

THE SKINNERS' SCHOOL TUNBRIDGE WELLS



**SIXTH FORM PROSPECTUS
for courses starting in September 2019**

INTRODUCTION

The Sixth Form at Skinners' represents an exciting and enriching experience. Academic success depends above all on two things: a commitment to hard work, and positive choices of A Level. Notwithstanding the academic demands of certain (but very few) careers, the key principle is for students to choose the subjects they are interested in and are good at.

We hope that this Prospectus (please also see our website) will help Skinners' pupils, and others interested in the Sixth Form, to make the right choices at A Level. It contains information about each department's specification along with ideas about the skills required by each subject. Students are advised to discuss their choices with their subject teachers and form tutors. A careers interview can also be arranged: students should see Mrs Teresa Luckhurst in the School Office to arrange this. A senior member of staff will also see every student in Year 11 to help him plan his choices.

Admissions Criteria

Entry to the Sixth Form at Skinners' is not automatic, although in practice almost all students at Skinners' do proceed into the Sixth Form. We also expect students to demonstrate a level of maturity and self-discipline appropriate to the Sixth Form.

All prospective external Sixth Form students must make an application. To enter the Sixth Form at Skinners' pupils would need:

- A total of 50 points across a pupil's 'best 8' GCSEs with the grade number (9-1) contributing the relevant number of points.
- At least grade 7 at GCSE in the following subjects, in order to study that subject at A level: Maths, Physics, Chemistry, French and German. Those studying Physics at A level will either need to study Maths A level alongside or have a grade 8 at GCSE Maths; those studying Chemistry or Biology at A level will need at least a grade 7 at GCSE Maths.
- At least grade 4 in English and Maths at GCSE.

These criteria apply to internal and external applicants to the Sixth Form. In the event of over-subscription for Sixth Form places, priority will be given to existing pupils transferring from Year 11. The PAN for external candidates will be 15 but this figure may be exceeded in the event that this and the number of internal pupils transferring into Year 12 is less than is required to provide an overall total figure for the Sixth Form, which is 270.

The School will meet Sixth Form applicants, whether internal or external, to ensure that subject choices are appropriate and available. Applicants will not be interviewed; no non-academic context will be a factor in selection. In the event of over-subscription for Sixth Form places, those external candidates with the best academic record at GCSE, whose subject option choices can be offered, will be admitted.

Equally, if a particular course in the Sixth Form is significantly under-subscribed, the School may have to take the decision that such a course cannot be offered. This is a decision which would be taken with the greatest reluctance. In both cases, parents and students will be kept fully informed.

Finally, the Sixth Form offers so much more in terms of enrichment, extra-curricular activity and leadership opportunities. I hope that you are able to take advantage of a wonderful opportunity.

Please note there is no catchment area for the Sixth Form.

Mr E Wesson
Headmaster

A LEVEL OPTIONS

As you will be aware, Sixth Form programmes of study have undergone radical change. All are now entirely linear (examined only at the end of Year 13).

You are therefore encouraged to choose subjects you enjoy as you will need to work hard and be motivated throughout.

A few degree courses have specific A-Level entry requirements in terms of subjects studied. Make sure that you know the entry requirements for any courses, or careers you have in mind **before** making a choice of A-Levels. Refer to books, pamphlets, the UCAS website (www.ucas.co.uk) and software in the Careers Library and discuss details with staff and your parents. Consider the value of vocational courses such as Accounting, Law, Tourism, and Applied Science and remember that for many courses entry is not easy. In addition, for some subjects at university you may be expected to take an extra test.

For many students, career or degree aspirations are uncertain. In this case:

- Consider ways to keep options open
- Assess your abilities, likes and dislikes
- Look at the skills required for particular subjects
- Make a decision

These choices are crucial and should be made carefully. Students must be prepared to take the initiative in asking for such information. Advice is available from the school and from our independent careers advisor.

It is important to take action early:

- Gather information
- Talk to your teachers
- Listen to advice
- Make a decision

Mr R Bee
Deputy Head Academic

ANTICIPATED YEAR 12 TIMETABLE FOR SEPTEMBER 2019

1. **Sixth Formers follow a minimum of 4 courses comprising either 4 A-Levels or 3 A-Levels and an AS-Level or possibly an EPQ (Extended Project Qualification).**

The following subjects may be taken as an A-Level over two years:

- Art
- Biology
- Chemistry
- Design (Product Design)
- Economics
- English Literature
- French
- Geography
- Business
- German
- Government and Politics
- History
- Mathematics
- Further Mathematics
- Music
- Physics
- Theatre Studies
- Philosophy and Ethics

We may also offer Classical Civilisation A level in September 2019.

The following subjects may be taken as an AS-Level over two years:

- Physical Education
- Computer Science

If staffing levels permit, we anticipate offering language enrichment courses, leading to diploma qualifications, in September 2019.

2. Structure of Course

It is anticipated that the majority of students will take a course of four full A-Level subjects, a weekly Civics session, and a compulsory Games session on Wednesday afternoons.

3. Procedure

Year 11 students choose four courses to study to A-Level. Students will be asked to list **SIX** subjects in order of preference: every effort will be made to accommodate their top **FOUR** but this cannot be guaranteed – the number of possible combinations is even larger than at GCSE.

The deadline for external applications will be March 2019.

April – June

The timetable is composed to accommodate the options of the majority.

September

Following work experience in July and the receipt of GCSE Level results, a change of option is allowed provided that the size of sets and option blocks permit it. Before term starts, students must contact me at school to confirm choices or discuss proposed changes. This helps with a smooth transition at the beginning of the school year.

Mr R Bee
Deputy Head Academic

LIFE IN THE SIXTH FORM

GENERAL

Teaching groups tend to be smaller than those at GCSE and there is a new relationship between staff and students. We look to the Sixth Form, as senior members of the school, to set high standards in work and behaviour. They are expected to be role models for younger pupils. With this in mind we demand the highest standards of attendance, punctuality and dress.

LEADERSHIP

Many opportunities exist for members of the Sixth Form to take an increasingly active role in school life. Regular duties are performed by members of Year 12 to assist the staff at break and during the lunch hour. All students are involved in Parents' Evenings and on Open Days when their expertise is invaluable. All are encouraged to take greater responsibility by holding office in clubs, societies and sports teams, as well as serving as Senior NCOs in the CCF and leading by example in music, art, drama and Duke of Edinburgh Award. We are also extensively involved in a number of community projects and sixth formers play a key role in those relationships.

PRIVATE STUDY

Progress in the Sixth Form depends, to a large extent, on the willingness of students to work independently during private study periods and at home. Such work should extend beyond the specific tasks set by subject staff. The claim that "I have no work to do" will become an alien concept! Members of Year 13 and Year 12 who have private study in the afternoon with no taught lessons to follow may go home to study, after registration. Students are only permitted to go off site at break or lunch, or in order to move to and from our partner school (TWGGS).

STUDY SKILLS

In the Sixth Form a wide range of study skills needs to be developed not only to ensure academic success but to equip students for university and the world of work. These include use of ICT, numeracy, problem solving, oral and written communication, and familiarity with the increasingly wide range of sources of information. The school has Wi-Fi in all buildings which is available for students to use.

ASSESSMENT AND REPORTING

All examinations will now take place in the summer session only. Internal school examinations at the end of Year 12 must be taken very seriously as they provide the basis for UCAS predicted grades. Reports of progress and achievement are sent regularly to parents. Parents' Evenings are normally in November and March for Year 13 and December for Year 12, and we encourage all parents and students to attend these evenings.

SIXTH FORM CENTRE

The Sixth Form Centre provides accommodation exclusively for the Sixth Form. The suite of rooms includes a Work Room with networked computers and individual learning stations as well as a more informal area. These rooms are normally open from 7.00am to 7.00pm to allow students to undertake independent study. The Sixth Form study area remains open each evening after school. We encourage students to take advantage of this extended school day provision.

New and considerably enhanced sixth form facilities are planned to be completed in early 2020.

CARS

Many students pass their driving test whilst in the Sixth Form and then drive to school. Students' cars are **not** allowed on the school site and should be parked in the John Street car park.

LOOKING AHEAD

Students should look and plan ahead from the start of their Sixth Form career. We expect all students to make use of the extensive literature in the Sixth Form Centre, the Careers area outside the main Library and the internet and be prepared to ask for advice about university courses, GAP years and job opportunities. All Sixth Form students take part in a Civics programme. They are also encouraged to visit at least two universities during the Summer Term, but should inform staff before undertaking such visits. There is an annual UCAS conference and Higher Education Fair at Skinners' which has most of the country's leading universities in attendance. We also have numerous visits from university admission officers to help answer students' questions regarding the UCAS procedure. Presentations for parents include those from Student Finance England, Oxbridge Applications, Study in Scotland, Studying Abroad and an annual evening of the UCAS application itself.

MOBILE TELEPHONES

These may be brought to school, but must be switched off during lessons. Expect to have the phone confiscated if it rings at an inappropriate time

In public examinations, candidates must hand in their mobile phones to a member of staff before the examination – failure to do so will result in the candidate being disqualified from the examination affected and possibly others in the same series.

Mr C Fleming
Director of Sixth Form

THE SKINNERS' DIPLOMA

The Skinners' Diploma encompasses the holistic Sixth Form career that we would like all our students to pursue. Whilst academic achievement is of course paramount, we expect students to take part in the wide range of other opportunities provided at Skinners', involving a focus on extra-curricular activity, service, leadership and careers. There is also an extensive academic programme beyond the classroom to complement and extend the curriculum: we want students not only to be involved in this, but to lead it as well.

There are three component areas of the Diploma:

- **Academic study**
- **Engagement beyond the classroom**
- **Preparation for life after Skinners'**

The Diploma looks to offer the best of A level (depth of study) with added breadth and commitment to learning beyond the classroom. As such all students will be encouraged to develop intellectual curiosity, a love of learning as well as the best qualifications.

Diploma certificates will be awarded to those who have completed every element when they leave the school at the end of Year 13, with distinctions awarded to students who have achieved particular success either in specific elements or overall.

1. Academic study

Core Curriculum: the Diploma requires the completed study of at least 4 courses in the Sixth Form, including at least 3 A levels. Students should take the most challenging programme possible, with a view to stretching themselves academically as well as gaining a place at a leading university at home or abroad.

Research: every candidate will complete a 2000 word Extended Essay or an EPQ (Extended Project Qualification). They will be introduced to how to use the Internet, the Library and other resources to best effect. The concept of intellectual integrity and the importance of avoiding plagiarism and of referencing work will also be ingrained.

Civics: students must attend a series of lectures arranged by the Head of Sixth Form. In addition, it is intended that there will be at least four lectures a year given by prominent figures from a variety of disciplines and professions.

2. Engagement beyond the classroom

Skinners' is fully committed to a holistic education. The Diploma will therefore recognise students' contributions in three areas:

Activity and Creativity: The Diploma requires students to contribute actively to the sporting and/or cultural life of the school; for example sports teams, orchestras and bands, drama productions.

Service: Giving something back is an important element of the Diploma. The Diploma requires students to offer one service activity within the school and wider community; for example, through prefect duties, mentoring, community service, CCF, Duke of Edinburgh Award, the Scouts, work at primary schools or Two Bridges School (the behaviour support provision for West Kent).

Engagement: Students will be strongly encouraged to make an active contribution to the Sixth Form through, for example, membership or leadership of a society (from Philosophy to Astrophysics), through journalism or creative writing for The Leopard or other publications.

3. Preparation for life after Skinners'

Careers: All students will have undertaken Work Experience in Year 11, and in the Sixth Form will avail themselves of career opportunities comprising work shadowing placements, shorter visits for discussions and tours, attendance at conferences and lectures, and visits from experts in the academic world or the professions.

Award of the Diploma

Candidates who fulfil the criteria in all three areas described here will receive a Skinners' Diploma which can be referenced in UCAS and employment references. Distinctions will be awarded to those who surpass themselves in these areas.

CAREERS EDUCATION AND GUIDANCE PROGRAMME

Year 12

Introduction to careers options, HE choices, UCAS application, gap year and employment possibilities covered in the Year 12 Civics programme.

- **Autumn Term**

Sixth Form Information Evening
Oxbridge Evening
Higher Education Fair
Biennial Careers Fair
Independent Learning Conference

- **Spring Term**

Introduction to “the next step”
Visits to University Open Days
Oxbridge Regional Conference
Talks from a University Admissions Officer
Higher Education Convention

- **Summer Term**

Introduction to applications
Past student ‘Open Forum’
Gap Year presentations
Personal statement workshop

Year 13

UCAS application and writing personal statements are covered in our Civics Course.

- **August**

Oxford and Cambridge applications

- **September - October**

Medicine, Veterinary Science and Dentistry applications, Personal Statements

- **September - December**

All other university and HE applications

- **November**

Practice interviews

- **Spring Term**

HE and employment interviews
University, HE and employment offers received and finalised.

Members of staff, in particular the Head of Sixth Form, Mr Fleming and our Careers Advisor, Mrs Luckhurst, are always available to answer any careers questions.

PE AND GAMES

Wednesday afternoons see two periods devoted to an extensive games programme. Sixth Formers are required to devote their energies to the major sports of Rugby, Hockey and Cricket with a variety of other sports. A full and demanding midweek and weekend fixture list operates for the major sports and the school enjoys a hard won reputation on one of the toughest schoolboy sporting circuits in the country.

The 1st XV Rugby squad play many of the country's top rugby schools. Boys are regularly watched by professional club scouts - this has seen some gain semi-professional contracts at National League and Premiership clubs. The squad is run with a very high level of expectation. We enter a range of Sevens competitions, with considerable success.

Hockey is played at Hawkenbury Astroturf and the Hockey squad trains throughout the winter term in preparation for their season. Again, they play on a very competitive circuit with many of Kent, Sussex and Surrey's top independent schools featuring on their fixture list.

In addition, our 1st XI football team enjoys great success in the Kent League, with matches taking place on Wednesday afternoons and our Cross-Country teams are very strong.

The Summer term sees Cricket played as the major sport. A winter Cricket Academy is held during terms 3 and 4 in preparation and an extensive programme of development is underway for this sport as we aim to raise cricket's profile in the school community. We enjoy a full fixture list including fixtures against the MCC and many top school 1st and 2nd XI's.

The school also seeks to involve all its pupils in other sports making full use of the facilities on offer in the borough and beyond.

Some of the sporting options available to senior boys on school sites during the year on Wednesday afternoons:

Football	Basketball	Rugby 7s	Fitness
Badminton	Shooting	Table Tennis	Cross Country
Indoor Hockey	Handball	Gym	Martial Arts
Tennis	Fencing	Climbing	Athletics

Furthermore, in order to extend the options available to the boys we are also working in partnership with local organisations to provide the following options:

Self Defence	Rowing	Squash	Golf
Volleyball	Ultimate Frisbee	Swimming	Tag Football

As well as the inter-school sport competition we also have an extensive inter house competition with students competing against each other to contribute to the success of their house.

It is the aim of the Physical Education Department to include every student in sporting activities. We thoroughly believe that a healthy body creates a healthy mind and we aim to deliver as varied a sporting programme as possible and ensure every student who leaves Skinners' finds a physical activity he can take with him to University and beyond.

Mr C Pohio
Acting Director of Sport

ART AND DESIGN - Eduqas A650QSL

Reasons for taking Art

1. Top employers are seeking creative individuals.
2. Become immersed and fluent in visual language and culture, applicable to all subjects and disciplines.
3. Students can achieve recognition through external competitions.
4. Access a dedicated sixth form studio to work in and out of lesson time.
5. Excellent value kit, workshops and trips help enrich the learning experience. These trips have been to Berlin and Ljubljana to initiate and extend exam and coursework projects.
6. Art marks are not solely dependent on an exam and topics can be selected to suit interests and abilities.

Course Structure

The course is suitable for students wishing to develop and continue their passion for Art and Design. The students will work in an Art studio exclusively used by the sixth form artists. They will have their own work areas which they can utilise at any time. The course commences with a foundation in multiple disciplines to broaden their creative horizons and encourage diverse outcomes. The foundation includes:

Photography	Collage/multimedia
Alternative approaches to drawing	Print processes
Oil painting	3D work
Film	Animation

The A Level course is made up of 2 components:

Component 1: Personal Investigation (60% of qualification)

Part 1: a major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance;

Part 2: an extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work

- This unit offers rich opportunities to structure individually led programmes of study.
- The students will use a variety of materials and processes.
- Historical and contemporary artists' studies will be researched and used
- An emphasis is placed on developing 'personal' themes for their coursework
- A portfolio of work will be amassed for assessment and an exhibition mounted at the end of the year, open to all pupils, parents and staff at the school.

Component 2: Externally Set Assignment (40% of qualification)

Part 1: Preparatory study period

Part 2: 15 hour period of sustained focus work

- This is work made in response to a theme set by the Eduqas board.
- It involves eight to ten weeks preparation and a final piece to be completed in exam conditions in 15 hours (normally at the start of May), after which the course is concluded
- The requirements and structure of the unit are similar to the coursework unit.

General points:

- All of the units are internally marked and externally moderated.
- A GCSE in Art at grade 9 – 6 is recommended but not mandatory for entry to Sixth Form Art courses.
- 5 hours of independent study per week is expected.
- Portfolios of visual and written work are required at interview for further education courses in Art and Design, which can be generated through coursework.
- It is possible to take Art as an AS level. The requirements are 1 coursework unit with no exam or written essay.

Quotes:

“I find it immensely rewarding to develop my own ideas” – Cormack Jackson

“Creativity is not an option, it is a necessity” – Sir Ken Robinson

“I find Art a really good balance for my other more ‘words and numbers’ subjects” – Miles Atkinson

“Art and creativity have far reaching benefits beyond being able to draw and paint” – Mr Hillier



**Abdul-Raheem Diment
2018 leaver**



**Finlay Walsh
2018 leaver**



**Finlay Walsh
2018 leaver**

**Leo Hillier
Head of Art and Design**

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BIOLOGY

In the A level Biology course you will learn more about how the cells and bodies of living things are biochemically organised to perform life processes and how living things co-exist and interact. You will also learn about human diseases and how we protect ourselves against them. We hope that you will gain some understanding of the dynamic and exciting nature of Biology today and an awareness of how much there is yet to be discovered. Biology is a practical subject so you will develop experimental skills and an understanding of the scientific method, this will be assessed by keeping a portfolio of practical work which may be moderated externally.

The GCSE Biology course you have studied should have provided a sound foundation for the A Level course. We recommend that you have *reached at least a Grade 7 at GCSE (8 or 9 is better) and that you felt comfortable with the Chemistry you were taught.* At A level, Biochemistry is a major component of the course and is fundamental to your understanding of how biological systems work.

In Year12 you are likely to be taking four subjects. You may want to take Biology with other sciences and Mathematics in which case they will support each other. Alternatively, you may be taking other subjects and want to continue with Biology as a contrasting subject. If you are thinking of taking Biology through to Year13 Level, then it is advantageous to study some supporting subjects such as Chemistry, Mathematics or Geography.

Content for the whole A level is split into six teaching modules:

- Module 1 – Development of practical skills in biology
- Module 2 – Foundations in biology
- Module 3 – Exchange and transport
- Module 4 – Biodiversity, evolution and disease
- Module 5 – Communication, homeostasis and energy
- Module 6 – Genetics, evolution and ecosystems

In Year 13 there are 3 papers:

- Paper1 assesses modules 1, 2, 3 and 5 (Papers 1&2 have multiple choice and structured questions)
- Paper 2 assesses modules 1, 2, 4 and 6.
- Paper 3 assesses all modules. This has structured questions and extended response questions with particular reference to practical skills and methods developed on the course

There is also a non-exam practical component which is assessed within school

Module 1 covers: Skills of planning, implementing analysis and evaluation of practical investigations

Module 2 covers: Cell structure, Biological molecules, Cell division and Cellular organisation

Module 3 covers: Exchange surfaces, Transport in plants, Transport in animals.

Module 4 covers: Communicable diseases – prevention and the immune system, Biodiversity, Classification and evolution

Module 5 covers: Communication and homeostasis, Excretion, Neuronal communication, Hormonal communication, Plant and animal responses, Photosynthesis, Respiration.

Module 6 covers: Cellular control, Inheritance, Manipulating genomes, Cloning and biotechnology, Ecosystems, Populations and sustainability

An A Level qualification in Biology could prepare you to study Biology or one of the Biological Sciences in Further or Higher Education. There is a great range of courses on offer, some being quite specialised while others are very broad allowing you to delay your decision to specialise. Biology at A Level provides a good foundation for courses in medicine, veterinary medicine, dentistry, animal health, physiology, biochemistry, microbiology, genetics, environmental science, geography, geology, agriculture, plant science and many others.

**Mr N Lines
Head of Biology**

BUSINESS

Exam Board: Edexcel (9BS0)

Qualifications needed: GCSE grade 6 in Economics or another humanities subject, and a grade 6 in Maths

Overview

Business activity affects the daily lives of all people, as they work, spend, save, invest, travel and play. It also influences jobs, incomes and opportunities for personal enterprise and development. By studying Business you will get a greater insight and understanding to how we are all affected by business activity. Studying A-Level Business prepares you for a career in any business or organisation, in any sector or industry. You will understand how organisations operate, and develop your analytical and critical thinking skills throughout the course. This will be done using real life case studies to help apply your knowledge and understanding.

Assessment

There is no coursework associated with this course. Students are assessed through three exams at the end of Year 13.

Examinations		A-Level
Paper 1 (2 hours)	Marketing, people and global business	35%
Paper 2 (2 hours)	Business activities, decisions and strategy	35%
Paper 3 (2 hours)	Investigating business in a competitive environment	30%

Course Content

Year 12

- Theme 1 – Marketing and People
- Theme 2 – Finance and Operations

Year 13

- Theme 3 – Strategic Business Decision Making
- Theme 4 – Global Business

Careers Education

Through the very nature of the subjects of Business and Economics, students will develop a broad understanding of the world of work. In both subjects, students will explore the labour market in detail on a local and national scale and will investigate how dynamic the UK labour market is. Furthermore, they will explore what makes our labour market so dynamic and this will allow for adequate career planning for the future. Throughout both courses students will constantly be developing the wide range of skills that the UK labour market demands today and what skills it will demand in the future.

** It is advised that students do not study both Business and Economics combined at A-Level. However, if you do want to discuss this further please contact Mr Crothers.*

Mr D Crothers
Head of Business & Economics

CHEMISTRY

OCR H432

Reasons for taking Chemistry

Why take Chemistry?

- Because you're interested in it. It's everywhere; pick up a can of soft drink and you'll find chemistry everywhere, from the metal can you're holding, to the paint used to cover it and the liquid inside.
- Because you enjoy using your brain and a challenge: it is a real step up from GCSE, in a good way!
- Because you enjoy applying understanding more than learning things by recall.
- Because you like solving puzzles. Some topics like NMR and mass spectrometry use deduction skills similar to those used in solving puzzles/forensics.
- Because it compliments other subjects you might be taking: maths, physics, biology, geography.
- Because you want to become a doctor or a vet.

What skills will I gain from an A-level in Chemistry?

The questioning and experimenting nature of chemistry is so useful at building a whole range of skills for work:

- Research
- Problem solving
- Analytical
- Being able to challenge ideas
- Logical thought and process
- Critical argument and reasoning
- Teamwork
- Communication skills

Where will it take me?

- Chemistry/Natural Sciences/Biochemistry degrees and research careers. The results of chemists' work can be groundbreaking, colourful, explosive, or almost impossible to see!
- STEM (science, technology, engineering and maths) careers.
- Important in: medicine and veterinary medicine, dentistry, environmental science, engineering, toxicology, developing consumer products, metallurgy, space exploration, developing perfumes and cosmetics, pharmaceuticals, energy, teaching, science writing, software development and research.
- The simple answer is: *anywhere*. The skills it gives you are good for life and for any degree, including law, finance and accountancy.

Many people with fantastically varied careers took A-level chemistry – just ask them!

Course requirements

- Grade 7 or above in GCSE Chemistry and GCSE Mathematics.
- An interest in the subject and motivation to do well.
- You will find it useful (but not necessary) to study physics and/or maths alongside.

Course overview

Content Overview	Assessment Overview	
Content is split into six teaching modules: <ul style="list-style-type: none">• Module 1 – Development of practical skills in chemistry• Module 2 – Foundations in chemistry• Module 3 – Periodic table and energy• Module 4 – Core organic chemistry• Module 5 – Physical chemistry and transition elements• Module 6 – Organic chemistry and analysis Component 01 assesses content from modules 1, 2, 3 and 5. Component 02 assesses content from modules 1, 2, 4 and 6. Component 03 assesses content from all modules (1 to 6).	Periodic table, elements and physical chemistry (01) 100 marks 2 hours 15 minutes written paper	37% of total A level
	Synthesis and analytical techniques (02) 100 marks 2 hours 15 minutes written paper	37% of total A level
	Unified chemistry (03) 70 marks 1 hour 30 minutes written paper	26% of total A level
	Practical endorsement in chemistry (04)* (non exam assessment)	Reported separately (see Section 5)

Miss S Davies
Head of Chemistry

COMPUTER SCIENCE - AS AQA 7516

Why study Computer Science?

This specification has been designed for students who wish to go on to higher education courses or employment where knowledge of Computer Science would be beneficial. One can study Computer Science and go on to a career in medicine, law, business, politics or any type of science. The content of this specification is up to date as well as shifting the emphasis in the direction of Computer Science and Computation. Students following this specification **do not** need to have any prior knowledge of Computer Science or ICT, although an interest in and/or previous experience of coding is essential.

The course is not about learning to use tools or just training in a programming language. Instead the emphasis is on computational thinking. Computational thinking is a kind of reasoning used by both humans and machines. Thinking computationally is an important life skill. Thinking computationally means using abstraction and decomposition. The study of computation is about what can be computed and how to compute it. Computer Science involves questions that have the potential to change how we view the world. For example, we may be computing with DNA at some stage in the future, with computer circuits made of genes. This leads to the question, does the natural world 'compute'?

Course Content

In the new linear specification there are two units. Paper 1 is a practical, on-screen, examination which allows candidates to demonstrate their knowledge of the fundamental principles of the subject. The theoretical knowledge of programming and computation will be assessed as well as the student's ability to program through a problem-solving scenario using pre-release material. Paper 2 focuses on the hardware and software aspects of Computer Science, including the fundamentals of computer organisation and architecture.

Paper 1

1 ¾ hr On-screen Exam
50% of AS Level

Students answer a series of short questions and write/adapt/extend programs in an online document provided by the exam board.

Paper 2

1 ½ hr Written Exam
50% of AS Level

Written examination consisting of compulsory short-answer and extended-answer questions.

Specific Entry Requirements

You should opt for this course only if you have a genuine interest in ICT and computers and you have performed well across all your GCSEs, achieving a minimum of Grade 6 in Mathematics. It would be helpful if you have studied Computer Science for GCSE, although prior knowledge is not essential. What is important is that you enjoy solving problems and using computers as a tool.

Beyond Skinners'

A qualification in Computer Science will provide you with an essential skills-base. Keyboard and computer skills will be a pre-requisite for most further education or career paths, whatever the field. Should you wish to follow further education or employment in Computer Science you could consider areas such as software and hardware development, computer systems management, computer networking, communications, web design, and business management.

Mr N Hubbard
Head of Computing

DESIGN & TECHNOLOGY (PRODUCT DESIGN)

A Level Specification: AQA course code 7552

<http://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-product-design-7552>

Product design is about being creative and innovative, and making informed decisions about which materials or processes would best be used whilst designing and making functional and elegant products that are easy and intuitive to use.

The courses offered provide an opportunity for students to develop their own design and manufacturing skills through designing tasks and practical coursework projects. Their studies will enable them to become familiar with the properties and uses of a range of materials and lead them to a greater understanding of current industrial production methods. Through the use of Computer Aided Design (CAD) software and Computer Aided Manufacture (CAM) students will be able to develop their design proposals and manufacture these to a high standard. Students will also develop their understanding of design and manufacturing from a historical perspective and seek to develop an understanding of industrial and commercial practices through product analysis.

Students with lively and enquiring minds and who wish to gain an insight into how products are made would thrive on this course. This course will also be ideal for pupils aspiring to embark on a career as a product designer, an industrial designer, an architect, or a wide range of engineering disciplines.

A Level Course Structure:

Paper 1

This theory unit, based on technical principles, is assessed by a 2.5 hour written exam which is externally set by AQA. Weighting - 30% of total A Level marks.

Paper 2

This theory unit, based on designing and making principles is assessed by a 1.5 hour written exam which is externally set by AQA. Weighting - 20% of total A Level marks.

Non-exam assessment

This A Level coursework module and is internally assessed and externally moderated by AQA. Pupils will spend approximately 45 hours designing and making a product in response to a context chosen by each student. They will support their product with an extensive electronic portfolio of work. Weighting - 50% of total A level marks.

Mr P Edwards
Head of STEM & Design Technology

DRAMA AND THEATRE STUDIES

AQA 7262

Why choose Drama and Theatre Studies?

There are many transferable skills rooted in the drama philosophy that will enable you as an individual to strive for excellence in your future career. At the heart of the course is the ability to communicate effectively, to not only lead but be able to work in a team; critically examine and manipulate research, analyse text, debate and discuss.

Students can pursue their interests and develop their skills as, directors, actors, designers or a combination over the various modules

We are offering AQA A Level Drama and Theatre Studies.

Subject content

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The subject content for A-level Drama and Theatre is divided into three components:

1. Drama and theatre
2. Creating original drama
3. Making theatre

Guidance is also provided on the theatrical skills students will need to work on.

In the practical components students may specialise in performing, lighting, sound, set, costume, puppets and/or directing.

Drama and Theatre

The knowledge and understanding of drama and theatre. This includes the study of two set plays. Another area covered is the analysis and evaluation of the work of live theatre makers

Creating original drama

The process of creating devised drama. This culminates in the performance of devised drama (students may contribute as performer, designer or director)

The devised piece must be influenced by the work and methodologies of one prescribed practitioner

Making Theatre

This is the practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play. The Third extract is performed as a final assessed piece (students may contribute as performer, designer or director). This is supported by a reflective report analysing and evaluating theatrical interpretation of all three extracts

Facilities

The drama department is situated in The Thomson Theatre. The theatre is a fully equipped multi-purpose performance space.

**Miss C Fenton
Head of Drama**

ECONOMICS

Exam Board: AQA (7136)

Qualifications needed: GCSE grade 6 in Economics or another humanities subject, and a grade 6 in Maths

Overview

Economics is about the world around us; it's current; it's always changing; it's always interesting. It's the subject that will allow you to study Tesco and Asda's method of competition one day, and learn about the environment and pollution permits the next. It's about the modern world; it's about how we behave, how businesses behave and how the government behaves.

Assessment

There is no coursework associated with this course. Students are assessed through three exams at the end of Year 13.

Examinations		A-Level
Paper 1 (2 hours)	Markets and Market Failure	33.3%
Paper 2 (2 hours)	National and International Economy	33.3%
Paper 3 (2 hours)	Economic Principles and Issues	33.3%

Course Content

Year 12

- Economic methodology and the economic problem (microeconomics)
- Price determination in a competitive market (microeconomics)
- The market mechanism, market failure and government intervention (microeconomics)
- Individual economic decision making (microeconomics)
- The measurement of macroeconomic performance (macroeconomics)
- How the macroeconomy works (macroeconomics)
- Economic performance (macroeconomics)
- Fiscal policy and supply-side policies (macroeconomics)

Year 13

- Production costs and revenue (microeconomics)
- Perfect competition, imperfectly competitive markets and monopoly (microeconomics)
- The labour market (microeconomics)
- The distribution of income and wealth (microeconomics)
- Financial markets and monetary policy (macroeconomics)
- The international economy (macroeconomics)

Careers Education

Through the very nature of the subjects of Business and Economics, students will develop a broad understanding of the world of work. In both subjects, students will explore the labour market in detail on a local and national scale and will investigate how dynamic the UK labour market is. Furthermore, they will explore what makes our labour market so dynamic and this will allow for adequate career planning for the future. Throughout both courses students will constantly be developing the wide range of skills that the UK labour market demands today and what skills it will demand in the future.

** It is advised that students do not study both Business and Economics combined at A-Level. However, if you do want to discuss this further please contact Mr Crothers.*

Mr D Crothers
Head of Business & Economics

ENGLISH LITERATURE

OCR

Our A level English Literature course aims to develop skills of literary analysis through creative engagement with a range of prose, poetry and drama texts. At the same time students will gain a deeper understanding of the heritage and changing traditions of literature in English.

English combines well with many other subjects. History, RE and Modern Foreign languages are particularly suitable, but it can also be a helpful contrast to scientific, technological and mathematical based subjects. The English literature qualification prepares you for a diverse range of careers as the training in analytical skills and discussion is widely seen as excellent preparation for many careers.

A Level Unit title and description	Assessment method & weighting	Texts to be studied
Unit 1: Drama and Poetry pre-1900 There are two parts to the exam: Shakespeare and the comparative study of two heritage texts: one poetry, one prose. Your study will involve critical analysis of structure, form as well as consideration of varying interpretations and context. You will be encouraged to compare and contrast texts across a range of works and authors from 1300 – 1900.	2 ½ hour exam Closed text 60 marks 40% of A level	Shakespeare: <i>Hamlet or The Tempest</i> & Drama: <i>A Doll's House</i> – Ibsen & Poetry: <i>Selected Poems</i> - Rossetti
Unit 2: Comparative and contextual study This unit allows the opportunity to develop an understanding of literary texts across a genre. Not only will it provide an appreciation of the cultural and contextual influences upon readers and writers but develop skills in practical criticism, through the analysis of an unseen extract.	2 ½ hour exam Closed text 60 marks 40% of A level	<u>Gothic Literature</u> <i>Frankenstein</i> – Mary Shelley <i>Dracula</i> – Bram Stoker & A variety of unseen texts from the genre and period.
Unit 3: Literature post-1900 Through the study of modern literature, including a work published after 2000, you will learn to compare texts and gain confidence in the use of literary critical concepts and terminology. You will produce a 1000 word essay on a collection of poetry and a comparative 2000 word essay on two texts: a play and a prose text.	Coursework 1 x 1000 word essay & 1 x 2000 word essay 40 marks 20% of A level	A range of texts are offered, including: <i>One Flew over the Cuckoo's Nest</i> <i>A Streetcar Named Desire</i> <i>A Passage to India</i> <i>Cry the Beloved Country</i> <i>Translations</i> Post 2000 poetry from a range of poets including Seamus Heaney and Carol Ann Duffy.

We will begin the course with *A Doll's House*, poetry from Christina Rossetti and a selection of coursework and unseen texts. During the Upper Sixth focus will turn towards Shakespeare as well as the comparative and contextual study. Please note that due the nature of the new course, we will not be offering an AS level in English.

Further information is available on the OCR website: www.ocr.org.uk. We will be studying English Literature H472.

Mr P Ubly
Head of English

GEOGRAPHY

Exam Board: OCR

A wide variety of useful skills are developed through the study of Geography. They include skills of communication, numeracy and graphics, problem solving, data collecting, analysis and the presentation of statistics, computing, use of instruments, simulations, role play, and social skills. Fieldwork in particular allows the study of the real world by first-hand experience and an annual week of fieldwork in Devon (soon to be Snowdonia) is a key part of the course.

Geography integrates a number of subject areas and can be usefully combined with Science or Arts subjects. It allows the Science specialist to use his/her knowledge in Physical Geography and to develop important literacy skills, and the Arts specialist to develop important numeracy and graphical skills. Geography avoids the problems inherent in over-specialisation.

The OCR Examining Board places greater emphasis on the understanding of processes, the skills of handling, applying and analysing data, the development of judgment and evaluation abilities, than on acquiring factual knowledge.

In Year 12 the emphasis is on looking at physical and human systems within Geography, whilst the focus in year 13 shifts towards current debates within the subject. Geographical skills and fieldwork skills are taught throughout the course.

Year 12:

ASSESSMENT

Physical Geography:	Topic 1 – Earth's life support systems Topic 2 – Glaciation	Exam: 1.5 hours 22% of A-Level
Human Geography:	Topic 1 – Changing spaces, Making places Topic 2 – Migration Topic 3 – Powers and Borders	Exam: 1.5 hours 22% of A-Level
Fieldwork:	5 Day fieldtrip to Devon/Snowdonia.	

Year 13:

Physical Geography:	Tectonic hazards & hazard management	Exam: 2.5 hours 36% of A-Level
Human Geography:	Global Food supply	
Fieldwork:	Independent Study	Project: 20% of A-level

**Mr T James
Head of Geography**

GOVERNMENT AND POLITICS - EDEXCEL

Component 1: UK Politics

Written examination: 2 hours

33⅓% of the qualification

84 marks

Content overview

1. Political Participation, students will study:

- democracy and participation, political parties, electoral systems, voting behaviour and the media.

2. Core Political Ideas, students will study:

- conservatism, liberalism, socialism.

Assessment overview

Section A: Political Participation

One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these.

Section B: Core Political Ideas

One 24-mark question from a choice of two.

Component 2: UK Government

Written examination: 2 hours

33⅓% of the qualification

84 marks

Content overview

1. UK Government, students will study:

- the constitution, parliament, Prime Minister and executive, relationships between the branches.

2. Non-core political ideas, students will study:

- nationalism.

Assessment overview

Section A: UK Government

• One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these.

Section B: Non-core Political Ideas

- One 24-mark question from a choice of two

Component 3: Comparative Politics – USA vs. UK

Written examination: 2 hours

33⅓% of the qualification

84 marks

Students study USA politics

Content overview

Students will study:

- the US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation, comparative theories.

Assessment overview

Section A

- One 12-mark question from a choice of two

Section B

- One compulsory 12-mark question focused on comparative theories

Section C

- Two 30-mark questions from a choice of three

"History teaches everything, even the future" – Confucius

Why take History for A-level?

The study of History is not just the study of the past but also of the creation of the present. Here at Skinners we have created a History course that will not just help you to advance your knowledge of the past but also develop your understanding of the world around you today.

History naturally complements a number of other subjects such as English, Geography, Drama and Politics. While the research and analysis skills the subject promotes also means it works well with Science, Economics or even Maths.

The History Course

The History curriculum has been designed for all students. For those intending to take history further the course offers a wide ranging, multinational and multi-cultural course designed to appeal to the very top universities including Oxbridge. However, for the more casual historian the broad range of topics are intended to engage and interest you; covering both areas you may have enjoyed in the past and introducing you to important new periods you may well have never studied in detail before.

Year 12

Topic 1 - The Making of Modern Russia 1855-1991 (5 lessons a fortnight) In this course you will study the key events that shaped modern Russian history. From the reforms of Alexander II to the Russian Revolutions of 1905 and 1917; from the Russian Civil War (1918-20) and the subsequent rise of Stalin to the collapse of Communism, you will study the key events that led to the rise of Russia. Examining key figures such as Lenin, Khrushchev and Gorbachev, you will explore the key moments of Russian History that changed the nation from a country on the periphery of Europe to a superpower that held the future of the world in its iron grip for more than forty years.

Topic 2 - The Norman Conquest 1053-1106 (4 lessons a fortnight)

Recently described by BBC History magazine as 'the most crucial period in all English History,' the focus of this unit is on events and impact of Norman Conquest of Britain. From the reign of Edward the Confessor to the union of Normandy and England under the rule of Henry I; you will explore how England was run by the Anglo Saxons, the reasons for William's invasion in 1066, his victory at the Battle of Hastings, how England changed after the Norman Conquest, the various rebellions William faced and how the Norman kings, William I and II and Henry I, were able to stabilise the kingdom, and first make England into a true European power.

Year 13

Topic 3 - The Crusades 1095-1204

Building on from your year 12 studies on the Norman Conquest, this unit covers the origins and course of the first four Crusades. From Pope Urban II's initial command at Clermont in France in 1095, which launched the First Crusade, to the Fourth Crusade of 1204 where Crusading was perverted to such an extent that it was used against the Christian city of Constantinople; this course covers the evolution of Crusading and the Crusader States of the East. You will explore the various reasons for the success/failures of each crusade, how the Crusader States developed and even flourished in the 12th century, the Muslim counter attacks under Zengi, Nur-a-Din and Saladin and the legacy of the Crusades – a movement that continues to divide the world today.

Topic 4 - Germany 1939-45: World War II, Nazi Control and the Holocaust

The coursework unit builds upon the GCSE unit 3 topic 'Weimar and Nazi Germany 1933-39.' You will be taught a broad overview of the period 1939-45, including the main events of the Holocaust and how the Nazi regime used propaganda, consent and coercion to maintain control. You will then have the choice of exploring one these areas in further depth as you complete an extended essay on a historic controversy of your choice. A range of coursework questions will be provided for you to choose from but there is also scope for you to model your own investigation outside of these main areas should you wish.

Extra-curricular opportunities

There will be the opportunity for all pupils to participate in a number of external lectures and visits to appropriate historical sites including a three day residential trip Krakow (to visit Auschwitz) in Year 13 as part of the Coursework unit.

Qualifications:

Those who have taken History at GCSE should have obtained at least a level 6. However, the department is willing to consider candidates who did not take GCSE History or those who fail to achieve this level – please speak to Mr Clucas for more information.

**Mr D. Clucas
Head of History**

CLASSICAL CIVILISATIONS – OCR

Content:

Unit 1 – The World of the Hero:

This unit comprises of a study of two classical texts – Homer's 'The Odyssey' and Virgil's 'Aeneid.'

You will cover:

- * Literary techniques and composition.
- * The heroic world: characterisation and themes.
- * The social, cultural and religious context.

You will also study literary style, audience, and the socio-political context the works were written in.

Unit 2 - Content of Imperial Image:

This unit comprises of a study of the rule of Augustus, the first Roman Emperor.

You will cover:

- * The importance of Augustus' association with Julius Caesar.
- * His role as 'Imperator' including a study of the Roman Civil Wars.
- * Augustus' role as a religious reformer and his own image as a god.
- * His role as a cultural hero.
- * Later representations of Augustus.

You will look at a range of historic texts including: Horace, Suetonius and Ovid and visual material including: The Forum of Augustus in Rome, Augustus of Prima Porta statue and Head of Livia.

Unit 3 - Greek Religion

A study of the religion of Ancient Greece looking at way religion permeated all strata of society and an individual's life.

You will study:

- * The nature of the Olympian gods.
- * Personal experience of the divine.
- * Religion and society.
- * Places of worship.
- * Rituals and priests.
- * Religion and philosophy.

You will look at a range of historic texts including: Socrates, Hesiod, Homer and Xenophanes and visual material including: The Athenian Acropolis, the Temple of Apollo at Delphi and the shrine of Asclepius.

Structure of the A-level:

The A-level will be taught over 9 lessons a fortnight. The topics will be equally split between two teachers – Mr Kelso and Mr Clucas.

Teacher	Mr Clucas	Mr Kelso
Year 12	Unit 1 – The Odyssey (4 lessons)	Unit 2 – Imperial image (5 lessons)
Year 13	Unit 3 – Greek Religion (5 lessons)	Unit 1 - The Aeneid (4 lessons)

Assessment:

The course will be assessed by 3 examined papers:

Paper 1 – **The World of the Hero** (2 hours 20 minutes) 40% of the A-level

Paper 2 – Component group 2: **Culture and the arts** – ‘Imperial Image’ (1 hour 45 minutes) 30% of the A-level

Paper 3 - Component group 3: **Beliefs and ideas** – ‘Greek Religion’ (1 hour 45 minutes) 30% of the A-level

Extra-Curricular Opportunities:

There are many opportunities to enrich your understanding of the subject outside of the classroom. Internal visits will include a trip to the British Museum, the opportunity to attend external lecture given by some of the leading experts in Ancient History and the possibility of a 3-4 day residential trip to Rome/Greece.

The Value of the Subject:

While Classical Civilisations is a subject that will naturally complement other A-levels already offered at Skinners’ including History, RS, English, Politics and Art, it also provides you with a unique opportunity to study an area not offered to you lower down in the school.

Classical Civilisations as a subject is seen in a very good light by Oxbridge and many Russell group universities and can help your application to the top universities.

For more information on the value of Classical Civilisations as an A-level option please visit the following website: <https://ocr.org.uk/Images/309124-why-study-a-level-classical-civilisation-.pdf>

Mr D Clucas
Head of History

MATHEMATICS

EDEXCEL

A Level Mathematics is a much sought after qualification for entry to a wide variety of full-time courses in Higher Education. Mathematics is very valuable as a supporting subject to many courses at A Level and Degree Level, especially in the sciences, computing, engineering, economics, geography, psychology, sociology and medicine. Studying mathematics develops your ability to analyse complex problems to find accurate and creative solutions. This is highly valued by employers.

To study A Level Mathematics, you should have at least a grade 7 at GCSE. A capacity for sustained work is also needed for good success. We follow a linear specification which is assessed solely through exams at the end of the course. All A-level Mathematics courses now have the same content: two-thirds pure maths, one-sixth statistics and one-sixth mechanics.

Mathematics

When studying mathematics at A Level you will be extending your knowledge of such topics as algebra and trigonometry as well as learning some brand new ideas such as calculus. This is a compulsory element to the course and is fundamental to all other areas of Maths.

Further Maths

This is an option available to those boys in the top set who have studied the Free Standing Qualification in Additional Maths or students from set two who are passionate about mathematics. This will result in two A Levels from one option, but there are lessons in addition to the standard nine every two weeks. There are a range of options in addition to the core mathematics. **This is a particularly valuable course for those students who wish to study Mathematics, Physics, Engineering or Computer Science at one of the top universities but is not for everyone.** As the pace of work is fast and there is less teaching time available per module it is suitable only for those who pick up new ideas quickly and are prepared to put in sustained independent study. You should ask your Mathematics teacher or Mr Satow whether this would be a suitable option for you.

The courses involve a study of Core/Pure Mathematics for two thirds of the time together with Mechanics, Statistics or Decision Maths for the other third. It is entirely assessed by examination at the end of the course.

Mr L Satow
Head of Mathematics

MODERN LANGUAGES – FRENCH & GERMAN

FRENCH - EDUQAS

At A Level, you will cover the following themes:

- Travel and exploration
- Contemporary youth culture
- Diversity and difference
- France 1940 – 1950 – the Occupation and post war years

The A Level assessment consists of 3 components:

1. Speaking – 21 to 23 minutes (30% of qualification)

Task 1 – Presentation and discussion based on independent research project

Task 2 – Discussion based on a stimulus card relating to the topics covered

2. Listening, Reading and Translation – 2 hours 30 minutes (50% of qualification)

Section A – Listening

Section B – Reading

Section C – Translation from French into English, and English into French

3. Critical and analytical response in writing – 2 hours (20% of qualification)

Two essays – one based on a literary work, and the second based on a different literary work or a film

GERMAN – EDUQAS

At A Level you will cover the following themes:

- Travel and exploration
- Contemporary youth culture
- Diversity and difference
- The making of modern Germany – 1989 onwards

The A Level assessment consists of 3 components:

1. Speaking – 21 to 23 minutes (30% of qualification)

- Task 1 – Presentation and discussion based on independent research project
- Task 2 – Discussion based on a stimulus card relating to the topics covered

2. Listening, Reading and Translation – 2 hours 30 minutes (50% of qualification)

- Section A – Listening
- Section B – Reading
- Section C – Translation from German into English, and English into German

3. Critical and analytical response in writing – 2 hours (20% of qualification)

Two essays – one based on a literary work, and the second based on a different literary work or a film.

**Mr P Green
Head of Modern Languages**

MUSIC – EDEXCEL

The new specifications give candidates a wide range of options within each module. This gives scope for strengths or new interests to be explored and an individualised path created for each candidate that will maximise their potential.

Good practical skills are an important component of the course, and students need to be well motivated independent learners because Years 12 and 13 are taught in the same option block.

The modules focus on Performing, Composing and Listening as at GCSE but with much more flexibility of approach so that each student can work to his own strengths and thus gain good grades.

Edexcel A level qualification in Music is 100% externally assessed, and consists of one written paper and two non-examined assessments (NEA). See full details online at www.edexcel.com/alevelmusic16

A level Component Overview

Assessment Component 1 Performing 30% NEA

Total performance time of 8 minutes Performance can be solo and/or ensemble Total of 60 marks (12 marks available for difficulty of pieces)

Component 2 Composing 30% NEA

Two compositions 1 free or free choice brief – minimum 4 minutes **plus** 1 brief assessing technique – Together total minimum of 6 minutes 2 pieces 40 marks 20 marks Total of 60 marks

Component 3 Appraising 40% Exam

Six Areas of Study with 3 set works in each • Vocal Music • Instrumental Music • Music for Film • Popular Music and Jazz • Fusions • New Directions
Exam 2hrs Total 100 marks

Mr J Hendry
Head of Music

AS- LEVEL PHYSICAL EDUCATION - AQA

Physical Education and Sport is an area which has grown vastly as an academic discipline covering topics ranging from the sports science, training of elite athletes, dealing with the social problems caused by sedentary lifestyles to sports psychology.

A Level Physical Education offers a rounded and full introduction to the world of physical education, sport and sport science through the combination of physical performance and academic challenge. The new syllabus encourages students to contextualize and to develop and apply their knowledge, understanding and quality of their performances in practical assessments.

The course will develop transferrable skills for progression to higher education. The blend of scientific and social knowledge positions students to access the numerous physical education, sport and physical activity higher education programmes.

Course Overview:

Component 1	<p style="text-align: center;"><u>Psychological and Social Principles of Physical Education (84marks)</u> <u>70% of Total Qualification</u></p> <p>Section A: Applied Physiology</p> <p>Section B: Skill Acquisition and Sports Psychology</p> <p>Section C: Sport and Society and Technology in Sport</p>	Written Examination (2 Hours)
Component 2	<p style="text-align: center;"><u>Practical Performance or Coaching Task (45marks)</u> <u>15% of Total Qualification</u></p> <p>Area of Assessment 1: Attacking Core Skills (15marks)</p> <p>Area of Assessment 2: Defensive Core Skills (15marks)</p> <p>Area of Assessment 3: Tactics and Strategies (15marks)</p>	Non-Examined Assessment (Internally assessed, externally moderated)
Component 3	<p style="text-align: center;"><u>Analysis and Evaluation Task (45marks)</u> <u>15% of Total Qualification</u></p> <p>Analysis: Analyse how well you or another person has performed in a fully competitive context</p> <p>Evaluation: Evaluate the weakness identified in the analysis section and how performance can be improved</p>	Non-Examined Assessment (Internally assessed, externally moderated)

Mr C Pohio
Acting Head of Physical Education

AQA PHYSICS A-LEVEL 7408

This is a terminal exam with all written papers at the end of the two-year course.

Paper 1 will test your knowledge and understanding of:

Particle physics, radiation, waves, optics, mechanics and materials, electricity and circuits, simple harmonic motion, circular motion, measurements and their errors.

Paper 2 will test your knowledge and understanding of:

Thermal physics, electric fields, gravitational fields and orbits, magnetic fields, electromagnetic induction, radioactivity and nuclear physics. It will also be assumed that you still have the relevant knowledge of the topics tested in paper 1.

Paper 3 will test your knowledge and understanding of:

Experimental skills in physics, data analysis, and ONE of the following optional topics – astrophysics, medical physics, engineering physics, turning points (a history of significant developments in physics) or electronics.

Papers 1 and 2 are each worth 34% of the A-level, and will consist of short structured questions, longer written questions and multiple choice questions. Paper 3 is worth 32%, and consists only of short and long questions. All papers are two hours.

Note there is no longer an assessed practical component of the A Level. Instead, during the course you will develop a portfolio of compulsory practical work as you build your skills. This leads to an AQA Physics practical skills endorsement, required by many universities and employers.

Physics is a rewarding but challenging subject with substantial mathematical content. We strongly recommend that you have **at minimum a grade 7 in Physics and Maths** at GCSE. If you are not also taking A Level Mathematics you will need to demonstrate a very strong grasp of mathematical skills, for example, by achieving a grade 8 or 9 in Mathematics GCSE for example.

Be aware however that having an A or A* at GCSE is no guarantee of success. To succeed, you need to be very committed and self-motivated.

Students also taking A Levels in Chemistry, Biology, Product Design or Computing will find the topics and skills compliment those covered in Physics. Those studying Further Mathematics A Level will find the synergy with Physics to be especially rewarding.

Physics will develop your ability to solve complex problems, visualise systems, predict outcomes and analyse data meaningfully, all of which are in great demand in the jobs market. Beyond engineering and research roles, those with A Level Physics are sought after in industries such finance, medicine, consultancy, the armed forces, education, clinical science, design, programming/computing and architecture.

**Dr A Bebb
Head of Science and
Head of Physics**

RELIGIOUS STUDIES

Philosophy of Religion and Ethics (OCR Exam Board)

RS – “Questions answered; answers questioned”

If you enjoy studying the complexity of human beings, then RS is for you. Here, we examine the moral, social, political, ethical, sociological, philosophical and psychological background to belief and atheism. Come along if your mind is sharp and enquiring enough. This is a fascinating subject for those who want a career in psychology, law, forensics, sociology, teaching or counselling.

Unit 1: Philosophy of Religion

- Ancient Greek philosophical influences on religion
- Arguments about the existence/non-existence of God
- The nature and impact of religious experiences
- The challenge posed to religion by evil
- The nature of the human soul, mind and body
- The examination of eschatology – life after death
- Ideas of the nature of God’s transcendence or immanence
- The problems associated with religious language

Unit 2: Religion and Ethics

- Normative ethical theories
- The application of ethical theory to contemporary issues
- The nature of ethical language and thought
- The debate surrounding the ideas of conscience and free will
- The influence of ethics on developments in religious beliefs

Unit 3: Developments in Religious Thought

- Sources of religious wisdom and authority in Christianity
- The practices which shape and express religious identity
- Social and historical developments in theology and religious thought
- The relationship between religion and society
- The variance in the contemporary world of religious values and teachings

There will be 3 separate written exams, one per unit.
There is no coursework. All 3 units are compulsory.

Mr F Cannan-Braniff
Head of Religion and Philosophy

SKINNERS' LIBRARY

Entering the Sixth Form at Skinners' to study in-depth the subjects of your choice will add a new dimension to how you study and learn. Greater emphasis will be put on independent research and individual time management. The Library is here to support you in developing these skills.

Time Management

The library is open during term time only:

Mondays	9.00-5.00pm
Tuesday-Thursday	8.00-5.00pm
Fridays	8.00-4.00pm

The library is staffed by one of our two experienced librarians when open. As a member of the Sixth Form you are allowed to use the facility during private study time as a quiet space to research, study and revise.

The library Information System – OLIVER – can be accessed remotely via FROG, as well as in-house on the school computer system. This enables users to identify library resources and their availability quickly; there are a few reference-only resources, but most items are available for 14-day loan, with some study resources on 3- or 7-day loan. The Library Staff are there to help you make the most of the Library; if we don't stock something that you would find useful, please let us know & we will do our best to acquire it, or alternatively track it down elsewhere for you.

Independent Research

Subjects offered for study in the Sixth Form are supported by a well-stocked section in the Library. Heads of Department are regularly invited to review their subject area and to suggest titles to enhance the range offered. This ensures that we can offer relevant, up-to-date resources to support your research and additional reading. We have recently started subscribing to Hodder Magazines for a wide range of subjects from Chemistry to Economics and Geography to RS; these publications are produced specifically to support A Level Studies, so please do make use of them in the Library. We now also have a wide range of English Study Guides as well as Foreign Language DVDs and new titles to support the study of Geography, Economics, PE, History amongst others.

The fiction section offers a wide variety of genre and author to suit readers across all year groups and of all reading tastes. The Librarians are constantly updating and enhancing the collection: we are always keen to get recommendations, so if you have enjoyed anything recently that we don't stock, please add it to our 'wish-list'.

To keep you up-to-date with current affairs the Library offers a selection of daily newspapers and a weekly local paper plus a variety of general interest magazines.

There are 9 computers in the Library, available for students to use for homework and research. We also sell a small range of essential stationery (paper, pens, files etc.) at competitive prices.

Usual library rules apply – production of your individual library card is required should you wish to borrow resources. Fines are charged at 5p per day per item, if resources are returned later than the allotted period, although extended loans can be arranged. Damaged or lost items are billed at full replacement cost. The library is a space for SILENT study.

Skinners' Library offers you the space and the resources to help you get the best out of your time in the Sixth Form. We look forward to seeing you here soon.

**Mrs C Deller & Mrs T Weaver
Skinners' School Librarians**