



# Sixth Form Information

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# Contents

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<b>Sixth Form Information</b> .....	<b>1</b>
Contents .....	3
Welcome to the Mercian Trust .....	4
Forward by the Head Girl and Deputy Head Girls.....	5
Admission Arrangement for Entry to the QMHS Sixth Form (Year 12).....	6
Sixth Form Information .....	7
<b>Sixth Form Curriculum</b> .....	<b>9</b>
Art and Design: Fine Art A-Level (OCR).....	10
Biology A-Level (OCR) .....	11
Chemistry A-Level (AQA).....	12
Computer Science A-Level (OCR).....	13
Drama and Theatre A-Level (AQA).....	14
Economics A-Level (AQA).....	15
English Language A-Level (AQA) .....	16
English Literature A-Level (AQA).....	17
Geography A-Level (AQA) .....	18
History A-Level (AQA) .....	19
Mathematics A-Level, and Further Mathematics A-Level (Edexcel).....	20
Modern Foreign Languages: German A-Level (AQA).....	21
Modern Foreign Languages: Spanish A-Level (AQA) .....	22
Physics A-Level (AQA) .....	23
Psychology A-Level (OCR) .....	24
Religious Studies A-Level (AQA).....	25
Ancient History A-Level (at Aldridge School) (OCR).....	27
Modern Foreign Languages: Chinese (Mandarin) A-Level (at QMHS/QMGS) (Edexcel) .....	28
Modern Foreign Languages: French A-Level (at QMGS) (AQA).....	29
Music A-Level (at Aldridge School) (OCR).....	30
Photography (Art and Design) A-Level (at Shire Oak Academy) (OCR).....	31
Physical Education A-Level (at Aldridge School) (OCR).....	32
Politics A-Level (at Aldridge School) (AQA).....	33

## Welcome to the Mercian Trust

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The Mercian Trust brings successful schools to work together under one banner, as a Multi-Academy Trust or MAT. The schools are unique in their identity and united by their ambition to offer the best possible future for their pupils.



The five secondary schools which make up the Mercian Academy Trust are

- Aldridge School
- Queen Mary's Grammar School
- Queen Mary's High School
- Shire Oak Academy
- Walsall Studio School

Each school has its own distinct ethos and approach, but we have this over-arching aim in common: we prepare all our pupils to enjoy life to the full by inspiring them to

- Realise their potential as learners
- Thrive in the world of work
- Make a positive contribution to the local, national and international community

The Mercian Trust respects the autonomy of its member schools but, through collaboration, fosters strengths that are greater than the sum of its parts. Working together as a Multi Academy Trust provides a framework for sharing expertise and enthusiasm, resources and ideas.

For the students in the Trust's schools, we have a strong focus on pastoral care and family values. We recognise that good relationships underpin successful education. We aim to ensure that excellent teaching and learning are complemented by care and support which value and applaud each student's gifts and abilities.

As you start making important choices for your future, we hope that The Mercian Trust will increase your range of options and opportunities. Choosing the right school for the Sixth Form is important. We hope that the information in this booklet will help you reach the best decision.

We look forward to welcoming you to our family of schools in Walsall.

## Forward by the Head Girl Team

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“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”

Malcolm X.

At Queen Mary’s High School, we lay the foundations for every individual to achieve success in the future, no matter what their endeavours may be. Our excellent teachers and support staff help us to achieve outstanding academic results year after year. However, despite being a grammar school, Queen Mary’s strives for much more than just academic excellence: our Sixth Form aims to shape all of its students into well-rounded individuals that have more than just good grades to offer when they leave school at the end of Year 13.

This is predominantly thanks to the great sense of community that is apparent throughout the school. Whether you have been here for five years or are a new joiner, from the moment you step foot in our school, you become a member of both the school community and the Queen Mary’s family.

As a sixth former you will get the opportunity to take on more roles of responsibility around school. There really is a role for everyone, whether you are an introvert or an extrovert, academic-focused or more pastorally inclined. You can apply to be a House Captain or part of the Head Girl team, and if you have got a passion for a particular subject, we have Subject Prefects who work to better the learning of those in younger years. We even have teams of prefects to deal with things like duties in Sixth Form, school events, and pastoral support around school.

Queen Mary’s High School is not solely focused on academic progress. We recognise the value of allowing students to express themselves and their passions, which is reflected in our wide range of clubs and extracurricular opportunities. We offer educational trips such as the Battlefields Tour around the key sites of the World Wars, to less academic ones that will allow you to make new friends, like the annual Ski Trip, to the chance to develop a wide range of skills by completing the Gold Duke of Edinburgh Award. Moreover, you can participate in a number of theatre-related activities, whether that is on the stage, behind the scenes or in the director’s chair by taking part in the annual Sixth Form Panto, or directing the Key Stage 3 Junior Show.

Our Sixth Form aims to shape us into well-rounded, confident individuals with a plethora of transferable skills that we will carry with us for life. By choosing Queen Mary’s High School, we can guarantee that you will leave not only with outstanding grades, but also skills, memories, and friendships that will last a lifetime.

Nubia Shayaam- Smith, Head Girl  
Pavan Benning and Khushi Dhutty, Deputy Head Girls  
Neave Russon and Renee Samra, Assistant Head Girls

## Admission Arrangement for Entry to the QMHS Sixth Form (Year 12)

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### Overview

The school admits both girls and boys to the Sixth Form. Pupils will be considered for admission on the basis of their academic attainment in GCSE or equivalent examinations plus the availability and suitability of courses offered by the school. The Published Admissions Number (PAN) for Year 12 is 160.

Applications should be made directly to the school and not to the Local Authority. The application should be completed online and is accessible from the school website, [www.qmhs.org.uk](http://www.qmhs.org.uk). Conditional offers are made in the Spring Term and confirmed after the publication of GCSE results in August.

### Applications

Girls and boys are welcome to apply provided they meet the entry requirements. Priority for admission to Year 12 will be given to pupils progressing into the Sixth Form from Year 11 of QMHS, although they too will need to meet the entry requirements. The number of places offered will be subject to maximum set sizes not being exceeded in individual subjects.

### Entry Requirements

Entry to Year 12 is dependent upon academic attainment in GCSE examinations\* plus the availability and suitability of courses offered by the school. The entry requirements, which also apply to those already at the school, are at least seven GCSEs at grade 6 or above which include English and Maths. Candidates would normally be expected to achieve at least grade 7 in the subjects they wish to study at A Level (or, for non-GCSE subjects, attain an average GCSE points score of at least 6.8). Students eligible for pupil premium are expected to achieve at least six GCSEs at grade 6 or above, with grade 7 in the subjects they wish to study at A-Level (or, for non-GCSE subjects, attain an average GCSE points score of at least 6.2)

\* Equivalent examinations will be considered, but only when such equivalence can be independently verified (by, for example, the Department for Education).

### Application Deadline

Applications should be submitted by Friday 7 January 2022 in order for subject choices to be considered when designing the curriculum and option blocks. Late entries after this deadline will be considered, but some oversubscribed courses may not be available.

### Waiting list

Applicants for admission to Year 12 who meet the academic requirements for admission but who, in accordance with the admissions criteria, cannot be offered places, will be placed on a waiting list. If the number of pupils studying particular subjects falls below the maximum capacity in the available sets, then those on the waiting list wanting to study those particular subjects will be offered places in order of merit derived from their average GCSE point scores. Where there is a tie for a place, Looked After Children and previously Looked After Children will be given preference.

### Appeals

An appeal against refusal to admit to Year 12 will be heard within 30 school days of the receipt of the appeal.

### Withdrawal of an Offer

An offer of a place (to any year group) may be withdrawn, if it is subsequently discovered that fraudulent or intentionally misleading information has been supplied resulting in another candidate being denied a place at the school.

## Sixth Form Information

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### Joining the Sixth Form

Queen Mary's High School has a strong sixth form tradition which benefits from being a close-knit community where all students are valued and their individual needs are met. The majority of our Year 11 pupils choose Queen Mary's High School for their education post-16 and we also welcome many students from other institutions.

### Why Queen Mary's High School?

For most of our sixth formers, Queen Mary's High School offers a stable and familiar environment where they continue to develop academically and socially with the support of friends and teachers they have known for several years. Students joining us for Year 12 are made to feel welcome and quickly integrate with other members of the sixth form.

The sixth form in this school is able to offer a wide range of subjects for A-Level studies. We have an excellent record of passes at A-Level, and this level of achievement is the result of a combination of teacher expertise and student commitment. All sixth form teaching is by specialist subject staff, all of whom are graduates with appropriate qualifications and experience in their field. Most of our sixth formers move on to higher education at universities, with a large majority entering their first or insurance choice. However, the school is not complacent about its academic record and strives to ensure that every student achieves the grades of which they are capable in every subject.

### Choosing a Course of Study

Students will choose three subjects to study in Year 12. Students who choose Mathematics may also choose Further Mathematics as their fourth option, if they can provide evidence of strong mathematical skills at GCSE. Students should choose subjects they enjoy and ones for which they show an aptitude, as they are more likely to do well in them. A-Level courses are more demanding than GCSE courses, and students should take the opportunity to talk to subject teachers and present sixth form students, so that they make an informed choice and select a sensible combination of subjects. Students should also fully research entry requirements and any special demands of Higher Education courses to ensure that they do not impose restrictions on their future career choices.

All students learn skills to support extended study and research in Year 12, and they are also offered the opportunity to study the Extended Project Qualification (EPQ) in Year 13. The EPQ is valued by universities as it develops the skills of independent research that are needed to be successful at degree level. Each year students gain entry to Oxbridge, and every encouragement is given to those who wish to pursue this route.

### Sixth Form Enrichment

We offer a wealth of leadership opportunities. Sixth formers contribute to running the four Houses, Sixth Form Council, and elect the Head and Deputy Head Girls. All students are encouraged to participate and lead activities in order to develop important key skills such as communication, teamwork and problem solving.

Sixth formers are the backbone of our choir and perform in the orchestra and various instrument ensembles. Sport has a high profile and sixth-form students help to organise and lead Sports Day, ensuring house and school teams are fully represented. Raising money for charity is an important aspect of school life, and sixth formers are always actively involved in organising fund-raising events with younger students. There are opportunities to use initiative in other areas too, such as leading drama productions, debating groups, production of the school magazine and involvement with the Fairtrade group.

### **Approach to Sixth Form Study**

The A-Level curriculum allows for private study time to be allocated on individual timetables. Students learn to plan their time carefully, so that they meet deadlines for written assignments and coursework, attend lessons regularly and punctually, and involve themselves in extra-curricular activities. To succeed, students need to become independent, self-motivated, self-disciplined and confident, and our experienced staff make every effort to provide them with the necessary supervision and support.

Attendance and punctuality to lessons, completion of assignments and general progress are monitored frequently and discussed with the students by subject staff and form teachers, to ensure each student is successful.

### **Money Matters**

A Bursary Fund is available for students who are eligible for free school meals, and some additional funding may also be available to support those whose parents are on low incomes. More details are available from the Head of Sixth Form.

### **Special Educational Needs**

No academically-able pupil who meets our entry requirements will be denied a place at QMHS because of a physical disability, or a medical or psychological condition. Neither shall any student who develops a special need during their time at QMHS be transferred to another institution, unless we can no longer fulfil their educational needs.

### **In Conclusion**

Students at Queen Mary's High School are helped to achieve their full potential, both academically and as individuals, within a supportive, flexible framework. Our outstanding examination results and value added scores demonstrate our commitment to the success of our students. We want everyone to enjoy their two years in the Sixth Form, and we work hard to develop a three-way partnership between the students, their parents, and the teaching staff

If you would like any further information please contact Dr Darwood, the Head of Sixth Form.



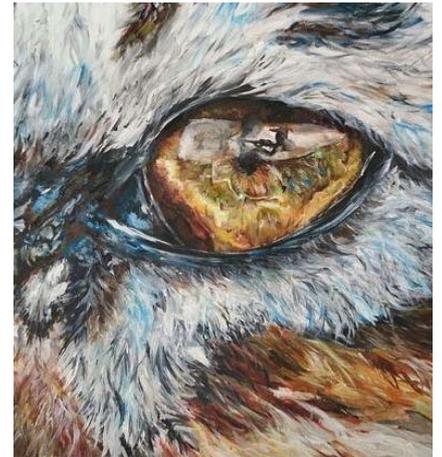


FOUNDED IN 1893  
**QUEEN MARY'S**  
HIGH SCHOOL

# Sixth Form Curriculum

**Introduction**

Studying Art and Design helps to develop intellectual, imaginative, creative and intuitive skills. Practical and critical/contextual work will be produced in one or more areas, including painting, drawing, mixed-media, sculpture and printmaking. Personal responses to ideas, observations, experiences, environments and cultures will be developed. Students will be able to work from their own strengths and interests within the remit of the specification. The delivery of the course is supported by trips to Art Galleries and Museums to ensure primary evidence is gathered to support students chosen project themes.

**Course Overview****Year 12**

- workshop skills, including painting, drawing, print-making, sculpture, artist research and photography
- 'develop your own project' is an opportunity for students to create a project on their chosen theme, which can be drawn from a very wide range of options
- Year 12 Exhibition is a student-led opportunity to plan and present their work to a wider-school audience on their chosen theme

**Year 13**

- a second opportunity for students to create their own project on a different theme to the one chosen in Year 12, on which 60% of their final grade will be based
- preparation for an examination unit worth 40% of the qualification based on pre-release material issued by the examination board

**Assessment Model**

All work is internally assessed by the Art Department and moderated by the OCR Examination Board. Components will be assessed at their completion and will be marked to the following criteria:

- Objective 1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
- Objective 2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- Objective 3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- Objective 4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

**Career Opportunities**

The skills learnt and developed in the Art A-Level prepare students for a wide range of career paths, which include architecture, computer games designer, fine artists, advertising, marketing, branding designer, fashion designer, web designer, art therapy, photography, art history, gallery owner, museum curator. Recent A-Level students have gone on to study stage and set design, fine art, animation, and architecture.

**Introduction**

Biology is the science of life. Studying Biology at Queen Mary's High School enables students to learn about animals, plants and microorganisms – their genetic make-up, their cellular structure and how they all interact in our natural world. The OCR A level course enables students to access a wide range of topics and develop a variety of transferable skills, equipping them for whatever their future career path may be.

Students will experience a range of teaching methods from Biology specialists that include theoretical and practical approaches to learning.

**Course Overview**

## Year 12

- Module 1 – Development of practical skills in biology
- Module 2 – Foundations in Biology
- Module 3 – Exchange and transport
- Module 4 – Biodiversity, evolution and disease

## Year 13

- Module 5 – Communication, homeostasis and energy
- Module 6 – Genetics, evolution and ecosystems

**Assessment Model**

At least 15% of the question paper assessment covers knowledge and understanding of practical, and at least 10% of the question paper assessment covers mathematical skills.

- Paper 1 – Written examination (2¼ hours) 37% of A-Level
- Paper 2 – Written examination (2¼ hours) 37 % of A-Level
- Paper 3 – Written examination (1½.hours) 26% of A-Level

Papers 1 and 2 contain a section A that is 15 marks of multiple choice questions and a section B that has structured questions and extended response questions covering theory and practical skills worth 85 marks. Paper 3 is 70 marks of structured questions and extended response questions covering theory and practical skills.

The practical component is a teacher assessed component where candidates complete a minimum of 12 practical activities to demonstrate practical competence.

**Career Opportunities**

Biology is a demanding course that prepares students for a career in many fields. Students are equipped with a variety of skills that are highly desirable within the scientific sector and other demanding professions. All students studying A-Level Biology develop:

- critical reasoning, analytical and evaluation skills
- ability to handle and analyse complex data
- written and oral communication skills
- time management and organisation
- monitoring and recording
- independent work skills including time management and self-motivation

Biology is a core subject for anyone thinking of working within the fields of medicine, dentistry, veterinary science and the healthcare sector. Previous students have also gone onto study degree level in Optometry, Physiotherapy, Pharmacy, Nursing, Zoology, Midwifery, Animal Behaviour and Welfare, Radiotherapy, Audiology, Biological Sciences, Natural Sciences, Biomedical Science and teaching.

**Introduction**

Chemistry is great subject for combining theory with practical work, which extends beyond the requirements of the course to prepare students for further study. Many skills are transferrable and much sought after in future careers, such as dexterity, critical thinking and a methodical approach to problem solving.

Chemistry students are well supported with highly experienced teaching staff, a weekly chemistry clinic, the opportunity to be an ambassador for KS3 and GCSE students, and additional lectures to support the course.

**Course Overview**

## Year 12

- Physical Chemistry, atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria and Le Chatelier
- Inorganic chemistry: periodicity, group 2, and group 7
- Organic chemistry: alkanes, halogenoalkanes, alkenes, alcohols and organic analysis

## Year 13

- Physical chemistry: thermodynamics, rate equations, equilibrium constants, electrode potentials and electrochemical cells
- Inorganic chemistry: period 3 elements and their oxides, transition metals, reactions of ions in solution
- Organic chemistry: optical isomers carbonyls and carboxylic acids, aromatics amines, polymers, amino acids and DNA, organic synthesis, NMR and chromatography

**Assessment Model**

Six hours written examination spread over three exam papers:

- Papers 1 and 2: 35% each of total grade; questions include long and short answers.
- Paper 3: 30% of total grade, including practical techniques (data analysis), multiple choice questions and questions on any area of specification
- Additional endorsement of practical skill on certificate.

**Career Opportunities**

Chemistry is a requirement for degree level courses in medicine, dentistry, pharmacy and veterinary science. In addition, Chemistry provides a solid platform for a wide range of careers including law, accountancy, forensics, pharmacology, chemical engineering, food science, materials science, IT, banking, journalism, toxicology and geology.

**Introduction**

The government is currently placing a great emphasis on the study of computer sciences, and A-Level Computer Science is a rigorous discipline which demonstrates problem solving capabilities and independent thought.

**Course Overview**

The content of the course will include

- the characteristics of contemporary processors, input, output and storage devices
- software and software development
- exchanging data
- data types, data structures and algorithms
- legal, moral, cultural and ethical issues
- elements of computational thinking
- problem solving and programming
- algorithms

Students will choose a computing problem to work through according to the guidance in the specification, and it will entail the four stages of Analysis of the problem, Design of the solution, Developing the solution, and Evaluation.

**Assessment Model**

- a written examination of 2½ hours on 'Computer Systems' (40%)
- a written examination of 2½ hours on 'Algorithms and programming' (40%)
- a Non-Examined Assessment programming project (20%)

**Career Opportunities**

A degree in Computing opens the door to a wide range of careers both with IT companies and those who use computers in industry, commerce, government service and the universities. Roles span technical innovation, management, analysis, consultancy, training and research. Employers range from small companies to large multinationals with much scope for work and travel abroad. As computers are applied to new application areas, opportunities for computing graduates with the right kind of specialist knowledge will become increasingly available too. Any student wishing to progress to a Computer Science university course is advised to also consider studying A-Level Mathematics.

**Additional Entry Requirements**

It will be assumed that students have GCSE level programming skills in Python, as the programming language currently supported by the school is Python. Any students who do not use this language must contact Mr Vaughan (st-vaughan-w@qmhs.org.uk) prior to the course to discuss the need to complete prescribed tasks during the summer prior to commencing the course.

**Introduction**

Drama and Theatre studies is a challenging subject suited to students who are creative, questioning and observant. Group work and collaboration is at the heart of this course, and students learn through experience, seeing theatre and making theatre for themselves. It is a varied course with students studying a wide range of theatrical styles, plays, practitioners and theatre conventions; learning about approaches to theatre and applying knowledge to practical and theoretical components. In addition to Drama lessons, students will go and see a number of live performances, access online digital theatre shows and have the opportunity to work with a theatre company in a workshop context.

**Course Overview****Unit 1: Drama and Theatre**

This unit prepares students for the final written examination. Students will analyse and critique live theatre during the course and apply knowledge and understanding of theatre to interpret two set texts from either a performance or directing perspective. Our two set texts are *A Servant to Two Masters* by Carlos Goldoni, a lively, energetic, *commedia dell'arte* style play, and *Our Country's Good* by Timberlake Wertenbaker, a play that is set in the 1780s and explores the relationships between a group of Royal Marines who have been sent over to Australia and the convicts with whom they have been sent over. These plays are studied using a practical approach which develops understanding of how meaning is created and communicated through artistic choices, technique, style and form.

**Unit 2: Creating Original Drama**

Students learn how to create and develop original devised ideas to communicate meaning, as part of the theatre making process. Students will develop ideas, research relevant processes and theatre practices, apply what they have learnt from live performances, explore devising work, rehearsal methods and refine work in progress. Students will study the work and methodology of one influential practitioner and apply working methods, principles, artistic intentions, style and conventions of this practitioner to their final piece. The assessment also includes preparatory and development work, shown through a working notebook.

**Unit 3: Making Theatre**

Students work in groups to explore, rehearse and perform three extracts from three different plays. They learn how to interpret texts and realise artistic intentions, make connections between theory and practice, and create and communicate meaning for a live audience. The third extract has to be influenced by the methodology and practices of an influential practitioner, director, theatre company or designer (different to the one studied in the devised module). A reflective report is also submitted which documents, analyses and evaluates the theatrical interpretation of all three extracts.

**Assessment Model**

- Written Examination: Drama and Theatre (3 hours) (40%)
- Practical Assessment One: Creating original Drama (30%)
- Practical Assessment Two: Making Theatre (30%)

**Career Opportunities**

A-Level Drama and Theatre is useful for students considering higher education in any arts or humanities subject, including English Language and Literature, Journalism, Dance, Music, Art and Design, and Media Studies. Students have also gone on to study Law, Speech Therapy, Drama Therapy, Psychology, Counselling and Teaching. Further career opportunities include arts/theatre administration, arts journalism, director, actor, designer, playwright, stage management, theatre management, theatrical agent, technician, broadcasting, media presenting, education, drama therapy and scriptwriting.

**Introduction**

A-Level Economics investigates how we, our households, firms and governments make everyday decisions about how to spend our time, effort and money. Students learn how to use “The Economist’s Toolkit” to analyse everyday phenomena such as petrol shortages, unexpected price rises and even why some elite athletes earn such high wages.

**Course Overview**

Studying A-Level Economics will allow students to apply economic theory to support analysis of current economic problems and issues, and encourage students to appreciate the interrelationships between microeconomics and macroeconomics.

**Individuals, firms, markets and market failure**

- Economic methodology and the economic problem
- Individual economic decision making
- Price determination in a competitive market
- Production, costs and revenue
- Perfect competition, imperfectly competitive markets and monopoly
- The labour market
- The distribution of income and wealth: poverty and inequality
- The market mechanism, market failure and government intervention in markets

**The national and international economy**

- The measurement of macroeconomic performance
- How the macro economy works: the circular flow of income, AD/AS analysis, and related concepts
- Economic performance
- Financial markets and monetary policy
- Fiscal policy and supply-side policies
- The international economy

**Assessment Model**

- Paper 1: Markets and market failure (33.3% of A-level)
- Paper 2: National and international economy (33.3% of A-level)
  - Section A: data response questions with a choice of one from two contexts
  - Section B: essay questions with a choice of one from three
- Paper 3: Economic principles and issues (33.3% of A-level)
  - Section A: Multiple choice questions
  - Section B: extended response questions which require a student to draw together different areas of the specification

**Career Opportunities**

Economics is perhaps the most common degree choice for the world’s leaders of countries and multinational organisations. It provides students with the thinking skills and methods of numerical analysis that are needed for a wide range of careers. Economics is an ideal career option for students who are aiming to shape the policies and decisions of organisations such as the NHS and local and national government. Many graduates choose to work in the private sector, joining accountancy firms or working as management consultants.

**Introduction**

The A-Level reflects contemporary language study. Using text and data based sources of language, the specification introduces the study of English in its various forms and situations, with the concepts and methods appropriate for the analysis of language underpinning all elements of the course. Offering clear skills progression from GCSE, this course allows students to build on the skills already gained and prepare for their next steps.

The variety of assessment styles used, such as data analysis, discursive essays, directed writing, original writing and research-based investigative writing, allows students to develop a wide range of skills. These include critical reading, data analysis, evaluation, the ability to develop and sustain arguments and a number of different writing skills which are invaluable for both further study and future employment

**Course Overview****Paper 1: Language, the Individual and Society**

This unit introduces students to language study, exploring different types of texts and children's language development. It will look at methods of language analysis to explore concepts of audience, purpose, genre, text type and how ideas are represented. It also introduces students to the study of children's language development, exploring how children learn language and how they are able to understand and express themselves through language.

**Paper 2: Language Diversity and Change**

Students will explore the diversity of the English language and change over time, studying language in its wider social, geographical and temporal contexts. They will explore processes of language change. This part of the subject content also requires students to study social attitudes to, and debates about, the diversity of English and how it changes over time. Students will also develop skills in writing discursively about language issues in an academic essay, writing analytically about texts about language and writing about language issues in a variety of forms to communicate their ideas to a non-specialist audience.

**Non-Examination Assessment (coursework): Language in Action**

Students will explore and analyse language data independently, and develop and reflect upon their own writing expertise. They will carry out two different kinds of individual research:

- a language investigation (2,000 words excluding data)
- a piece of original writing and commentary (750 words each).

**Assessment Model**

Two 2½ hour written examinations, each worth 40% of A-Level and two Non-Examination Assessment (coursework) tasks totalling 3,500 words, worth 20% of A-Level.

**Career Options**

The skills developed in the English Language course are marketable in most career areas. Jobs related to the course may include teaching (in primary or secondary schools, or teaching English abroad as a foreign language), media (journalism, publishing, copywriting), marketing, advertising, linguistics, speech therapy, computing, law, government, forensics. There are very few jobs in which an understanding of the workings of the English language would not be helpful!

**Introduction**

The A-Level encourages the independent study of a range of texts linked thematically or through time. This approach facilitates the inclusion of a range of wider reading, thus extending students' experience and appreciation of literature. Offering clear progression from GCSE, this course allows students to build on the skills and knowledge already gained and prepare for their next steps.

The variety of assessment styles used, such as passage-based questions, unseen material, single text questions, multiple-text questions, open and closed book approaches allows students to develop a wide range of skills, such as the ability to read critically, analyse, evaluate and undertake independent research which are valuable for both further study and future employment

**Course Overview****Paper 1: Love through the Ages**

Students will explore aspects of love as a literary theme through time using unseen material and set texts. They will study Shakespeare's *Taming of the Shrew*, an anthology of love poetry to encounter a range of different types of poem and Thomas Hardy's *Tess of the d'Urbervilles*. In the examination, students will have to analyse extracts closely, approach two unseen poems and make comparisons between texts.

**Paper 2: Texts in Shared Contexts**

Students will explore aspects of literature connected to World War I and its aftermath, and will study and write about Sebastian Faulks's *Birdsong*, a collection of poetry and *The Wipers Times* by Ian Hislop and Nick Newman. In the examination, they will also have to respond to an unseen extract.

Both examinations encourage the students' independent wider reading to support their understanding of the set texts.

**Non-Examination Assessment (coursework): Texts across Time**

In Texts across Time, students write a comparative critical study of two texts by different authors, one of which must have been written pre-1900. Students are able to develop their own interests from their own wider and independent reading in selecting the focus for their study, but they will be writing about similarities and differences and considering a range of critical views and interpretations. This is an independent critical study, highlighting the important idea that, within a literature course, students should have the opportunity to work independently and at least one of the texts will be studied independently.

**Assessment Model**

- Paper 1: Love through the Ages: 3 hours examination consisting of three essays (40%)
- Paper 2: World War I and its Aftermath: 2½ hours examination consisting of three essays (40%)
- Non-Exam Assessment comparative task of 2,500 words chosen by the student (20%)

**Career Options**

The skills developed in the English Literature course are marketable in most career areas. Jobs related to the course may include teaching (in primary or secondary schools, or teaching English abroad as a foreign language), journalism, publishing, marketing, advertising, government, public relations, library and information services. There are very few jobs whereby the critical skills developed in analytical and comparative approaches would not be helpful!

**Introduction**

Geography is the study of Earth's landscapes, peoples, places and environments. It is, quite simply, about the world in which we live. Geography is learning from the real world, about the real world, and in the real world.

Geography is unique in bridging the social sciences (Human Geography) with the natural sciences (Physical Geography). Human Geography concerns the understanding of the dynamics of cultures, societies and economies, and Physical Geography concerns the understanding of the dynamics of physical landscapes and the environment. Geography puts this understanding of social and physical processes within the context of places and regions - recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and the links between them. Geography therefore, provides an ideal framework for relating other fields of knowledge. It is not surprising that those trained as geographers often contribute substantially to the applied management of resources and environments.

Geography is, in the broadest sense, an education for life and for living. Learning through Geography, whether gained through formal learning or experientially through travel, fieldwork and expeditions, helps us all to be more socially and environmentally sensitive, informed and responsible citizens and employees.

Geography helps students develop a range of transferable skills such as

- decision-making
- research
- use of primary and secondary data
- analysis, evaluation and report writing
- skills in information technology e.g. Geographical Information Systems.
- practical fieldwork in varied environmental contexts.

**Course Overview and Assessment Model**

Component 1: Physical Geography – 2½ hours written examination (40%)

- Section A: Water and carbon cycles
- Section B: Glacial systems and landscapes
- Section C: Hazards

Component 2: Human Geography – 2½ hours written examination (40%)

- Section A: Global systems and global governance
- Section B: Changing places
- Section C: Population and the environment

Component 3: Geography Fieldwork Investigation (20%)

An individual fieldwork investigation of 3,000-4,000 words

**Career Opportunities**

Geography is an intellectually challenging subject which requires an understanding and application of scientific logic, principles, methods and laws; flexibility and openness of mind to deal with a range of different concepts; an ability to develop and test hypotheses and to integrate ideas; analytical capabilities to collect/select, analyse, present and interpret primary and secondary datasets, especially spatial data. Geography graduates are therefore numerate, literate, good team workers, can think analytically and critically, and are highly computer literate. This makes them extremely employable in careers directly linked to geography such as meteorology, disaster management, healthcare management and GIS engineering, but also in broader fields such as business and management.

**Introduction**

History combines the excitement of exploration with the sense of reward earned by successfully confronting and making sense of complex and challenging problems. It is about human behaviour; real people dealing with real situations. Whether we study the actions and impact of Fidel Castro or Queen Elizabeth I, we try to get to grips with what makes people tick.

The History Department is made of up experienced teachers who enable their students to become successful learners that enjoy learning, make progress and achieve their potential. The course tackles many of the important issues facing the contemporary world and encourages students to develop into thoughtful citizens with critical and balanced views on world events. Furthermore, at Key Stage 5 students enjoy varied opportunities to develop their enthusiasm for, and understanding of, their studies. These include interesting lectures by eminent historians, national competitions, extra-curricular trips to historical sites and activity days at schools and colleges across the Midlands.

**Course Overview****Component 1: The Tudors – England 1485-1603**

This is an exciting period to study, full of larger-than-life characters whose motives are still being debated over 500 years later, stimulated by recent research unearthing new details and generating re-interpretations of the era! This breadth study starts in August 1485, the Battle of Bosworth Field (Henry VII's epic seizure of the crown and his launching of the Tudor dynasty) and traces power, politics and life in England through the reigns of Henry VII and Henry VIII. In Year 13, students continue by studying the turmoil and triumph of the mid and later Tudors. They investigate the notion of a 'Mid Tudor Crisis', 1547-58 (including the reigns of Edward VI and 'Bloody Mary') and the so-called 'triumph' of Elizabeth I (1568-1603).

**Component 2: The Cold War 1945-1991**

This in-depth study begins by tracing the origins of the Cold War (including the post-war conferences and disputes between Stalin and the West over the treatment of the defeated Germany), through the widening of the conflict into Asia and the bringing of the world to the brink of nuclear war (including the Korean War, the Cuban Missile Crisis and the crises in Poland and Hungary). In Year 13, students investigate the changes taking place from 'Détente' to the end of the Cold War (including the Vietnam War, the Brezhnev era, Gorbachev and the collapse of the USSR).

**Assessment Model**

Students complete two examinations at the end of this two-year course, one for each component:

- students will firstly be asked to understand and evaluate arguments in extracts taken from relevant primary sources or written by academic historians
- secondly, students will be required to write two argumentative essays (from a choice of three questions)
- in Year 13 students will submit a 3000-word piece of original research on an issue that interests them, having had the year to develop their argument, supported by their teachers in lessons and via individual tutorials

**Career Opportunities**

Universities and employers agree that A-Level History is a highly regarded qualification which will open doors into a range of higher education and career choices. Students of History are able to ask and answer important questions, evaluate evidence, identify and analyse different interpretations of an issue, and substantiate their own arguments and judgements. Our future doctors, lawyers, politicians, accountants, managing directors and scientists need these skills. Above all, our students develop an open and inquisitive mind; they become critical thinkers.

**Introduction**

A-level Mathematics and Further Mathematics are enjoyable and challenging subjects suited to students who have a real passion for logic and problem solving. Students who study any form of A-Level Mathematics must enjoy the challenges associated with clear mathematical thinking and working; they must have a dedicated work ethic, be highly organised, and have a confident and proficient aptitude with algebraic and numerical reasoning. The subject is far more than just a vessel to secure better higher education and career prospects.

Students who are looking to study Mathematics, or any Applied Sciences at degree level, may be considered disadvantaged if they have not also studied Further Mathematics at A-Level. Further Mathematics is of particular benefit for students looking to study Physics, Engineering, Computing, or any subject that has a deep mathematical content. Further Mathematics is always studied in the sixth form as a fourth A-level, and is delivered in a separate parallel course with exactly the same number of teaching hours as the single A-Level. The content of Further Mathematics very much builds on the Mathematics curriculum, and this correlation usually secures students who study both subjects, and manage the considerable workload, top grades in both A-Level subjects.

Students who have been successful at A-Level Mathematics will have demonstrated qualities that make them statistically more desirable to future employers and Further Education providers.

**Course Overview**

- Geometry
- Calculus
- Algebra
- Sequence
- Numerical Methods
- Proof
- Mechanics
- Matrices (unique to Further Mathematics)
- Complex Numbers (unique to Further Mathematics)
- Statistics (unique to Mathematics only)

**Assessment Model**

Students studying Further Mathematics must also be studying Mathematics.

A-Level Mathematics - three 2 hour papers:

- Paper 1 and Paper 2 are Pure Mathematics
- Paper 3 is Applied Mathematics (Mechanics and Statistics)

A-Level Further Mathematics - four papers:

- Paper 1 and Paper 2 are Pure Mathematics (2 hours)
- Paper 3 is Further Pure Material (90 minutes)
- Paper 4 is Further Mechanics Material (90 minutes)

**Career Opportunities**

Any career that would value problem solving skills or require logical thought and reasoning would find successful A-Level Mathematics invaluable. For many students who have studied Mathematics, the disciplines developed go beyond academic measure and become a way of thinking and living.

**Introduction**

The course builds upon and develops the skills of speaking, listening, reading and writing which have been acquired in GCSE work. An important difference is that the subjects concentrate not on basic transactional language but on wider social, political, economic and cultural issues. The course will develop not only skills, but also understanding of the grammatical systems of the languages studied. It gives a better insight into the way of life, history, geography, political system, economic life and customs of countries where the languages are spoken. Students may also have the opportunity to study the literature of the country and where possible to visit the theatre, cinema or watch video and on-line material.

Furthermore, experience of a working environment using languages is underlined by the possibility of a programme of work experience in Europe for Year 12 students and/or a study tour in the Summer.

**Course Overview and Assessment Model**

Paper 1: Listening, Reading and Writing:

- aspects of German-speaking society
- artistic culture in the German speaking world
- multiculturalism in German-speaking society
- aspects of political life in German-speaking society
- grammar

Paper 2 is a written paper assessing one text and one film, or two texts from the list set in the specification, and grammar

Paper 3 is the Speaking Test with stimulus card material followed by a more general conversation.

Individual research project based on one of four sub-themes, i.e. aspects of German-speaking society or artistic culture in the German-speaking world or multiculturalism in German-speaking society or aspects of political life in German-speaking society.

**Career Opportunities**

Statistics show that employment amongst language graduates is second only to Medicine and Law. More and more employers expect a high level of competence in a modern foreign language and there are now a large number of degree courses with a language component. Specific career opportunities include teaching, interpreting, marketing and business.

**Introduction**

The course builds upon and develops the skills of speaking, listening, reading and writing which have been acquired in GCSE work. An important difference is that the subjects concentrate not on basic transactional language but on wider social, political, economic and cultural issues. The course will develop not only skills, but also understanding of the grammatical systems of the languages studied. It gives a better insight into the way of life, history, geography, political system, economic life and customs of countries where the languages are spoken. Students may also have the opportunity to study the literature of the country and where possible to visit the theatre, cinema or watch video and on-line material.

Furthermore, experience of a working environment using languages is underlined by the possibility of a programme of work experience in Europe for Year 12 students and/or a study tour in the Summer.

**Course Overview and Assessment Model**

Paper 1: Listening, Reading and Writing:

- aspects of Hispanic society
- artistic culture in the Hispanic world
- multiculturalism in Hispanic society
- aspects of political life in the Hispanic world
- grammar

Paper 2 is a written paper assessing one text and one film, or two texts from the list set in the specification, and grammar

Paper 3 is the Speaking Test with stimulus card material followed by a conversation on the Individual research project (IRP).

Individual research project based on one of four sub-themes, i.e. aspects of German-speaking society or artistic culture in the German-speaking world or multiculturalism in German-speaking society or aspects of political life in German-speaking society.

**Career Opportunities**

Statistics show that employment amongst language graduates is second only to Medicine and Law. More and more employers expect a high level of competence in a modern foreign language and there are now a large number of degree courses with a language component. Specific career opportunities include teaching, interpreting, marketing and business.

**Introduction**

Physics is at the heart of everything, and A-Level Physics builds upon the foundations set at GCSE with an emphasis on practical inclusion which allows us to better understand the world we live in. AQA provides a solid foundation that can be a springboard to many further degree courses. The department is well resourced and has three highly enthusiastic teachers ready to support you through your studies.

Once the Year 13 content is well underway the group will discuss the merits of each option module on offer and then the group will decide on which option is to be studied.

**Course Overview**

The Year 13 course will commence during the summer term of the Year 12 and continue through to the May of the student's Year 13. Lessons will include theory, tutorial time and practical experiences to develop all the skills needed to be successful in their final examinations. The year will be split up into four sections in bold including:

- Core content
  1. Measurements and their errors
  2. Particles and radiation
  3. Waves
  4. Mechanics and materials
  5. Electricity
  6. Further mechanics and thermal physics
  7. Fields and their consequences
  8. Nuclear physics
- Options
  - Astrophysics or Turning points in physics

Coupled with the above there is a minimum of six more essential practical experiences from the Year 13 content to complete. They are graded as pass or failed. The recognition of this is stated on the final certificate as a pass in practical Physics.

**Assessment Model**

- Three 2 hour examinations.
- Paper 1: Topics 1-5 and 6.1 = 85 marks. 60 marks structured and 25 marks multiple choice 34% of A-level
- Paper 2: Topic 6 – 8 = 85 marks. 60 marks structured and 25 marks multiple choice 34% of A-level
- Paper 3: Practical questions and option content = 80 marks. 45 marks on practical Physics and 35 marks on the option content. 32% of A-level. (Option content offered at QMHS = Astrophysics or Turning Points in Physics).

**Career Opportunities**

Environmental choices include Geophysics or Meteorology. Finance sector includes banking; Law includes Patent Law, Education, teaching at all levels. Healthcare to include Medical Physics and Nuclear medicine. Entertainment to include computer games and film. Hi-tech industries include space technology, nanotechnology and optoelectronics. Physics could also lead to curiosity driven research into Astrophysics and Particle Physics.

**Introduction**

Psychology is a science subject that is concerned with the study of the mind and behaviour. It has links with a variety of other scientific disciplines such as Biology, Chemistry, and Forensic Sciences and it can be successfully used as a science qualification in applications for courses such as Medicine and Dentistry. It also fits very well with the humanities subjects such as Geography, History and English, due to the development of communication and analytical skills. Psychology covers a wide range of topics and will provide a useful qualification for all applications to University. The common factor linking people who study Psychology is curiosity and the desire for knowledge.

The sorts of questions we consider in Psychology are:

- What makes a criminal? Why do people commit inhumane acts? Why do some people develop psychological disorders? How have attitudes towards mental health changed? How can we measure intelligence? Is imprisonment an effective punishment? How do we develop morals? How can we identify a psychopath?

Psychology has a broad range of real-world applications, ranging from health, mental illness, artificial intelligence and criminal attributes, to personal development, social interaction and the environment

**Course Overview**

Students will study research methods and learn how to evaluate research as well as plan, conduct and analyse their own small-scale investigations. Alongside these skills students will look at the following topics:

- Core Studies
  - Social: Responses to people in authority and people in need, e.g. Obedience and disobedience.
  - Cognitive: Memory and Attention, e.g. Eyewitness testimony.
  - Developmental: External influences on children's behaviour and moral development, e.g. Evaluations of lying and truth-telling.
  - Biological: Regions of the brain and brain plasticity, e.g. Split brain research.
  - Individual Differences: Understanding disorders and measuring differences, e.g. The language of psychopaths.
- Applied Psychology
  - Issues in Mental Health - The historical context of mental health, The medical model, Alternatives to the medical model
  - Criminal Psychology - What makes a criminal?, The collection and processing of forensic evidence, Psychology and the courtroom, Crime prevention, Effect of imprisonment
  - Child Psychology - Intelligence, Pre-adult brain development, Perceptual development, Cognitive development and education, Development of attachments, Impact of advertising on children

**Assessment Model**

Psychology is assessed by examination with a mixture of multiple choice, short and long answer questions.

- Examination 1: Research methods (2 hours) 30% of total A-level
- Examination 2: Psychological themes through core studies (2 hours) 35% of total A-level
- Examination 3: Applied Psychology (2 hours) 35% of total A-level

**Career Opportunities**

Psychology opens the door to many career options both within and outside Psychology itself. The wide range of topics and skills covered means it can link to many different degree courses and careers. It can be used as a science subject for applications to degree courses that have this requirement. Our Psychology students have successfully gone into a wide range of careers after sixth form study, including medicine, dentistry, social work, law, nursing, teaching, counselling, art therapy, law enforcement, the Prison Service, speech therapy.

**Introduction**

Choosing to study RS will enable student to discuss, analyse and evaluate philosophical and moral issues, alongside their own views. Some of the issues we study are the question of whether God exists, the challenge of scientific views, miracles, life after death, sexual identity, issues that deal with human life and animal life, the question of how free we are or whether everything is pre-determined and as a result you have no freedom at all!

We look at so many relevant issues that affect society and a person's moral decisions. This study is rigorous, challenging, interesting and relevant to so many wider issues that a student will encounter in life. We have many debates, we invite in Dr Peter Vardy, a world renowned speaker who is brilliant, engaging and will always make any student think for themselves! If you are curious and want to ask the Big Questions in Life, then RS is for you!

**Course Overview**

Students study Christianity and will then apply, alongside their own views, the various Christian denominational views to the content below.

**Paper 1: Christianity, Ethics and Philosophy**

- Christian views are applied to God or Ultimate Reality, Life after death, Underpinning sources of religious authority, The challenge from science. The nature and role of religion
- Philosophical views are applied to Arguments for the existence of God, Evil, Religious Experience, Religious Language, Miracles, Self, death and the afterlife

**Paper 2 Christianity, Philosophy, Ethics and society**

- Christian views are applied to Key moral principles, Religious identity, Religion and sexual identity, Religious Pluralism.
- Philosophical, Ethical and Societal views are applied to Ethical theories, Issues of human life and death, Issues of animal life and death, Introduction to meta ethics, Free will and moral responsibility, Conscience. Bentham and Kant.

**Year 1 and Year 2**

- Chosen Religion Philosophy Same Religion Philosophy Question 4 and revision
- Chosen Religion Ethics Same Religion Ethics Question 4 and revision

**Assessment Model**

- A course with terminal assessment only
- Two 3 hour A-Level papers which use both structured and unstructured questions.
- A-level Religious Studies is 100% externally examined

**Career Opportunities**

A Religious Studies degree will give students the opportunity to think, reflect, listen, debate and develop a range of skills that are highly valued by employers when they graduate. Graduates in disciplines such as philosophy, Ethics, Theology and Religion are successful in the job market and tend to go into areas such as teaching, law, the media, marketing, human resources, social concern and the caring professions. Some will also go on to undertake further study and research in pursuit of higher degrees.

## **Subjects available in Mercian Trust Schools**

By working together in The Mercian Trust, we are able to offer a wider range of subject options, whatever your academic interest and aptitude may be.

Each school will continue to offer its own curriculum (as you will have already seen in this booklet), but we will be collaborating to provide the opportunity for students to study a subject which may not be on offer in the school where you are registered as a pupil (and will spend most of your time).

We have done this by creating a Mercian Block: part of the working day which will be timetabled not just in one school, but across the schools working together in the Multi Academy Trust. You can choose to do one subject from the Mercian Block in a different school. This may mean a bit of extra travelling a couple of times a week, but it will be worth going the extra mile if it allows you to take a subject which really interests you and prepares you for the post-18 pathway you have in mind, which otherwise you may not be able to access.

You can find information about the subjects offered across the Mercian Trust schools in the next few pages.

You may not have thought about some of these opportunities before. It's worth taking a look and finding out more. The Mercian Trust will give you access to a wider range of A-Level courses. At a time when many schools and colleges are having to cut their curriculum offer, our collaboration is something to celebrate.

### **Exciting Enrichment**

The Mercian aim is clear. We want to use the new partnership to your advantage, giving you the opportunity to participate in activities and trips organised by different schools in the MAT.

Walsall Studio School is housed in The Goldmine in Walsall Town Centre. Big Centre TV also uses the Goldmine as its base. Through the MAT, you may get the chance to experience what it is like to work in a TV studio.

Within The Mercian Trust, we have access to our own Field Centre in Wales. We can offer Biology and Geography Field Courses or an Oxbridge immersion weekend at affordable rates. You can benefit by collaborating with students from other schools.

You might be interested in a ski trip or a sports tour abroad; you might be attracted to the experience on offer in a Cadet Force or join a cohort preparing for the Duke of Edinburgh Award; or you might enjoy the chance to get involved in a big-scale concert or drama production.

**Introduction**

There is little as illuminating as civilisation's distant past, especially as we move towards a global age of increasing tensions. In the same vein, there are few subjects like Ancient History within which our ancient pasts can be rediscovered and learnt from. Take the rise of fifth century Athenian demagogy against modern American politics, for example: the likes of Cleon vs. Donald Trump serve as a clear parallel and prove the eternal relevance of the classical world.

An A-Level in Ancient History will allow students to study the ancient world, its momentous events and its larger than life personalities including Alexander the Great, Caligula and King Leonidas of Sparta. Students will see how ancient civilisations like the Romans, Greeks and Egyptians have shaped the world that we live in today and develop a passion and curiosity for antiquity. The course will also allow students to gain a greater understanding of the literature of the period, including the first great historians like Herodotus, Thucydides and Livy.

**Course Overview and Assessment Model**

Two exams at the end of Year 13 assess knowledge and understanding of the topics but also of the ancient source materials studied:

- Greek component exam (2½ hours) will test your understanding of the Greek depth and period study Greece and Persia: The Rise of Macedon
- Roman component exam (2½ hours) will test your understanding of the Roman depth and period study The Julio-Claudian emperors Roman Britain

**Career Opportunities**

Many of our students enjoy the subject so much, that they go on to study this subject at university, taking degrees in Ancient History and Classics. Given the critical thinking skills that Ancient History develops, students can also enter a wide variety of careers, including law, journalism and the media in general; advertising, accountancy, business management, marketing, public relations, the armed forces and the police; the civil service, the dramatic arts and education at all levels.

**Additional Entry Requirements:**

Grade 5 in English and/or Grade 5 in one of History, Geography, Citizenship or Religious Studies.

## Introduction

China is a vast country with diverse culture and very long history. China is full of rich literature and philosophies. China has become the second largest economy in the world and plays a critical role in shaping the globe in the 21st century. Therefore, it is important to help young people in the UK to develop better understanding of the history, the culture, and the society of China and Chinese speaking regions. The acquisition of highly competent Chinese language skills can facilitate the process of communication and cooperation with Chinese speaking regions, companies and individuals. A-Level Mandarin is a two-year course. It enables students to acquire the advanced language skills to operate in a Chinese environment. Students are encouraged not only to develop the four skills of speaking, listening, reading and writing, but also to conduct extensive research on Chinese history and culture. The course provides plenty of opportunities for students to develop higher order thinking skills.

## Course Overview

### Theme 1 Changes in Contemporary Chinese society

- Part 1 Family, including family structure; multi generation household; new patterns of family relationships, the generation gap; conflicts in the family; attitudes of young people in the family, family planning; attitude change towards relationship and marriage, China's ageing population; responsibility to care the elderly
- Part 2 education and the world of work, including school life and student issues; education systems and types of school, education and training; further and higher education provision, public examinations and exam preparation and pressure, preparation for work and job opportunities; career plans; qualifications and job routines, work related problems such as unemployment, demise of traditional industries, maintain a good work-life balance; value of leisure; modern tourism

### Theme 2 Chinese Culture

- traditions and customs; the importance of maintaining traditions and customs; the world of the creative industries: music, art, drama and their social impact; the impact of social network in pop culture and work culture

### Theme 3 Evolving Chinese Society

- social issues related to economic activities and urbanisation; communications and the use of the technology in everyday life; the evolve of the economic policies and its impact; environmental protection; green energy; new industries

### Theme 4 post-1978 China on the World Stage

- key political figures in the last fifty years; China's urban and rural life; China's relationships with UK and the West; China's role in easing the global environmental problem

### Literature study (Required):

- *A Very Special Pigeon* – Cao Wenxuan 《一只叫凤的鸽子》 (作者 曹文轩), 2014 (short story)
- *My Memories of Old Beijing* – Lin Haiyin 《城南旧事》 〈惠安馆〉 · 〈爸爸的花儿落了〉 (作者 林海音), 1960 (autobiographical novel)
- Film study (optional): 《请投我一票》, 2007 (<https://youtu.be/KD1Q5X2hOnk>)

## Assessment Model

- Paper 1 (40%): Listening, reading and translation (2 hours)
- Paper 2 (30%): Written response to works and translation (2 hours and 40 minutes)
- Paper 3 (30%): Speaking (23 minutes including 5 minutes' preparation time)
  - Task 1 discussion on a theme which is prescribed by the exam board
  - Task 2 Part 1 independent research presentation; Part 2 discussion on independent research

**Introduction**

The course builds upon and develops the skills of speaking, listening, reading and writing which have been acquired in GCSE work. An important difference is that the subjects concentrate not on basic transactional language but on wider social, political, economic and cultural issues. The course will develop not only skills, but also understanding of the grammatical systems of the languages studied; and give a better insight into the way of life, history, geography, political system, economic life and customs of countries where the languages are spoken. Students may also have the opportunity to study the literature of the country and where possible to visit the theatre, cinema or watch video and on-line material.

Furthermore, experience of a working environment using languages is underlined by the possibility of a programme of work experience in Europe for Year 12 students and/or a study tour in the Summer

**Course Overview and Assessment Model**

Paper 1: Listening, Reading and Writing:

- aspects of French-speaking society
- artistic culture in the French speaking world
- multiculturalism in French-speaking society
- aspects of political life in French-speaking society
- grammar

Paper 2 is a written paper assessing one text and one film, or two texts from the list set in the specification, and grammar

Paper 3 is the Speaking Test with stimulus card material followed by a more general conversation.

Individual research project based on one of four sub-themes, i.e. aspects of French-speaking society or artistic culture in the French-speaking world or multiculturalism in French-speaking society or aspects of political life in French-speaking society.

**Career Opportunities**

Statistics show that employment amongst language graduates is second only to Medicine and Law. More and more employers expect a high level of competence in a modern foreign language and there are now a large number of degree courses with a language component. Specific career opportunities include teaching, interpreting, marketing and business.

**Introduction**

Music may be combined with Arts and Sciences, and many universities offer combined degree courses. A number of colleges are now offering degree courses in Performing Arts where Music may be studied along with Movement and Drama, Art and Literature, intending performers would usually apply to music colleges, through the CUKAS system. Music is welcomed by universities and colleges in particular, even if the subject is not to be continued beyond that level. Aldridge School has a long tradition of sending young musicians to further education and has had students at all major conservatoires in the UK and major universities including Oxford and Cambridge. It can also lead to a life-long cultural interest in the arts generally. Music brings people together and strengthens the local community. A-Level Music combines well with a wide range of A-Level subjects. It is highly regarded as an academic A-Level but it is practical and enjoyable.

**Course Overview and Assessment Model**

Over the two-year course students cover Listening, Composing and Performing in three units. The course offers a variety of alternatives which enable students to submit work demonstrating their strengths in the subject. There are three units of study, and external assessments take place in May of Year 13.

In Units 1 and 2 students may opt for Option A or B. This flexibility means they can gain up to 35% in the option for higher study and 25% in the option where they choose the smaller amount of study.

**Unit 1: Performing (35% or 25%)**

Students have the opportunity to perform both as a soloist and in ensembles. Performances can take place on any instrument, including voice. A recital is prepared for Year 13 and should last either for six to eight minutes (Option A) or twelve to fifteen minutes (Option B)

**Unit 2: Composing (25% or 35%)**

Students are required to compose two pieces. One from a brief set by the board and one working from their own brief. For option A, an extension to their composing comprises of four-part harmony and two-part counterpoint.

**Unit 3: Listening and Appraising (40%)**

This work is undertaken through the study of four areas. Areas 1 and 2 are compulsory, and a further two are selected from areas 3-6. The areas of study are

1. Instrumental Music of Haydn, Mozart and Beethoven
2. Popular Song: Blues, Jazz, Swing and Big Band
3. Developments in Instrumental Jazz from 1910 to the present day;
4. Religious Music of the Baroque period
5. Programme Music
6. Innovations in Music 1900 to the present day

**Career Opportunities**

Musician, conducting, teaching, recording studios, member of orchestra, theatre, session players, TV companies, radio, film scoring, music composition, recording engineer.

**Additional Entry Requirements:**

If students have studied Music at GCSE they require a grade 6 to continue to A-level. Students also need to have Grade 5 ABRSM in their chosen instrument. Students who have not studied Music at GCSE need a pass in Grade 5 ABRSM Music Theory.

**Introduction**

During the course you also study a range of themes to extend your photographic horizons. These include topics such as portraiture, landscape photography, commercial photography, still-life photography, documentary photography, experimental imagery, editorial photography, photographic installation and photographic process, moving image, animation textile design.

**Course Overview and Assessment Model**

Component 1: Personal Investigation (internally assessed, and externally moderated) 60% of final grade

- During the personal investigation you will produce two elements:
  1. A portfolio of practical work showing your personal response to either a starting point, brief, scenario or stimulus, devised and provided by you or your staff.
  2. A related study: an extended response of a guided minimum of 1000 words.

Component 02: Externally Set Task (15 hours of Non-Examined Assessment)

The early release paper will be issued to you by your staff from the exam board and will provide you with a number of themes, each with a range of written and visual starting points, briefs and stimuli.

**Career Opportunities**

A-Level Photography will give students the opportunity to develop their knowledge, understanding and creative skills within Art and Design, using photography as a medium to explore and develop their individual ideas. Many of our students enjoy the subject so much, that they go on to study this subject at University or pursue related work. The course will prepare students for further education courses in creative related subjects or enter into employment within the creative industries, as such students may consider linking photography with Art, Media, Film Studies.

**Additional Entry Requirements**

GCSE Photography or Art at grade 6 or above, or a portfolio of work equivalent to this.

**Introduction**

These units will give you an understanding of sport in the wider contexts of coaching and leadership, anatomy and physiology, the body's short and long term responses to physical activity, the framework of sport in the UK and the organisations involved and the psychological challenges that sport can provide. You will also develop transferable skills such as planning, communication, adaptability and leadership.

**Course Overview**

Students will study four units which are all mandatory:

- Physiological factors affecting performance
- Psychological factors affecting performance
- Socio-cultural issues in physical activity and sport
- Performance in physical education

**Assessment Model**

- Three units (units 1,2 and 3) are assessed by exam and marked by OCR (70% of qualification).
- The final unit is coursework based which is internally assessed by teachers and externally moderated by OCR. This section requires performance or coaching in a selected sport and a verbal evaluation of performance and action plan to improve (30% of qualification)

**Career Opportunities**

This qualification is for learners who want to study sport, physical education, leisure or fitness. This qualification is not just about being able to play sport, it will provide you with the skills, knowledge and understanding to progress into Higher Education on a sport related programme such as Sport and Physical Education, Sport Science, Sport Coaching, Sports Psychology, Physiotherapy or Development of Sport and Leisure Management.

**Course Overview and Assessment Model**

Three 2 hour exams taken at the end of Year 13

**Unit 1: Government and Politics of the UK People, Politics and Participation**

An introduction to the political world: Why do people vote? Who do they vote for? How do elections work? Why do people take part in political protests?

Governing Modern Britain: How is Britain governed? How are laws made? Who holds the real power in this country?

**Unit 2: Government and Politics of the USA Politics of the USA**

This unit looks at how politics in the USA is conducted. How is the President elected? What is the difference between a Primary and a Caucus? Why do Republicans and Democrats dominate? How much power do pressure groups in the USA wield?

**Government of the USA**

How is the USA governed? What is the difference between a senator and a governor? How much power does the president really have? What is the constitution?

**Unit 3: Political Ideas**

Students study four ideologies including the three core ideologies of liberalism, conservatism and socialism. They will also study one non-core ideology, Nationalism.

**Career Opportunities**

Students can enter a wide variety of careers, including law, journalism and the media in general; advertising, accountancy, business management, marketing, public relations, the armed forces and the police; the civil service, the dramatic arts and education at all levels.

**Additional Entry Requirements:**

Grade 5 in English and/or Grade 5 in one of History, Geography, Citizenship or Religious Studies.