



ASHVILLE
◆ COLLEGE ◆

Sixth

Form

◆ Courses ◆

ESSE QUAM VIDERI

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Introduction

Sixth Form education is radically different from what has preceded it. Not only do you study a much smaller range of subjects, ideally three or four, but you also have a rather different work pattern. At the same time there is an opportunity to play a role as one of the senior members of the school by holding responsibility and exercising leadership.

Success in the Sixth Form does depend on ability, but equally important is your attitude to work. Self motivation, self discipline and the ability to work on your own are key factors. These are also essential skills for university and beyond, so the Sixth Form is about far more than just gaining A-levels.

AS & A-level courses

All A-level and AS courses are modular. There have been changes to the syllabus for many subjects for courses which took effect from September. The aim of these changes has been to reduce the number of modules and examinations and alter the coursework element. Two or three modules are taken at the end of the Lower Sixth giving an AS award. Two or three further modules (A2) are taken at the end of the Upper Sixth and the final A-level result is based upon the results in all modules. Grade A is awarded for 80% of the total marks, grade B for 70% etc. An A* grade was introduced at A Level in June 2010, for which students must achieve at least 90% in all A2 modules.

The AS exams are significantly more difficult than GCSE, and the A2 exams are more demanding than AS, reflecting a standard which is appropriate to the end of the U6 year. The structure of A-levels is designed in part to encourage students to take a broader range of courses in the Lower Sixth while maintaining the standard of the final A-level award. A-level courses are designed as two year programmes of study and it is expected that some work will need to be done in the holidays.

Choosing your courses

Most students entering the Lower Sixth will choose four AS subjects to study for one year. Career aspirations can play an important part in the choice of subjects. However it is inadvisable for these to be the sole criteria of choice. As important is interest in, and enjoyment of, the subjects chosen. You will, after all, be spending a lot of time on them. In the past certain combinations of subjects were considered a benefit; today that is less important, and there are benefits in breadth of choice. Some careers will require the studying of certain subjects at A-level. For example, those wishing to follow a career in some branch of medicine are strongly advised to study Chemistry and Biology at A-level. In some cases pupils will have a good idea of their future career and in these instances subject choice is relatively easy to decide. A reasonable proportion of students, however, have no definite ideas about their future and in these cases it is important to choose a range of subjects which leave open as many options as possible. In the Upper Sixth most students will continue with three of their AS level subjects taking the A2 course.

Entry requirements

The usual requirement for entry to the Lower Sixth is at least three GCSE passes at grade B or above with at least grade C in two further subjects. Any subject to be taken for AS will usually need a minimum grade B at GCSE. In some subjects an A is needed if success at A-level is to be probable. Students should pass a subject at AS in order to proceed to A2 in the Upper Sixth.

Introduction

Diploma of Achievement, General Studies & Games

Universities require much more than just good grades at A-level. In addition to their AS subjects, most students will take the "Diploma of Achievement" course which is designed to complement AS-level studies. The Diploma course is skills based and gives a general education involving a large variety of skills such as communication and presentation. Specific modules include work related learning, financial survival, computing (ECDL), Masterchef and Heartstart. It gives a useful preparation for life at university or at work. These skills are essential for enjoying success at university and beyond. The emphasis is on positive achievement which will be reflected in a dossier of material compiled over the course. The course is internally assessed and certificated.

Students will also spend time considering issues raised by current affairs and some time will be devoted to careers, university applications, moral and health issues. In the Upper Sixth, preparation will be given for the General Studies AS and A-level. There will be regular Sixth Form lectures as part of this programme which occupies a total of three periods per week. Two periods of Games, two periods of Activities or Games and one period of PSHE complete the timetable.

Private study

Private study is an important part of the A-level programme. In addition we expect all Sixth Formers to devote about 15 hours a week to work at home. This is not optional but is an integral part of the study programme. There is no doubt that those who learn how to handle private study properly are the ones who fulfil their potential at A-level. To this end study skills are discussed during the beginning of the Lower Sixth year and Tutors and the Head of Sixth Form are always available for advice and consultation.

The wider curriculum

The Sixth Form is not only about work. It is also about developing qualities of leadership, showing initiative and the practising of management skills, all of which are much sought after by employers in today's world. We believe that Ashville provides a unique opportunity to develop these talents and we will encourage you to do so. It might be that you are developing musical, dramatic or sporting skills to a high standard; it might be that you are working for the higher levels of the Duke of Edinburgh Award scheme.

In addition you will get the opportunity to organise house and school activities. For your own personal development it is important that excellence and high achievement in one or more fields are aimed at. These are also positive qualities which make you stand out from other applicants when you apply for higher education or employment. It is becoming increasingly apparent that a good portfolio of interests and achievements is essential: computer literacy, communication skills, leadership qualities and initiative can be as important as academic qualifications.

Conclusion

There is no doubt that Ashville has an enormous amount to offer its Sixth Form pupils. Your predecessors acknowledge this in all sorts of ways. It is a splendid opportunity to extend your interests and develop your personality, as well as to acquire the qualifications you need for the next stage of your education and career.

Choice and Procedure

Year 11 pupils have been given this booklet during the Easter Term and we shall be asking for your choices before the holidays. These are not regarded as final, but they do provide the timetabler with the necessary information to draw up option blocks. The option blocks will be published during the Summer Term and students have to make their choices within these blocks. Students will make a final choice of courses just before the start of the Autumn Term after GCSE results. We appreciate that once the Autumn Term is under way some pupils may find that they have made the wrong choice. Clearly it is easier if this change occurs

very early in the term, but it is possible to change course without too much difficulty in the first few weeks. After half term, students will have to make out a very good case for a change to be approved. We can only emphasise that it is very important that the implications of choices and an awareness of what each subject involves should be explored during the Summer Term to avoid any changes in the Autumn, which in the nature of things are bound to be disruptive.

Careers Advice and Work Experience

Careers guidance is an essential aspect of school life. This is especially true as students approach the sixth form when A-level subject choices, and the variety of career options made available by them, should be carefully considered. Students have access to a wide range of careers' resources in both the Careers Library and the Sixth Form Centre. During the Lower Sixth, students have the opportunity to take part in Centigrade Careers Testing which assists with their preparation for entry into university or the workplace.

All students in Lower Sixth undertake one week's work experience after AS exams during the summer term. Students are responsible for organising their own placement with the support of the school which can provide access to potential employers who are willing to offer work experience to students, and deal with issues relating to Health and Safety whilst they are in the workplace.

It is felt that a period of work experience assists our students in preparing them for working life by developing an understanding of the workplace opportunities and requirements. It also enables them to develop skills across the curriculum, in particular the key skills for employability. In most cases the students are matched with placements linked to future career aspirations and they will be able to use the experience as evidence to support their university applications.

During the Lower Sixth year there are a wide range of taster courses available at universities and many have open days. We encourage students to make full use of these and the school normally organises a day in the summer term when all the Lower Sixth are taken to a university open day. The Independent Schools Careers Organisation offers courses sponsored by industry.

Generally, universities make offers on the basis of A levels but AS and GCSE grades are increasingly important in terms of whether offers are made. Most universities and employers require applicants to have passed GCSE English and Mathematics at least to grade C standard. All pupils should ensure that they meet this requirement by the end of the Lower Sixth year at the latest.

Towards the end of the Lower Sixth year pupils are briefed on the procedure for application to universities. All pupils are strongly encouraged to research thoroughly their post 18 options. This will usually be a university course but may be employment with company sponsored training or a gap year. Help and guidance is always available. Any pupil may receive independent careers advice by appointment through the school's Careers Co-ordinator.

Fine Art (EDEXCEL)

AS

Unit 1: Coursework (30% of A-level)

Unit 2: Controlled Test (20% of A-level)

On the AS course students have three double lessons a week for studio work and a single lesson for complementary study. It is expected that they will spend at least an equivalent amount of time at home on preparation. Students undertaking this course should have at least a grade B at GCSE, and they are also strongly advised to take History of Art as one of their four subjects in the Lower Sixth

The course comprises two units of work. The Autumn Semester is dedicated to a themed assignment. In the Spring Semester students have an externally set assignment in which they must respond to a starting point set by the Exam Board, under timed conditions (8 hours), in a medium of their choice.

A2

Unit 3: Personal Study (30% of A-level)

Unit 4: Controlled Test (20% of A-level)

Students who are successful at AS level generally progress to A2. The A2 course comprises two units of work and the time allocation goes up to eight periods in all.

The Autumn Semester is dedicated to a personal study. During the summer Holidays students select their own area of study and write a 3000 word essay to support their practical work. In the Spring Semester the Controlled Test is carried out in the same manner as for Unit 2 (12 hours)

All work is assessed by the teacher as it progresses. At the end of the course portfolios and sketchbooks are formally marked and standardised within the department. The grades are then dispatched to the exam board where the school is visited by an impartial moderator to verify the assessments made. The work to be assessed in each unit comprises:

- Contextual studies with historical and critical analysis
- Sketchbook of investigative drawings, research materials and photographs
- Experimentation with media, technique and process
- Sequential development of ideas
- Realisation of final concept and an evaluation of the art work

Successful students usually go on to art foundation courses or degree courses in Art or Design at university. However, students with drawing ability may wish to consider studying the subject purely for enjoyment and for the enrichment of their educational experience at Sixth Form level.

Biology (AQA)

Why choose Biology?

The specification builds on concepts and skills that will have been developed in the new GCSE Science specifications. It presents biology as exciting, relevant and challenging.

The specification presents essential principles in a context that students will find interesting and which will stimulate their enthusiasm. It emphasises the way in which scientists work and the contributions of science to modern society in a way that underpins the specification but is never intrusive.

The scheme of assessment allows for stretch and challenge for the most able but still allows for the less able to show what they know and what they can do. In addition it provides a worthwhile course for candidates in terms of general education and lifelong learning.

Both the AS and A2 course comprise three teaching and learning units, each being assessed through an associated assessment unit.

AS

Unit 1 - Biology and disease
(17% of total A-level marks)

This unit concentrates on the digestive and gas exchange systems as examples of systems in which humans and other mammals exchange substances with their environment. The systems described in this unit, as well as others in the body, may be affected by disease. Some of these diseases, such as cholera and tuberculosis may be caused by micro-organisms.

This is tested by 5-7 short answer questions plus two longer questions, a short comprehension and a short structured essay.

Unit 2 - The Variety of living organisms
(23% of total A-level marks)

Within this unit candidates will consider that although a species may be defined in terms of similarity, there is frequently considerable intraspecific variation and this is influenced by genetic and environmental factors. The variety of life is extensive and is reflected in similarities and differences in its biochemical basis and cellular organisation. Classification is a means of organising the variety of life based on relationships between organisms and is built round the concept of a species.

This is tested by 7-9 short answer questions plus two longer questions (1 data handling and 1 assessing analysis and evaluation).

Unit 3 - Centre Assessed Coursework
(10% of total A-level marks)

Investigative and practical skills in AS Biology
Centre Assessed Unit

This unit will address the following aspects of the AS subject criteria. The ability to:

- Demonstrate and describe ethical, safe and skilful practical techniques, selecting appropriate qualitative and quantitative methods
- Make, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy
- Analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigatory activities in a variety of ways.

Biology (AQA)

A2

Unit 4 - Populations and environment
(17% of total A-level marks)

This unit considers the fact that:

- Living organisms form structured communities within dynamic but essentially stable ecosystems through which energy is transferred and chemical elements are cycled
- Humans are part of the ecological balance and their activities affect it both directly and indirectly
- Sustainability of resources depends on effective management of the conflict between human needs and conservation.

This unit is tested by 6-9 short answer questions plus 2 longer questions (a short comprehension and a short structured essay).

Unit 5 - Control in cells and in organisms
(23% of total A-level marks)

This unit considers the fact that multicellular organisms are able to control the activities of different tissues and organs within their bodies. They do this by detecting stimuli and stimulating appropriate effectors. Cells are also able to control their metabolic activities by regulating the transcription and translation of their genome. The sequencing and manipulation of DNA has many medical and technological applications.

This unit is tested by 8-10 short answer questions plus 2 longer questions (a data-handling question and a synoptic essay).

Unit 6 - Investigative and practical skills in
A2 Biology Centre Assessed Unit
(10% of total A-level marks)

The criteria here are the same as those which apply in Unit 3.

Biology as a full A-level qualification is a major component of careers in Bacteriology, Biochemistry, Biophysics, Entomology, Scientific Civil Service and Teaching. It also has a direct bearing on careers in Agriculture, Dairy Work, Dentistry, Food Technology, Forestry, Medical Laboratory Technical Work, Veterinary Science, Medicine, Public Health and Town and Country Planning.

Business Studies (AQA)

Do you fancy yourself at the head of a successful business? Got some great ideas for new products or services? Perhaps you want to work for a large company in their marketing department. Perhaps you want to set up your own business working for yourself? Whatever your vision, the Business Studies A Level course gives you an incredibly powerful start to launch you onto becoming a successful business person. All the key topics of running a business are covered and armed with this knowledge you could be giving Richard Branson a run for his money in a few years time!

No prior learning is necessary for candidates to undertake this course of study, though candidates who have studied GCSE in Business Studies will find that this course builds on the concepts and skills they have learnt.

AS Business Studies

In the first year you'll have two main learning modules. The first is called Planning and Financing a Business and includes information on the different types of business structure and an introduction to money matters. The second module is called Managing a Business and gives you more knowledge on increasing profits, recruiting and managing employees, operations management and marketing.

Module 1 - Planning and Financing a Business
(20% of total A-level marks)

- Starting a Business
- Financial Planning

Module 2 - Managing a Business
(30% of total A-level marks)

- Finance
- People in Business
- Operations Management
- Marketing and the Competitive Environment

A2 Business Studies

In the second year you'll build on that solid knowledge base with another two learning modules. The first is called Strategies for Success and includes financial strategies for improving

profits, strategies to take on the competition, operational strategies to improve products and for improving employee relations; the cornerstones of a successful business. The second module is called The Business Environment and Managing Change. This helps you to plan the vision of a business and how to deal with the impact of economic, cultural, political and technological changes on an organization.

Module 3 - Strategies For Success
(25% of total A-level marks)

- Functional Objectives and Strategies
- Financial Strategies and Accounts
- Marketing Strategies
- Operational Strategies
- Human Resource Strategies

Module 4 - The Business Environment and Managing Change
(25% of total A-level marks)

- Corporate Aims and Objectives
- Assessing Changes in the Business Environment
- Managing Change

The Wider Benefits of Business Studies

Transferable Skills

AS and A2 Business Studies encourages candidates to acquire a range of important transferable skills essential for progression to Higher Education and beyond.

These include:

- **data skills:** candidates will be expected to manipulate data in a variety of forms and to interpret their results
- presenting arguments and making **judgements** and justified **recommendations** on the basis of the available evidence
- recognising the nature of problems, **solving** problems and making **decisions** using appropriate business tools and methods
- planning work, taking into account the demands of the task and the time available to complete it
- **conducting research** into a specific **theme** in preparation for one or more tasks
- challenging their own assumptions using evidence that has become available

Chemistry (AQA)

AS

Unit 1 Foundation Chemistry Examination (70 marks)

4 - 5 short answer questions plus 1 longer structured question, 1 ¼ hours in length.

33 1/3 % of the total AS marks

16 2/3 % of the total A Level marks

Unit 2 Chemistry In Action

Examination (100 marks)

6 – 8 short answer questions plus 2 longer structured questions, 1 ¾ hours in length.

46 2/3 % of the total AS marks

23 1/3 % of the total A Level marks

Unit 3 Investigative and Practical Skills in AS Chemistry

AS Centre-Assessed Unit (50 marks) composed of an Investigative Skills Assignment (38 marks) and Practical Skills Assessment (12 marks)

20% of total AS marks

10% of total A Level marks

A2

Unit 4 Kinetics, Equilibria and Organic Chemistry Examination (100 marks)

6 – 8 short answer questions plus 2 structured questions. Some of the questions will have synoptic elements, 1 ¾ hours in length.

20% of the total A Level marks

Unit 5 Energetics, Redox and Inorganic Chemistry

Examination (100 marks)

5-7 short answer questions plus 2-3 longer structured questions. Some of the questions will have synoptic elements, 1 ¾ hours in length.

20% of the total A Level marks

Unit 6 Investigative and Practical Skills in A2 Chemistry

A2 Centre-Assessed Unit (50 marks) composed of an Investigative Skills Assignment (38 marks) and Practical Skills Assessment (12 marks)

10% of total A Level marks

Unit 3 and 6 Alternative Route

An externally marked coursework exam.

Why choose Chemistry?

There are two main reasons for choosing Chemistry; the first is that it is a pre requisite for your chosen degree course (Chemistry or Medical Sciences for example) or you really enjoy Chemistry and it was a subject at which you excelled during Year 11.

Whatever your reason for choosing AS Chemistry you will have to be committed and an efficient independent learner – this is why chemistry is a requirement or highly desirable for all Medicine courses at UK universities.

Not all Chemists wear white coats

For those who enjoy Chemistry then the routes offered after A Level are infinite. Chemistry based degree courses are recognised as some of the best in the country and Chemistry graduates often find lucrative employment in all areas of commercial ventures; exhibiting how highly prized the skills of a Chemist are.

Minimum requirements

Chemistry AS is a demanding course and represents a radical departure from the straight forward learning approach of GCSE science. One of the key skills developed during the AS course is the application of your knowledge. You will need at least 75 UMS (mid grade B) on the Additional Science GCSE paper and a grade B in Maths. Students who have not sat an Additional Science paper will be expected to do so before their arrival or within 2 weeks of starting the AS course.

Course Structure

The theory will be delivered by 2 members of staff with the coursework component being covered during regular practical work at the appropriate time during the theory lessons. It is hoped that set size will not be greater than 12, with the average often being lower.

The AS and A2 exams will be sat in June of the appropriate year, with AS resits being offered in January of the A2 year.

For more details on the above units please visit www.aqa.org.uk, specification finder A Level (GCE), then Chemistry, then key materials and finally, specification.

Computing (AQA)

A level Computing is not ICT! Computing is a challenging subject aimed at those students who are interested in computers, how they work and how to program them. Computing has many similarities to Mathematics and Physics, and is an ideal additional A level to accompany them. Although previous experience of programming languages is not essential, it would be an advantage for this course. Students are expected to be enthusiastic about developing their skills in programming in their own time, as well as in lessons. If you are considering studying Computer Science at university then you should also take A level Mathematics, otherwise this will severely restrict future university choices.

AS

Unit 1 Problem Solving, Programming and Data Representation

In this unit you will study;

- Stages of Problem Solving and Finite State Machines
- Algorithm Design
- Programming (at present with Visual Basic or Delphi)
- Structured Programming
- Searching and Sorting Algorithms
- Data Representation including Binary, Hexadecimal, Character Coding, Graphics and Sound
- Systems Life Cycle

This unit is assessed in a 2 hr on-screen examination, testing theory understanding and practical ability in programming and is worth 100 marks.

Unit 2 Computer Components and the Internet

In this unit you will study;

- Logic gates and Boolean algebra
- Central Processing Unit
- Machine Code and the Fetch-Execute Cycle
- Hardware and Software
- Structure of the Internet
- Web Site Design

This unit is assessed in a 1hr written examination worth 60 marks.

A2

Unit 3 Problem Solving, Databases, Operating Systems and Networks

In this unit you will study;

- Problem Solving including Algorithms and Regular Expressions
- Programming Concepts including Paradigms and Recursion
- Data Structures including Lists, Stacks, Queues, Graphs and Trees
- Standard algorithms for searching and sorting
- Data representation and real numbers
- Operating Systems
- Databases and SQL
- Communication methods
- Networks
- Internet Security

This unit is assessed in a 2 1/2hr written examination worth 100 marks.

Unit 4 Systems Development Project

In this unit students will be required to provide a solution to a real problem. Students will;

- Analyse the problem
- Design a solution
- Implement a solution through programming
- Test and evaluate their final solution.

This unit is assessed in school, moderated by the examination board and is worth 75 marks.

This project will take a substantial period of time and should solve a real problem that interests a student. Projects in the past have included the production of a software package for teaching data encryption techniques, a family tree program, a decompiler, database booking systems and a simple artificial intelligence maze solving system.

Finally...

Computing is an exciting and interesting subject to study, but it is also very challenging. Typically, students who do Computing will also be studying subjects like Mathematics and the Sciences. Students who make the extra effort to learn programming often find the subject very rewarding and creative. Computing is not the same as ICT, it is very much more. If you want to know how the 21st century will work and you like a challenge, then Computing could be the subject for you.

Design Technology (Product Design) (EDEXCEL)

Minimum entry requirements:

It would be desirable for students to have been successful at GCSE in Design Technology, achieving a grade B or above, before embarking upon this course.

Course outline:

The course has been designed to encourage students to take a broad view of Design Technology and to develop the capacity to design and make products.

AS

The AS will comprise two teaching / learning units:

Unit 1

This Unit is a portfolio of creative skills. Students will be required to submit 3 separate pieces of work within one portfolio.

- Product investigation- students will analyse an existing commercial product.
- Product design-students will demonstrate creativity and flair using their design skills to show a range of solutions to a design problem. This will be taken to model stage only.
- Product manufacture- students will be given a manufacturing task by the teacher, which will develop high quality making skills.

Unit 2

Students will develop knowledge and understanding of a wide range of materials and processes used in the field of design and technology. This will be tested by a 1 hr 30min written paper (20% of total A-level marks).

A2

The course comprises 2 teaching / learning units. The A2 level course continues with the theme of product design and will develop further the topics of:

- Design and market influences
- Environmental issues
- Processes and manufacture

Unit 3

Students will develop their knowledge and understanding of modern design and manufacturing, including contemporary design issues. This will be tested by a 2hr written paper (20% of total A-level marks).

Unit 4 – Project

Students will design and make a single 3D project for a client of their choice using any resistant material or combination of materials. This coursework should include an A3 portfolio of design work displaying a range of graphics and I.C.T. skills (30 pages in content).

Economics (AQA)

“Exploring the economics of today’s world”

Introduction to the course

Economics affects all our lives. As consumers we attempt to make the best of our limited income. As workers or future workers, we take our place in the job market. As citizens of a country, our lives are affected by the decisions of our government: decisions over taxes, decisions over spending on health and education, decisions on interest rates, unemployment, inflation and growth and decisions with respect to the European Union and the global economy.

Throughout the course you will be given the ‘tools’ to analyse and comment on a wide variety of economic issues.

Structure of the course

At AS, students investigate micro and macroeconomics. Microeconomics addresses issues such as: ‘Why are house prices so high?’, ‘Can pollution effectively be controlled?’ and ‘Should governments interfere with markets?’

The macroeconomic issues covered include: ‘Why does the government have an inflation target and how does it affect us?’, ‘What happens to the economy if people decide to spend more?’, and ‘How are we affected by the Chinese and Indian economies?’

AS

Unit 1 - Markets and Market Failure

- The economic problem
- The allocation of resources in competitive-markets
- Production and efficiency
- Market Failure
- Government intervention in the market

Unit 2 - The National Economy

- The measurement of macroeconomic performance
- The economic cycle
- How the macroeconomy works
- Economic performance
- Macroeconomic policy

All units are 25% of total A-level marks

Economics (AQA)

“Exploring the economics of today’s world”

Structure of the course

At A2, Students develop the micro and macroeconomics already learnt at AS, considering economic concepts and theories in greater depth and recognising the values and limitations of economic models.

Both A2 modules explore two contemporary and relevant contexts: the global context, which includes the impact of globalisation on UK economic performance; and the European Union context, embracing the effect of EU membership and economic policy on the UK economy.

A2

Unit 3 - Business Economics and the Distribution of Income

- Theory of the firm
- Competitive markets
- Concentrated markets
- The labour market
- Government intervention in the market

Unit 4 - The National and International Economy

- Macroeconomic indicators
- Managing the national economy
- The international economy

All units are 25% of total A-level marks

The relevance of Economics

The study of economics helps to develop a number of ‘sought after’ skills. Economics is a suitable subject to complement Science, Social Science and/or Arts subjects. Combined with subjects such as Mathematics and Physics, it can lead into Engineering and in the present climate, Languages and Economics provide an excellent base for those looking to work abroad or in a multinational company.

A wide variety of professional bodies in all sectors of employment will consider Economics an excellent preparation for their professional exams.

Course requirements

Due to the emphasis upon written and analytical skills, students would be expected to have gained grade B at both Mathematics and English Language.

Prospective students would also be expected to take an interest in current affairs, want to learn about why the economy works in the way it does, debate issues, research evidence and be prepared to argue about relevant topics.

English Language (AQA)

What are its aims?

This course aims to encourage students to do the following:

- develop a sophisticated understanding of the English language;
- acquire knowledge of the “linguistic methods” that are currently used in the study of language;
- write in a variety of modes with increased skill and expertise;
- explore a varied range of “real” texts, from advertisements to legal documents;
- develop the ability to analyse spoken and written texts;
- explore the relationship between language and society.

What is its content?

There are six main strands to the course:

- studying language variety;
- exploring the role of language in society, with particular reference to power, regional speech and dialect and gender;
- writing original texts;
- doing research into selected language topics;
- editing texts;
- studying language acquisitions and language change over time.

What is its value?

This course will be of especial value to the following kinds of student:

- those who wish to develop a sophisticated understanding of language, the way it operates and the contemporary linguistic frameworks which are used to analyse speech and writing;
- those who would like to enhance their ability to write, read, speak and listen in an intelligent and informed manner;
- those studying a modern or classical language who would like to deepen their theoretical understanding of language;
- those with an interest in sociology, psychology or philosophy.

AS

Unit 1

30% of total A level marks

Categorising texts

Section A Text varieties

Section B Language and social context

Unit 2

20% of total A level marks

Coursework: creating texts

A2

Unit 3

30% of total A level marks

Section A Language acquisition

Section B Language change

Unit 4

Investigating Language: Coursework

20% of total A level marks

English Literature (OCR)

The English Literature specifications continue the tradition of English Literature at A-level which has been a rewarding and successful course at Ashville for many years. As with other major subjects, an AS will be offered after one year, with the A2 qualification available at the end of the Upper Sixth year.

English Literature is a valuable course for both intrinsic reasons and for its value as an indicator of ability for university and future career entry. Essentially, its appeal lies in its subject-matter and the skills it develops. The course offers students the opportunity to work with major texts, with all their assembled insights into human experience and their appeal as artistic works, of poetry, prose and drama. The skills developed are those of insight into human character; the ability to analyse and make value judgements; the ability to select and apply evidence; and the ability to structure argument and express it persuasively.

As part of a portfolio of qualifications, an English Literature A-level is valued by university and career selectors because it provides evidence of these skills, which are needed in careers ranging from media work through to law and business. For a scientist an English qualification indicates a broad range of abilities, adding the human and artistic to the objective and cerebral. For an Arts student the course gives evidence of the ability to be objective and rational as well as emotionally and artistically aware.

We are currently planning to continue following the OCR English Literature course specification as we feel it is the most successful combination of traditional academic study and the current need for wider contextual and theory based assessment. The course includes major texts from the English Canon through to contemporary writers and covers writing in poetry, drama and fiction with texts being considered not only as free-standing works, but also in terms of social, literary and genre contexts.

Assessment is by a mixture of coursework and open and closed examinations giving a wide range of opportunities for candidates to show what they can achieve.

Course Outline

The course consists of four assessed units that each demand comparative criticism between texts and a preparedness to consider critical texts in their own right.

Six texts (two from each genre)

to be studied during AS and A2 will include:

- One Shakespeare
- One work written between 1300 and 1800
- One work written after 1990
- One work between 1800 and 1945 at AS
- May include literary criticism as a text
- A wide range of additional reading

Unit 1

Poetry and Prose (1800 – 1945)

Examined Unit

One work of Poetry, and one work of Prose will be studied.

Two hour examination closed book.

One question on each.

Unit 2

Literature Post-1900 - Coursework

Two pieces of coursework working from three texts, one of which must be post-1990, will be produced in a folder of 3000 words.

Unit 3

Drama and Poetry Pre-1800

Examined Unit

Two hour examination closed book.

Section A: Shakespeare

Section B: Drama and Poetry (comparative study)

Unit 4

Texts in Time – Coursework

Three texts (must include prose and poetry) from any period.

One essay (3000 words): Explore how the texts illuminate/connect. Use groupings from topics such as Nature, Love, Satire, Travel Writing, War Literature.

Environmental Studies (AQA)

AS

Unit 1 The Living Environment

Examination (60 marks)

5 short answer questions (45 marks) plus 1 longer structured question.

1 hour in length.

40% of the total AS marks

20% of the total A Level marks

Unit 2 The Physical Environment

Examination (90 marks)

8 short answer questions (75 marks) plus 1 structured question including extended prose

1½ hours in length.

60% of the total AS marks

30% of the total A Level marks

A2

Unit 3 Energy Resources and Environmental Pollution

Examination (80 marks)

7 short answer/structured/comprehension questions plus 1 essay (20 marks) from a choice of three titles. Some of the questions will have synoptic elements.

1½ hours in length.

25% of the total A Level marks

Unit 4 Biological Resources and Sustainability

Examination (80 marks)

5 short answer/structured/comprehension questions (45 marks), 1 data analysis question (15 marks) plus 1 essay (20 marks) from a choice of three titles. Some of the questions will have synoptic elements.

2 hours in length.

25% of the total A Level marks

For more details on the above units please visit www.aqa.org.uk, specification finder A Level (GCE), then Environmental Studies, then key materials and finally, specification.

Why choose Environmental Studies?

There are two main reasons for choosing Environmental Studies; the first is that you wish to gain a deep and well-informed insight into the environment, and the scientific processes that control and affect it. The second reason is that during your previous science course you were fascinated by how science functions in the real world rather than the laboratory. Whatever your reason for choosing AS Environmental Studies, you can expect to discover how the interlinking of natural cycles has resulted in the Earth being a life bearing planet and the ultimate responsibility that we now have to the planet.

Beyond A Level

For those who enjoy Environmental Studies then the routes offered at university are very diverse. As part of a group of sciences or arts A Level courses, Environmental Studies provides an ideal base for employment, a range of vocational qualifications and a very wide variety of higher education courses, including degrees in areas related to the environment, geography, geology, science, climate and planning. The range of degree courses includes an Environmental Science degree at Newcastle University to Environmental Policy with Economics at the London School of Economics.

Minimum requirements

Environmental Studies AS is a demanding course which requires students to use skills from a number of different scientific disciplines. One of the key skills developed during the course is the application of theoretical knowledge to environmental situations. Students should have studied GCSE Additional Science or an equivalent course and achieved at least a grade C.

Course Structure

The theory will be delivered by 2 members of staff and there is no coursework component. There are practical based questions within all papers at AS and A2. There will be ample opportunity for practical work within the course and it is hoped that fieldwork will be an important part of the practical experience.

The AS and A2 exams will be sat in June of the appropriate year, with AS resits being offered in January of the A2 year.

Geography (AQA)

Contemporary geography is a subject which explicitly engages with the relationship of human populations to each other over space and time and their relationship with their environment at a variety of scales from the local to the global. All units offer opportunities for candidates to consider their own roles, values and attitudes in relation to themes and issues being studied, as well as those of others, including decision makers.

AS

Unit 1

Physical and Human Geography
(35% of total A-level marks)

This unit is divided into 4 sections:

- Rivers, floods and management
- Either cold environments, or coastal environments
- Global population change
- Either energy issues, or health issues

The unit will be assessed by a 2 hour exam, comprising structured short and extended questions.

Unit 2

Applied Geography
(15% of total A-level marks)

During the course, you will develop the use and application of a variety of geographical skills (basic, investigative, ICT, graphical, cartographical and statistical). Investigative skills and consequently the assessment of fieldwork will always be tested in this paper. You will take part in personal investigative work in the field to ensure familiarity with these.

The unit will be assessed by a 1 hour exam, comprising structured skills and fieldwork questions.

A2

Unit 3

Contemporary Geographical Issues
(30% of total A-level marks)

In this unit the following subjects will be studied:

- Plate tectonics and associated hazards
- Weather and climate and associated hazards
- World cities – evolution or revolution?
- Development and globalisation

The unit will be assessed by a 2½ hour exam, comprising structured short and extended questions and an essay.

Unit 4

Geography Issue Evaluation
(20% of total A-level marks)

In this unit students will develop their issue evaluation skills by investigating information provided in an Advance Information Booklet. They will then be examined on a range of issues and skills identified within the Advance Information Booklet.

The unit will be assessed by a 1½ hour exam with structured questions based upon on Advance Information Booklet.

History (AQA)

We will be offering the AQA course for AS and A Level History, focusing on significant themes in Britain and Europe in the seventeenth century. Arguably this period saw such profound developments in political and social terms that nothing else matched them in significance until the rise of Fascism and Communism in the twentieth century. Certainly Britain was a strikingly different country by the time of William and Mary compared to the kingdoms inherited by James VI and I in 1603. France under Louis XIV not only rose to be the pre-eminent nation-state on the European mainland but set the tone for civilisation for the next two hundred years. It is, by any definition, an amazing period, with dramatic developments in all spheres of life, one which forms the basis of our modern world.

AS

Unit 1 (25% of total A-level marks)

This unit examines the 'absolutist' monarchy of Louis XIV: the key issues for this course involve questions of political authority and control, social stability and change, economic strength and religious freedom between 1661 and 1715 as well as France's relations with her European neighbours in this period. The splendour of le roi soleil masks a hardworking and disciplined monarch whose career still fascinates: the man who ordered the scorched earth devastation of the Palatinate was the genius behind the breathtaking Versailles, whose grandeur still amazes.

This course enables candidates to study change and continuity over a sustained period of time and leads to an examination in which there is a choice of structured knowledge-based questions.

Unit 2 (25% of total A-level marks)

This unit concentrates on a study in depth of Britain between 1625 and 1642, under King Charles I, arguably the worst monarch we have ever had. Political issues combine with religious and financial problems in a period which began with high hopes and ended in a destructive civil war where the issue of freedom and responsibility divided friends and split families.

The examination for Unit 2 has one compulsory document-based question and a choice of structured knowledge-based questions.

A2

Unit 3 (30% of total A-level marks)

This course builds on the British element of the AS course: the aim is to combine both length and depth in this unit, so this unit looks at the crisis of the British monarchy between 1642 and 1689. The key events are: the Civil Wars of the 1640s, the execution of the King and the establishment of a Republic which collapsed after the death of the remarkable Oliver Cromwell, the Restoration of the Monarchy under Charles II, his survival through periods of further unrest and the eventual triumph of Parliament in the Glorious Revolution which replaced James II with William and Mary.

The examination for this unit is by essay questions, two to be chosen out of three.

Unit 4 (20% of total A-level marks)

This unit is a formal Historical Enquiry coursework.

Candidates can choose their own topic for an analytical essay covering change over a period of 100 years. The purpose is to enable candidates to demonstrate the skills and understanding they have developed in their work on the other three units. This work is marked internally and moderated by AQA.

So...

...if you are interested in how the modern world came about...

...if you like to solve challenging questions...

...if you can test a hypothesis of your own or someone else's...

...if you can argue your case convincingly with accurate relevant support...

...if you have good written skills...

...seventeenth century History could be just the ticket for you!

GCE History of Art (Art of the Western World) (AQA)

An opportunity to study both AS and A2 Art History is provided by the College. The syllabus identifies topics for the study of painting, sculpture and architecture through the centuries from the Archaic Period of Greek Art to Brit Art of the 1990s. As well as detailed notes the student will benefit from Power-Point presentations of the set works, a series of DVD programmes provided by the examining board and recorded from the terrestrial and satellite channels. The candidate will concentrate on developing their abilities to analyse and interpret a variety of works in a variety of media. The student is examined by providing essay answers; four, half hour essays for AS Level and four, one hour essays at A2 Level. The examination for AS is in June of each year, as is the A2 Paper. At the moment there is no provision provided by the Examining Board for a January retake in any of the two examinations.

No previous knowledge of Art or History is required to study this subject. What is needed is an open mind, a willingness to be made 'visually aware' and a desire to ascertain knowledge on practitioners of art from Praxitiles to Picasso, from a Gothic cathedral mason to Frank Lloyd Wright and from the Willendorf Venus to the sculptural works of Giacommetti. Students will also have the opportunity to travel to Paris and to galleries and venues in Britain to reinforce their knowledge.

AS

Unit 1 Visual analysis and Interpretation

In the Examination three images are presented (one painting, one building, one piece of sculpture). Three questions are offered.

Composition, colour, creation of pictorial space, a historical and social context of the work, use of line and shape materials, techniques and processes are all themes examined in this Unit.

Unit 2 Themes in Art History

The examination will be divided into two sections. One essay question from each section will be attempted.

Several periods of Western Art are studied: Ancient Roman Art, The Gothic World, the Florentine Renaissance, Impressionism, Post-Impressionism and Modern America. Each period will provide a background to study the themes of patronage, a historic and social context, form and style and materials, techniques and process of making.

A2

Unit 3 Investigation and Interpretation (Part 1)

The questions set will require knowledge of art and artists from Nineteenth Century Europe with particular reference to France.

Unit 4 Investigation and Interpretation (Part 2)

The questions set will require knowledge of art and architecture in Europe and America, 1900 to 1945.

Latin/ Classics (OCR)

The new A level suite of Classics subjects offers for the first time the opportunity to take a mixture of subjects from the areas of Latin, Ancient Greek, Classical Civilisation and Ancient History.

For students with Latin GCSE it is possible to continue that study to either AS (2 units) or A2 (4 units). In each year students would offer a translation paper from Latin and study set-texts of a prose and verse author in the original Latin.

The new flexibility also makes it possible to sit papers in Literature in Translation (both Latin and Greek) and to study topics of interest from the Greek and Roman world or from the History of Greece and Rome.

Full details of the specification are available from the OCR website at:
www.ocr.org.uk/data/publications/key_documents/AS_ALevel_GCE_classics_specification.pdf.

This will include the wide range of topics available for study.

The Latin or Classical courses are usually offered for 4 or 5 periods per week to small sets or individuals and success requires the ability to study independently outside those lessons.

The new specification makes it possible for students to study a classical subject without prior knowledge of or success at Latin GCSE. Students interested in following such a course should see Mr Johnson (Head of Classics) to investigate the possibility of following such a course.

Mathematics (OCR)

AS

Core 1 (Pure), Core 2 (Pure),
Statistics or Mechanics 1

A2

Core 3 (Pure), Core 4 (Pure),
Statistics or Mechanics 1 or 2

All modules are 100 marks and have equal weighting towards the final grade.

The A-level Mathematics course contains two major areas of study, usually labelled Pure Mathematics and Applied Mathematics. The Pure Mathematics includes Calculus, Algebra, Trigonometry and Co-ordinate Geometry and, although some of these topics will be familiar from GCSE work, they are treated in a more abstract and algebraic way in the sixth form. Calculus is an essential component of much that is done and a confidence in basic algebraic manipulation is vital for successful A-level work.

The Applied Mathematics involves the study of Mechanics and Statistics. Mechanics looks at problems involving forces and motion. It demands an ability to visualise a physical

situation (pulleys, moving particles, sloping surfaces) and to draw an appropriate diagram. Statistics is concerned with the analysis of data and the determination of the probability of events.

Mathematics is a very useful A-level that can be taken in conjunction with a wide range of subjects and is an entry requirement for many Higher Education courses. Those who go on to study Mathematics at university will find themselves in great demand from a wide range of employers. It is however, very different from GCSE and it is recommended that anyone contemplating A-level should have a grade A at the higher level of GCSE, and should seek advice from their teacher.

In the Lower Sixth, for the AS qualification, two modules of Pure Mathematics are taken with either a Mechanics or Statistics module. Those who proceed to A-level in the Upper Sixth will take another two modules in Pure Mathematics and one module of either Mechanics or Statistics.

We also plan to offer an AS Level Maths course over two years, but full commitment to the course is essential. This course will consist of two pure modules and one applied module.

Further Mathematics

For those who have a natural ability in Mathematics, it is possible to take two A-level subjects: Mathematics and Further Mathematics. The Further Mathematics (again split into Pure and Applied) builds on the syllabus for Mathematics and so must be taken in conjunction with Mathematics, which is completed in the Lower Sixth. Students taking

the Lower Sixth. Students taking Mathematics and Further Mathematics will probably take seven Pure Mathematics modules and five applied modules taken from Statistics, Mechanics and Discrete. It is possible to take only three extra modules and gain an AS level in Further Mathematics.

Modern Languages:
AS French (AQA)

Unit 1 Listening, Reading, Writing

70% of the total AS marks
2 Hours 110 UMS

The following topics will be covered:
Media: Internet, TV, Advertising, Mobile Phones, MP3....

Popular Culture: Cinema, Music, Fashion...

Healthy Living / Lifestyle: Sport, Health, Holidays

Family / Relationships: Friendships, Marriage...

Candidates will answer a range of questions based on approx. 5 minutes of heard material and a range of written stimulus texts.

Candidates will also respond in writing to a question based on one of the AS topics (from a choice of 3) – minimum 200 word answer.

NO manipulation of language needed – purely testing listening and reading comprehension.

NO knowledge of society needed.

Unit 2 Speaking

35 minutes (including 20 min preparation)
30% of the total AS marks 50 UMS

Part 1 – based on stimulus material 5 minutes

Part 2 – conversation 10 minutes

The conversation will cover the 3 remaining AS topics.

Modern Languages:

German or Spanish AS & A2

French A2 (WJEC)

Get more!

How do you like spending your time? Whether you are watching a TV programme, following your favourite sport, or want to get to know more about someone you have just met, being able to do these things in another language is fun and helps you to get more out of it. The better you get, the more you will be able to do with your languages. You can buy or sell things, surf the net, enjoy books and films or simply win an argument!

Hit the road!

Travel abroad is a lot more interesting when you can speak the language of the country you are visiting. You will also learn more about the country so you will have more idea of what there is to see and do. You can talk business in their language, you can find your way around more easily and you can relax, make friends and go out with people who will give you a view of the world through their eyes – a totally different perspective from that of the tourist. When you go on our French, German or Spanish exchanges or work experiences you will get the chance to practise your language with the people of your own age that you meet on the ski slopes, on the beach or in the town.

Get a job!

Some people think that the only jobs available using languages are in translation, interpreting or teaching. This isn't true. In fact, languages can be helpful in lots of different jobs and many employers reward people with language skills with extra salary because they know they are useful in today's international business world. Remember, different languages are useful in different places.

Mix it up!

Languages go really well with a wide range of subjects. When you are choosing what to do at AS/A2 and beyond you will find that a language will come in very handy. You can keep combining in this way through college and university – many students choose to study a little or a lot of languages alongside a huge choice of subjects. So languages can work for you whatever your ambitions!

The WJEC examination consists of the following topics.

AS

(a) Leisure and Lifestyles including travel and tourism, sport, hobbies, entertainment, customs, traditions, healthy living – health and nutrition, diet and exercise; unhealthy living - drugs, aids, smoking, alcohol, etc.

(b) The Individual and Society including relationships and responsibilities, gender issues, youth culture (values, peer groups, fashions and trends etc.), education, vocational training and future careers.

A2

(c) Environmental Issues including technology pollution, global warming, transport, energy, nuclear energy, renewable energies, conservation, recycling, sustainability.

(d) Social and Political Issues including the role of the media, racism, immigration social exclusion and integration, terrorism, world of work (employment, commerce, globalization, etc.).

The format of the examination is as follows:

AS Examination

Unit 1 – Oral (15 minutes)

(20% of total A-level marks)

Unit 2 – Listening, Reading and Writing (2½ hours)

(30% of total A-level marks)

A2 Examination

Unit 3 – Oral (20 minutes)

(20% of total A-level marks)

Unit 4 – Listening, Reading and Writing (3 hours)

(30% of total A-level marks)

Music (AQA)

The AS and A2 level examination offers some exciting possibilities and is designed to have wide appeal. It is widely recognised that the skills acquired by pupils taking individual music lessons and following a course of study at this level are highly desirable in candidates wishing to apply for any course in further education. Pupils considering this course will have achieved a grade 5 standard in a practical study and have a keen interest in developing a broader knowledge of music.

The course is examined in six units; units 1-3 forming the AS and units 4-6 the A2 examinations.

AS

Unit 1 Influences on Music

(15% of total A-level marks)

Written Paper of 1 hour 45 minutes

Topic list:

- The Western Classical Tradition (compulsory)
- Choral Music in the Baroque Period
- Music Theatre: a study of the musical from 1940-1980
- British Popular Music from 1960 to the present day

Candidates are given structured listening questions using a CD of musical excerpts. Candidates then answer two essay questions, one question from a choice of two, based on the compulsory Areas of Study and one question from a choice of two, based on a second Area of Study.

Unit 2 Composing: Creating Music Ideas

(15% of total A-level marks)

Coursework – externally assessed

Topic list:

- Compositional techniques
- Free composition or pastiche in response to a given brief
- Arranging

Candidates respond to one brief from a choice of three. Briefs will be released to candidates on 1 November in the examination year.

Unit 3 Performing: Interpreting Musical Ideas

(20% of total A-level marks)

Coursework – Internally assessed

10-16 minutes total performance time

Topic list:

- Solo and/or ensemble performances
- Technology-based performances

Candidates offer two performances (each 5-8 minutes) from a choice of six, including opportunities for using music technology.

Music (AQA)

A2

Unit 4 Music in Context

(20% of total A-level marks)

Written paper of 2 hours 15 minutes

Topic list:

- The Western Classical Tradition (compulsory)
- English Choral Music in the 20th Century
- Chamber Music from Mendelssohn to Debussy
- Four Decades of Jazz and Blues (1910-1950)

Candidates are given structured listening questions using a CD of excerpts. Candidates then answer two essay questions, one question from a choice of two based on the compulsory Areas of Study and one question from a choice of two based on a new Area of Study.

Unit 5 Composing: Creating Musical Ideas

(15% of total A-level marks)

Coursework – externally assessed

Topic list:

- Compositional techniques
- Free composition or pastiche in response to a chosen brief
- Arranging

Candidates respond to one brief from a choice of three. Briefs will be released to candidates on 1 November in the examination year.

Unit 6 Performing: A Musical Performance

(15% of total A-level marks)

Coursework – externally assessed

Topic list:

- A choice of solo, acoustic and/or technology-based performances

Candidates will offer two contrasting performances, as a soloist or using music technology or a combination of these.

Physical Education (OCR)

This is a multi-disciplinary course covering a diverse range of topics including human biology, history, sociology, psychology and practical performance. Previous experience of GCSE PE is not a pre-requisite to study this course but candidates must have an interest in the subject content.

AS

An Introduction to Physical Education 2 hour written paper (30% of total A-level marks)

Candidates will acquire an appreciation of topic areas, anatomy & physiology, acquiring movement skills & socio-cultural studies relating to participation in physical activity.

Acquiring, developing & evaluating practical skills in Physical Education Practical (20% of total A-level marks)

Candidates will experience activities from across different activity & work towards responding to a live performance in one of their own assessed activities.

A2

Principles & concepts across different areas of Physical Education 2½ hour written paper (35% of total A-level marks)

This Unit has two sections:

Section A – Socio-Cultural options

Section B – Scientific options

Candidates study three of the five possible options, at least one option must be from Section A.

Section A: Socio-Cultural options.

Historical Studies (Option A1)

Candidates will acquire an appreciation of the historical factors that impacted upon participation with competence in physical activity.

Comparative Studies (Option A2)

Candidates will acquire an appreciation of the factors that impact upon participation & competence in physical activity in each of the United Kingdom (UK), the United States of America (USA) & Australia.

Section B: Scientific Options.

Sports Psychology (Option B1)

Candidates will acquire an appreciation of the sports psychology factors that impact upon participation and competence in physical activity.

Biomechanics (Option B2)

Candidates will acquire an appreciation of the biomechanical factors that affect participation & improve competence in physical activity.

Exercise & Sports Physiology (Option B3)

Candidates will acquire an appreciation of how the body changes as a result of physical activity.

The Improvement of effective performance & the critical evaluation of practical activities in Physical Education

Practical (15% of total A-level marks)

Candidates will build upon the skills acquired & developed in Unit 2 in one of their chosen activities and work towards responding to a live performance in their own assessed activity.

This course, because of its breadth of material, will complement any combination of AS choices and will provide a sound basis to any future choice of career such as Leisure Management, Teaching & careers related to medicine.

Physics (AQA)

Physics is the fundamental science. It is central to our understanding of the nature of matter and the Universe around us and the basis of all developments in high technology and engineering. Physicists tackle problems at the frontiers of knowledge, looking for new phenomena and insights into the workings of nature. They also work on challenges arising in the application of physical ideas to industrial problems. There is no industry, commercial activity, medical treatment, communications system, or form of entertainment that does not depend on the application of physical principles. The modern world is rapidly changing and A-level Physics is changing to meet the new challenges by providing students with the new skills and inspiration to make further innovations in modern technology.

Studying for an A-level in Physics will give you the opportunity to explore and understand the world and beyond from the smallest parts of atoms to the planets, stars and the Universe itself. You will develop numerical, analytical, and practical skills that are highly sought after by both universities and employers. The physics course at Ashville has been chosen to stimulate excitement and understanding of the subject - no science subject will give you wider prospects for employment while maintaining such fundamental academic interest.

AS

At AS, this specification introduces new topics as well as building on previous studies in physics.

The AS specification has 3 units:

Unit 1 Particles, Quantum Phenomena and Electricity

20% of total A Level marks

Written Paper of 1 hour 15 minutes

Topic list:

- The nucleus including particles, antiparticles and photons; hadrons and leptons; the quark model;
- Quantum phenomena including photoelectricity, energy levels and photon emission, wave particle duality;
- Electricity including electrical quantities, resistivity, circuits and components, alternating current.

Unit 2 Mechanics, Materials and Waves

20% of total A Level marks

Written Paper of 1 hour 15 minutes

Topic list:

- Mechanics, including motion along a straight line, projectile motion, Newton's laws of motion, energy and power,
- Properties of materials, including density and the Young modulus,
- Waves, including longitudinal and transverse waves, progressive and stationary waves, refraction, diffraction and interference.

Unit 3 Centre assessed unit

10% of total A Level marks

Topic list:

- Selection and use of various equipment
- Processing of data,
- Making observations and measurements,
- Analysing and evaluation of results.

This unit will involve the centre assessment of practical and investigative skills or an externally marked, internal assessment.

Physics (AQA)

A2

At A2, this specification builds on AS physics (A) and includes optional topics.

The A2 specification has 3 units.

Unit 4 Fields and Further Mechanics

20% of total A Level marks

Written Paper of 1 hour 45 minutes

Topic list:

- Further mechanics, including momentum, circular motion and simple harmonic motion
- Fields, including gravitational fields, electric fields, capacitors, magnetic fields, electromagnetic induction

Unit 5 This unit is comprised of two sections

20% of total A Level marks

Written Paper of 1 hour 45 minutes

Section A: Nuclear and Thermal Physics

- This section builds on key ideas about particles and energy from AS physics and covers probing the nucleus, radioactivity, nuclear instability and nuclear energy as well as the thermal properties of materials, ideal gases and the kinetic theory of gases.

Section B: Option Units

This section will provide students and teachers with opportunities to develop deeper knowledge and understanding in one chosen area of the subject. The options are:

1. Astrophysics: lenses and telescopes, non-optical telescopes, classification of stars, cosmology
2. Medical Physics: physics of the eye, physics of the ear, biological measurements, non-ionising imaging, X-ray imaging
3. Applied Physics: rotational dynamics, thermodynamics, engines
4. Turning points in physics: the discovery of the electron, wave-particle duality, special relativity.

Unit 6 Centre assessed unit

10% of total A Level marks

Practical skills

- Selection and use of various equipment
- Processing of data,
- Making observations and measurements,
- Analysing and evaluation of results.

This unit will involve the centre assessment of practical and investigative skills or an externally marked, internal assessment.

Religious Studies (AQA)

Why choose Religious Studies?

To develop your interest in, and enthusiasm for, a rigorous study of religion and its relation to the wider world.

To treat the subject as an academic discipline by developing knowledge, understanding and skills appropriate to a specialist study of religion.

To adopt an enquiring, critical and reflective approach to the study of religion.

To reflect on and develop your own values, opinions and attitudes in the light of your learning.

Advanced Level Religious Studies gives you the opportunity to study the textual, theological, historical, ethical, phenomenological and philosophical perspectives of religion.

No prior knowledge of Religious Studies is required, but if you have done GCSE RS you will be building on the knowledge, understanding and skills you gained at that level.

Following the course in Advanced Level Religious Studies will enable you to go on to Higher Education to study a wide range of courses including Religious Studies, Theology, Philosophy, Law, Sociology and the Social Sciences.

AS

Unit A Religion and Ethics

- Utilitarianism, Situation Ethics
- Religious teaching on the nature and value of human life
- Abortion and euthanasia

Unit C Philosophy of Religion

- The Cosmological Argument
- Religious Experience
- Psychology and Religion
- Atheism and Postmodernism

A2

Unit 3B Philosophy of Religion

- Ontological Argument, faith and reason
- Religious Language
- Body, soul and personal identity
- The problem of evil

Unit 4B Topic I Religious Fundamentalism

- The Nature of Fundamentalism
- Fundamentalism in its context
- In Christianity - Plymouth Brethren, Elim Pentecostalism, Southern Baptists
- In Islam - Muslim Brethren, Khomeini's revolution, Taliban

Assessment at AS is by two written examinations of 1 hour 15 minutes. Assessment at A2 is by two written examinations of 1 hour 30 minutes. There is no coursework.

Theatre Studies (AQA)

The Theatre Studies course combines practical assessment (40%) with written examination (60%). The AQA specification holds the status of an academic qualification which is well regarded by Universities. Due to the written element of the course, good English skills are required along with a genuine interest in Drama and Theatre. GCSE Drama is not a requirement although it provides valuable experience. Any students considering taking this course who are not currently studying GCSE should have recent experience of practical drama in order to be suitable for the course. Due to a requirement in the course to 'respond to live theatre', students will be expected to attend at least one theatre visit each half term; these visits will be arranged by the Head of Drama. Assessment of the practical units is through the medium of acting so it is important that candidates are confident and willing performers. All performance work is in groups, demanding good teamwork skills.

AS

Unit 1 DRAM1

30% of A-level marks

1 hour 30 minutes written examination

One question from each of two sections
Section A – response to live theatre seen during the course. Candidates must assess the success of a production with reference to direction, acting design and technical elements as appropriate.

Section B - study of one set play. Essays based on taking the perspective of an actor, director or designer.

Unit 2 DRAM2

20% of A-level marks

Practical Performance

Performance by the group of an extract from a published play. The assessment also includes candidates' preparatory and development work and supporting written notes.

A2

Unit 3 DRAM 3

30% of A-level marks

2 hour written paper

Study of two further set plays. Essays based on taking the perspective of an actor, director or designer.

Unit 4 DRAM4

20% of A-level marks

Practical Performance

Performance by the group of a piece of devised Drama. The assessment also includes candidates' preparatory and development work and supporting written notes.

What and Where do our Students Study?

ASTON	Business and Management
BATH	Sport and Exercise Science (with study abroad/industry/combined)
BATH	International Management and Modern Languages - French
BATH SPA	Biology/Psychology
BRIGHTON	Humanities: War, Conflict and Modernity
BRIGHTON	Interior Architecture and Design
BRISTOL	Mathematics with Statistics
CARDIFF	Medicine (first-year entry)
DURHAM (Stockton Campus)	Business Finance
DURHAM (University College)	Law
GLAMORGAN	Performance and Media
HULL	Law
KENT	American Studies (Literature) (4 years)
KENT	Biomedical Sciences
KING'S COLLEGE LONDON	Religion in the Contemporary World
LANCASTER	Theatre Studies
LEEDS	Product Design
LEEDS METROPOLITAN	Events Management – 2 students
LIVERPOOL	History (Modern) and Politics
LOUGHBOROUGH	Textiles: Innovation and Design
LOUGHBOROUGH	Civil Engineering
MANCHESTER	French and Italian (4 years)
MANCHESTER	Management and Leisure

MANCHESTER	Management
MANCHESTER	Mathematics and Management
MANCHESTER	History
MANCHESTER	Modern Language and Business & Management (German) (4 years)
MANCHESTER	Mathematics with Finance
MANCHESTER METROPOLITAN	Economics
NEWCASTLE	Combined Honours (English and History)
NEWCASTLE	Geography
NEWCASTLE	Law
NORTHUMBRIA	Business Studies
NORTHUMBRIA	Applied Sport and Exercise Science
NORTHUMBRIA	Business with Marketing
NORTHUMBRIA	Architecture – 2 Students
NOTTINGHAM	Medicine
NOTTINGHAM	Industrial Economics
NOTTINGHAM TRENT	Real Estate Management
NOTTINGHAM TRENT	Chemistry
OXFORD BROOKES	Biomedical Science
QUEEN MARY'S UNI OF LONDON	Zoology with Aquatic Biology
ST. MARTIN'S COLLEGE OF ART	Art and Design
TEESSIDE	Fine Art
UNIVERSITY COLLEGE LONDON	Philosophy and Economics
UNIVERSITY OF HONG KONG	Sport Science
WARWICK	Economics
WARWICK	Mechanical Engineering
YORK	Music



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