceptual issues in sociological debate;
  - o understand and evaluate sociological methodology and a range of research methods through active involvement in the research process.
  - o develop skills which enable individuals to focus on their personal identity, roles and responsibilities within society.
  - o develop a lifelong interest in social issues.

## A Level Content

- **Exploring socialisation, culture and identity:** Formation of culture; Process of socialisation; Role of socialisation in the creation of identities.
- **Families and Relationships:** Key concepts and key trends within the family; The role of the family within society; family diversity; Roles, responsibilities and relationships within the family
- **Researching and understanding social inequality:** Exploring and applying the methods of sociological research skills. Topics including looking at inequalities according to social class, gender, ethnicity and age. This unit builds on and develops the previous units.
- **Debates in contemporary Society:** A detailed study of crime and deviance. The social construction of crime and deviance are considered and the ways in which crime is socially distributed, explained and reduced. This option introduces a global dimension, with reference to patterns and trends. It aims to give an understanding of different theoretical approaches to the study of crime and deviance.

## Assessment Units

**This is a two year course; there will be no formal AS examination. All units will be assessed at the end of two years.**

- Culture, identity, socialisation, Families and Relationships: Examination, 1 ½ hours, worth 30% of A level
- Researching and understanding social inequalities: Examination 2 hour 15 minutes, worth 35%
- Debates in contemporary society-Crime and Deviance: Examination 2 hour 15 minutes, worth 35%

## Teachers

- Ms L Wetton
- Mr R Wilson

## Entry Requirements

- Grade 5 in GCSE English

# Spanish

## Specification

- AQA Spanish

## Skills acquired

A language A-level gives you the grounding to have real conversations with real people. You will develop skills acquired at GCSE (listening, reading, speaking and writing) but start taking a higher perspective by considering the impact of social issues and trends as well as political and artistic culture on life in Spain or a Spanish-speaking country. This makes the course broader, and therefore more interesting, than at GCSE.

You will learn:

- Listening & reading & essay writing skills
- Debating and presentation skills
- Translation skills
- Critical appreciation of literature and film
- Independent Research skills
- Grammar: revision and new concepts

## Assessment Units

- Paper 1 (40% of A level marks): Listening, reading and translation (written paper, 2hrs30mins)
- Paper 2 (30% of A level marks): 2 essays on a set text and on a film (written exam, 2 hrs)
- Paper 3 (30% of A level marks): Speaking (21-23 mins)

## A level Content

### Year 1

- **Aspects of Hispanic society**
  - Modern and traditional values
  - Cyberspace
  - Equal rights
- **Artistic culture in the Hispanic world**
  - Modern day idols
  - Spanish regional identity
  - Cultural heritage or cultural landscape

### Year 2

- **Multiculturalism in Hispanic society**
  - Immigration
  - Racism
  - Integration
- **Aspects of political life in the Hispanic world**
  - Today's youth, tomorrow's citizens
  - Monarchies, republics and dictatorships
  - Popular movements

Candidates must also undertake an individual research project which relates to a country where Spanish is spoken.

## Teachers

- Ms M Romero
- Ms E Kuzmina

## Entry Requirements

- Grade 5 in GCSE Spanish (or fluency in Spanish if GCSE not taken)