

TABLE OF CONTENTS

INTRODUCTION FROM THE HEAD OF SIXTH FORM	2
THE AIMS OF THE SIXTH FORM	3
STUDENT ENTITLEMENT	3
STUDENT RESPONSIBILITIES	3
GENERAL INFORMATION ABOUT THE SIXTH FORM	
ADMISSION TO THE SIXTH FORM.....	4
APPLICATION PROCEDURE	4
ENTRANCE REQUIREMENTS	5
UNIT EXAMINATIONS	6
EXAM BOARDS FOLLOWED.....	6
GRADES.....	6
SUBJECT CHOICE	7
OPTION BLOCKS.....	7
SUBJECT DETAILS	7
ENRICHED CURRICULUM	
ENRICHMENT ACTIVITIES.....	8
BROADER STUDY.....	8
INDEPENDENT LEARNING	8
AQA BACCLAUREATE	8
CAREER GUIDANCE IN THE SIXTH FORM	
CAREERS.....	9
UNIVERSITY GUIDANCE	9
UNIVERSITY ENTRANCE AND UCAS POINTS	9
PRIVILEGES, RESPONSIBILITIES AND EXPECTATIONS	
ACADEMIC MENTORING.....	10
PRIVATE STUDY IN THE SIXTH FORM.....	10
USE OF COMMON ROOM	10
USE OF LIBRARY	10
USE OF FACULTY STUDY AREAS	10
PREFECTS	11
SIXTH FORM COMMITTEES	11
SCHOOL SERVICE.....	11
THE SIXTH FORM DRESS CODE	12
SUBJECT DETAILS	
ART & DESIGN	13
BIOLOGY.....	14
BUSINESS STUDIES	15
ECONOMICS	16
CHEMISTRY.....	17
DESIGN & TECHNOLOGY	18
DRAMA AND THEATRE STUDIES	19
ENGLISH LITERATURE	20
MATHEMATICS.....	21
FURTHER MATHEMATICS.....	22
GEOGRAPHY	23
HISTORY	24
APPLIED INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)	25
MEDIA STUDIES.....	26
MODERN FOREIGN LANGUAGES – FRENCH, GERMAN AND MANDARIN.....	27
MUSIC	28
PHYSICAL EDUCATION	29
PHYSICS	30
PSYCHOLOGY.....	31

INTRODUCTION FROM THE HEAD OF SIXTH FORM

It is an honour to write this introduction, to welcome students into what will be one of the most challenging, and rewarding, eras of student life. The Sixth Form at Alice Smith is undergoing a huge transition commensurate with the changes in the real world, to present our students with an educational provision that will prepare them fully for their own individual futures.

Educational development is moving at an incredible pace and Alice Smith aims to keep ahead of it with the new Sixth Form Centre and with innovative curriculum changes, keeping us at the forefront of 21st century education. Our students will be at the centre of this modernisation, creating a superb balance of academic and personal growth, placing them ideally for future study or entering the world of work.

The new Sixth Form Centre will be a dynamic workplace, uniting different learning environments to provide our students with the variety of study areas that they may need. Collaborative learning will be encouraged in a collegiate atmosphere of team work between staff and students. The complete integration of ICT in the Centre will enable diversity and research driven learning. There will be areas for independent learning and group work, for relaxing and for reflection, all backed by underlying principles suitable for young adults of today.

It is my intention that development of all aspects of young adults will drive our new initiatives. With mutual respect and the key concept of responsibility, we are dedicated to challenging and rewarding the learning, and committed to fulfilling the potential of every individual. Through academic mentoring and under the careful eye of tutors, overseen by the Sixth Form Leadership Team, each and every student will have the opportunity to develop into a mature and focussed adult ready to take their place in the world beyond school.

Outside of the classroom there are many areas of challenge and reward open to the students. From the extensive sporting facilities to the international work behind the MUN, the opportunities are vast. It is abundantly clear that grades alone will not secure places at top universities and the extra curricula program is an integral part of individual development. Community projects, both home and abroad, are an important step to developing a sense of self-worth and 'giving back', certainly an ethos worthy of development. All students are encouraged to extend themselves and use these opportunities to build other aspects of their life, creating fully rounded members of the adult community with as much choice ahead of them as possible.

It is a truism that what you get out of an organisation is a reflection of what you put in. I urge every Sixth Former to dedicate themselves to the two years they have here, committing themselves with determination to filling their school lives, contributing fully to all aspects of the Alice Smith Sixth Form to create for themselves, and others, a unique and rewarding experience.

Tobin Connell
Head of Sixth Form

The Sixth Form at The Alice Smith School

THE AIMS OF THE SIXTH FORM

- To provide an education consistent with the general ethos of The Alice Smith School, which is a co-educational, comprehensive, international and multi-cultural school committed to the liberal principles of British education.
 - To encourage the pursuit of personal excellence in all facets of student life
 - To prepare students for further study, society and work after school
-

STUDENT ENTITLEMENT

Every Alice Smith Sixth Form student is entitled to:

- a safe and secure environment in which to develop personal responsibility (and self-regulation in study habits)
 - a stimulating environment in which to foster curiosity, creativity, critical appreciation and adaptability
 - information, advice, counselling and practice in applying for higher education and careers, tailored to the needs of the individual
 - opportunities for exercising a measure of authority in and responsibility for the school
 - opportunities for involvement in community and charity work
 - opportunities for using leisure time creatively to promote physical health and well being
-

STUDENT RESPONSIBILITIES

- To strive for the maximum personal development
 - To abide by whatever school rules the Principal regards as appropriate for Sixth Form students
 - To meet the standards of academic performance appropriate for each student
 - To offer leadership to the school and to provide a good example to younger students
 - To exercise self-discipline and responsibility in organising work routines
-

The Sixth Form at The Alice Smith School

GENERAL INFORMATION ABOUT THE SIXTH FORM

ADMISSION TO THE SIXTH FORM

The Alice Smith School Sixth Form aims to provide students with an accessible course of A level study. The degree of aptitude and the high level of independence and motivation required is taken into consideration when admitting students.

The Alice Smith School understands the international nature of its prospective student body and, in concordance with the aims of the School Handbook, endeavours to provide access to students from all educational backgrounds that possess the necessary aptitude and attitude.

APPLICATION PROCEDURE

A Sixth Form Option evening will be held in the Spring term to allow prospective parents and students to meet with staff and current students and visit the school. The purpose of this evening will be to provide information about the courses available. A prospectus will be available containing an options form shortly afterwards.

Between this Option Evening and the deadline for the completion of the admissions form, career and subject choice advice is available to prospective Sixth Formers at Alice Smith concerning their choice of options.

Internal prospective students will be required to attend an admissions interview. External applicants may be called to interview with a member of the Sixth Form Leadership Team.

The deadline for the completion of the admissions form will be the start of the summer term.

Applications will be acknowledged, processed and a decision of conditional offers, based on the entrance requirements below, made by June.

Following the publication of GCSE results in August, conditional offers will be confirmed, withdrawn or amended. Prospective students who have not met the conditions of their offer may be required to attend an admissions interview in September.

All Year 12 students will be expected to attend the Induction day in September.

ENTRANCE REQUIREMENTS

ENTRY INTO YEAR 12

The minimum entrance requirement for entry into the Sixth Form is an average GCSE grade of C.

Students who wish to study Mathematics, Physics, Chemistry, Economics, French or German are required to have an average GCSE score of B.

Certain subjects may also make recommendations in terms of the student's aptitude for that subject. Such recommendations are the result of years of experience and should be a serious consideration in any decision to pursue that course of study. For exact subject recommendations see the subject summaries in the next section of this booklet.

Students who do not meet the general academic or subject specific requirements for entry may be accepted conditionally. These conditions will be determined by the relevant Heads of Faculty/Department in consultation with the Sixth Form Leadership Team. In offering places consideration will be given to aptitude and attitude.

Students joining the school from education systems other than the British system will have their suitability assessed by the Sixth Form Leadership Team, in consultation with Heads of Faculty/Department, based on previous school reports and qualifications.

ENTRY INTO YEAR 13

Entry into Year 13 will be conditional on AS grades. Students who do not achieve passes (E grade and above) in their AS levels may be offered entry into Year 13, following an interview with a member of the Sixth Form Leadership Team, conditional on resits in January of Year 13 or will be required to resit Year 12. This offer will be dependent on the number of passes achieved, the aptitude and attitude of the student.

The Sixth Form at The Alice Smith School

AS AND A LEVELS

AS and A levels are assessments taken after GCSE. Following on from Key Stage 3 and 4, the Sixth Form is often referred to as Key Stage 5.

AS is short for Advanced Subsidiary and is the first half of the A level GCE course. Students can take just the AS on its own and can decide at the end of the AS course whether to continue to take the A2 units for a full A level GCE qualification. A2 refers to the units that are normally taken in year 13 to convert an AS into a full A level.

Students are required to select 4 subject choices at AS level and have a commitment to continue 3 of those courses to A2 level in Year 13. As a result of Head of Faculty/Department recommendations students may be offered a reduced course of study; 3 AS levels of which 2 must be taken on to A2.

There is the opportunity for suitable students to extend both the breadth and depth of their studies through additional AS/A2 courses.

UNIT EXAMINATIONS

There are two sessions of unit examinations in a year, in January and in May/June. Under new regulations from the exam board, there is no limit to the number of times a student repeats a unit exam. Under such rules students will retain their best mark.

This means that student could take a unit exam in the summer of their Year 12, resit the unit in January of their Year 13 and, if necessary, resit the unit in summer of their Year 13. Naturally, the aim is for the student to do their best in the first sitting. However, it is a recognised fact that students mature as learners at different rates and that, particularly in certain subjects, a resit can improve a mark by a grade.

The majority of the units are formal examinations but some are portfolio/project-based coursework. The coursework units require good organisation and time planning on the part of the student to ensure success. Information on particular subject units can be found on the next section.

Like the GCSEs, these exams are sat in line with UK directives and occur in the afternoon and early evening.

EXAM BOARDS FOLLOWED

We use Edexcel and AQA for our Sixth Form courses.

Information about Edexcel exams can be found at www.edexcel.org.uk

Information about AQA exams can be found at www.aqa.org.uk

All such exam boards are regulated by Ofqual. Further information can be found at www.ofqual.gov.uk

GRADES

The units offered at AS and A level are scored individually by a number (which is rarely a percentage) and when accumulated and 'cached-in' become an exam grade.

Grades offered at AS/A are; A, B, C, D, E and all these grades are seen as 'pass' grades, and can be credited for university entrance.

The Sixth Form at The Alice Smith School

SUBJECT CHOICE

Students are required to select 4 subject choices at AS level and have a commitment to continue 3 of those courses to A2 level in Year 13.

As a result of Head of Faculty/Department recommendations students may be offered a reduced course of study; 3 AS levels of which 2 must be taken on to A2.

Equally, students may wish to extend their curriculum beyond 4 subjects. This can be done by discussion with the Assistant Principal responsible for Curriculum and the Head of Sixth Form. A student may choose to reduce their commitment in Year 13 by dropping back to three A2 subjects.

OPTION BLOCKS

The option blocks are created through a consultative process with parents and student, while those students are in Year 11 at The Alice Smith School. Students preferred choices are used to create option blocks which allow, usually, all students to continue their preferred choices.

On rare occasions it may not be possible to achieve this for all students. On such occasions the parents and student concerned will be invited to meet with the Assistant Principal and Head of Sixth Form for consultation.

Students may, of course, alter their choices later in Year 11 and post exam results BUT student's new choices must adhere to the published option blocks.

The current option blocks are shown on the attached insert.

SUBJECT DETAILS

The following pages give details for all the subjects that the school currently offers at GCE Advanced level. Please read them carefully and link them to the option blocks.

Any questions regarding the subject, please ask the Head of Faculty for that subject.

The Sixth Form at The Alice Smith School

ENRICHED CURRICULUM

Life as a Sixth Form student at The Alice Smith School is about so much more than the courses students choose to study. We pride ourselves on the Alice Smith School experience that ensures that our students are well rounded, well prepared, young adults, ready to face the world of work and higher education. Accordingly, students in the Sixth Form are expected to follow an enrichment programme designed to deliver this breadth and depth. There are three key elements to the programme.

ENRICHMENT ACTIVITIES

Students are expected to complete 100 hours of enrichment activities. At least two of the following three core areas must be included, with a minimum of 30 hours spent on any one area.

- Work related learning
- Community participation
- Personal development activities

Students keep a record of their activities and teachers/activity supervisors confirm that the activity has been completed. It is expected that students will complete this by the end of their Year 12,

The Alice Smith School has a very strong programme of enrichment activities that includes the following:

- SEASAC and FOBISSEA sports competitions
 - Model United Nations
 - The International Award (Duke of Edinburgh's Award Scheme)
 - Drama and Music Productions
 - Community Project trips
-

BROADER STUDY

One of the strengths of the A Level system is that it allows students to focus on subjects specific to their interests and ambitions. However, universities and 21st century life demand a broader education and the ability to apply and adapt to changing circumstances. In order to promote this breadth, students will be offered the opportunity to study for an AS in Critical Thinking in Year 13.

INDEPENDENT LEARNING

One of the key skills that students must develop during their time in the Sixth Form is their ability to manage tasks using their own initiatives and resources. Many A Level subjects contain elements of coursework to achieve this. To support this development all students will undertake an extended project during Year 12, supported by academic mentors. This is a major piece of individual research in any area of the student's interest that will develop independent learning, a depth of subject knowledge and further support the student's university application.

AQA BACCLAUREATE

Students who successfully complete all three of the aspects above, along with successful completion of their A levels, will be able to apply for a further qualification in the form of an A Level Bacclaureate, a testament to their all round achievement.

The Sixth Form at The Alice Smith School

CAREER GUIDANCE IN THE SIXTH FORM

CAREERS

In the Sixth Form at The Alice Smith School, we continue to build on the careers programme developed in Key Stages 3 & 4. In Year 11, all students at Alice Smith take the Morrisby Careers Profiling test, resulting in a profile which matches their particular skills sets to various careers.

As well as their profile, students receive membership to the Futurewise service run by ISCO (Independent Schools Careers Organisation). This membership lasts until their twenty-third birthday (i.e. until they finish university) and gives them an online space in which to explore careers and higher education and to build their CV and applications.

Being an all-in member of ISCO, we have a direct link to their regional careers adviser who visits the school twice a year and is always available to give advice and counselling. This opportunity is also open to Year 12 students who have not sat the test and may do so at the beginning of the academic year.

We have extremely well-established links with the local business community, and during Year 12 will be supporting students pursuing work related learning as part of their enriched curriculum.

UNIVERSITY GUIDANCE

We provide guidance on applications to the UK, USA, Canada, and Australia and run special workshops for Ivy League, Oxbridge, Medicine and Law applicants.

We have a fully-stocked Careers and Higher Education Library with publications on careers guidance and a constantly updated bank of University prospectuses from the UK, Canada, Australia and the USA.

We receive regular visits from professors and admissions tutors from many of the world's leading universities, have close links with universities and higher education agencies all over the world, and students are kept up to date with and encouraged to attend a number of higher education fairs that are held in Kuala Lumpur.

UNIVERSITY ENTRANCE AND UCAS POINTS

The school has been very successful at placing students into universities worldwide. In recent years, students have gone to the UK, US, Canada, Australia, New Zealand, Ireland and other countries, often gaining places at some of the best universities in that country.

Below there are very brief overviews of the entrance procedures for common destinations of university.

UK University entrance is done through a central system called UCAS. This system is electronic with much of it being completed on-line. Students receive 'offers of entrance' in terms of a UCAS points score. At AS level a grade A is worth 60 points and a B worth 50 points, with the scale decreasing accordingly. At A level, the point score is twice that of AS, so an A is worth 120 points. The UCAS process starts in the Spring term of Year 12.

US University entrance is done on an individual college basis, and is based upon the SAT exam system.

For other countries and more detailed information please speak to the Universities and Careers Officer.

The Sixth Form at The Alice Smith School

PRIVILEGES, RESPONSIBILITIES & EXPECTATIONS

ACADEMIC MENTORING

All students benefit from academic mentoring in the Sixth Form. Academic mentoring is a key role of the tutor and occurs during PSHE time each week.

Academic mentoring includes working with the student on:

- Extended projects
- Underachievement
- Target setting
- University applications



The aim is to help students develop responsibility for their own learning. In extreme situations, parents and students may be required to sign a 'contract' to ensure the necessary progress.

PRIVATE STUDY IN THE SIXTH FORM

As an interim stage between the controlled daily routine of Key Stage 4 and the 'independence of university life', the Sixth Form should be viewed as a time when students take more responsibility for regulating their own study procedures. To support this we strongly recommend each student to have access to their own laptop computer.

To this end, students are provided with a number of 'study periods'. These periods allow students opportunities for using the library, the common room and other areas for private study. They are especially useful for students to consult with each other about their assignments. They should be viewed as providing the opportunity to experience the type of study environment found in higher education, and as a means of fostering the self-discipline in study that is needed for success at A level and beyond.

USE OF THE COMMON ROOM

The use of the common room is a privilege for Sixth Formers. The common room is open to all Sixth Form students during lesson time and is used to relax sensibly and for limited periods. During lesson time, there is an atmosphere that is conducive to study for those who wish to do so. Students should consult the Sixth Form Common Room Code of Conduct.



USE OF LIBRARY



Sixth Form students may use the upstairs area of the library for their private study. This is an exclusively Sixth Form study area featuring tables, a computer suite and careers library. Again students should consult the Sixth Form Library Code of Conduct.

The Sixth Form Leadership Team offices can also be found in this area. Here the Head, Assistant Heads of Sixth Form and the Careers/University guidance officer are available to students with an 'open door' policy.

USE OF FACULTY STUDY AREAS

Increasingly faculty areas and departments are providing dedicated 'Sixth Form only' areas for private study. These are spaces where students can work independently or in small groups, they can also get access to specialist equipment, resources and teacher support.



The Sixth Form at The Alice Smith School

PREFECTS



Members of Sixth Form can apply to be members of a large prefect body for which selection is by letter and interview. Prefects perform a variety of roles, which help to foster leadership and organisational skills. These include:

- acting as mentors to younger pupils as tutor group attachés
- chairing meetings of the Student Council
- acting on committees that work to improve the social cohesion of the school
- carrying out small supervisory duties

Each year, five Head Prefects are selected from Year 12. The position of Head Prefect is a particular role of responsibility requiring, as it does, a high degree of organisation, accountability and motivational qualities.

SIXTH FORM COMMITTEES

Four committees were established during the Sixth Form Retreat. These were created after discussion about what major events/issues that the prefects would be focusing on.

The committees are: *Charities, the Sixth Form, Projects and Publicity*. For each of the 4 committees, one Head Student leads the team. For each event within committees, one Year 13 student acts as the lead coordinator. Year 12 students assist and learn from the Year 13 student to make the transition to coordinator for the following year.



SCHOOL SERVICE

Students are encouraged to give some of their time back to school. School Service involves students supporting teachers during lower school lessons, usually in a subject that the student is studying at A level. It builds relationships between staff and students and also between younger and older students.



Careers research in the careers library



Recreational Physical Education



Sixth Form ICT in the Library

The Sixth Form at The Alice Smith School

THE SIXTH FORM DRESS CODE

Sixth Formers are expected to dress in a smart business/office manner. We feel that this reflects the serious approach to study that is expected and encourages a collaborative approach with the professional body of teachers. It also maintains the high expectations that the Alice Smith School has of its students and helps prepare students for the expectations that are still the norm in the world of work.

GENTLEMEN

Shirts:	Plain colour or small stripe / check. Long sleeved or short sleeved collared shirt worn appropriately A plain coloured jumper/cardigan, without logos or hood may be worn. Alternatively, official school hooded tops may be worn
Trousers:	Tailored, plain coloured with a discreet belt if worn. Only of the following colours: Blue, Black, Brown, Beige, Grey, or Cream. Specifically not any of the following: <ul style="list-style-type: none"> • denim • baggy casuals or trousers with zips / pockets down the sides • of the "combat type"
Shoes:	Leather, plain, dark coloured Specifically not any of the following: <ul style="list-style-type: none"> • sports or training shoes • boots • flip flops
Jewellery:	Jewellery should be discreet and no more than one simple neck chain, one bracelet, one simple ring and one pair of studded earrings.
Hair:	All faces will be clean shaven Hair should be kept neat and may be worn loose or tied back. Colouring, if applied, should be one colour and discreet

LADIES

Blouse:	Plain colour or small check/stripe Long or short sleeved blouse worn appropriately. Specifically it should cover the shoulders & mid-riff and be open only at the neck A plain coloured jumper/cardigan, without logos or hood may be worn. Alternatively, official school hooded tops may be worn
Skirts/trousers	Plain coloured, tailored and worn either as: <ul style="list-style-type: none"> • a skirt to the knee or mid-calf (any splits in the skirts must be of a modest length - no higher than knee height) • culottes to the knee • tailored trousers which are not excessively baggy or tight • only of the following colours: Blue, Black, Brown, Beige, Grey, or Cream Specifically not any of the following: <ul style="list-style-type: none"> • denim • baggy casuals or trousers with zips / pockets down the sides • of the "combat type"
Shoes:	Leather, plain, dark coloured Specifically not any of the following: <ul style="list-style-type: none"> • sports or training shoes • boots • flip flops
Hair / Make-up:	Hair should be kept neat and may be worn loose or tied back. Colouring, if applied, should be one colour and discreet Make-up should be minimal Nail varnish, if applied, should be a single colour
Jewellery	Jewellery should be discreet and no more than one simple neck chain, one bracelet, one simple ring and one pair of studded earrings.

The Sixth Form at The Alice Smith School

ART & DESIGN

EDEXCEL: AS = 8AD01 A = 9AD01

Rationale:

The GCE in Art and Design has been designed to encourage an adventurous and enquiring approach to art and design. Successful students should be able to demonstrate an understanding of past and contemporary art and design practice and be able to produce artwork that embraces a range of ideas.

Students are encouraged to develop:

- an adventurous and enquiring mind over a range of concepts and ideas
- the ability to take risks, experiment with ideas, media and processes
- investigative, analytical, experimental, practical, technical skills in relation to their study of art & design
- the integration and connection to knowledge and understanding of contemporary work and art from other times and cultures to their own work
- intellectual, imaginative, creative and intuitive powers
- expressive skills, aesthetic understanding and critical judgement
- an understanding of the interrelationships between art and design and the historical, social, political and creative contexts in which they operate
- students develop further reasoning in their ideas and explore numerous methods of expressing their thoughts via appropriate choices and intentions
- skills and techniques by taking risks, experimenting with ideas, media and processes leading to an outcome/s which may be expressed in a range of formats

THE COURSE:

	Unit 1 (6AD01)	Unit 2 (6AD02A)	Unit 3 (6AD03)	Unit 4 (6AD04)
Art & Design (Unendorsed)	Coursework Practical	Externally Set Assignment	Coursework Practical Work Personal Study	Externally Set Assignment
AS Level 8AD01	60% of AS Level	40% of AS Level	N/A	N/A
A2 Level 9AD01	30% of Full GCE	20% of Full GCE	30% of Full GCE	20% of Full GCE

ASSESSMENT:

Units 1 & 3 are internally set, internally marked, externally moderated. Coursework based approach.

Units 2 and 4 are externally set, internally marked and externally moderated. Paper distributed on Feb 1st and preparatory period starts followed by an 8 hour (AS) or 12 hour (A2) exam at end April/start May. Students are assessed according to four assessment objectives. They are weighted as follows:

A01	Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	25%
A02	Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as their work develops.	25%
A03	Record in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress.	25%
A04	Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, oral or other elements.	25%

COURSE REQUIREMENTS:

Students opting for the above course must have a strong background and advanced skills in Art & Design (a grade C GCSE or equivalent is recommended). Students must be prepared to carry out independent research, practical experimentation and fieldwork. A strong sense of enthusiasm, work ethic, exploration and commitment are an advantage. Students with no prior artistic experience can take the subject but must have realistic expectations of their potential and will ask to present a portfolio of work.

OPPORTUNITIES:

Students can go on Art Foundation and arts related degree courses and careers in a broad range of areas including, Fine Art, Digital Media, Illustration, Animation, Film, Curation, Art History, Conservation, Architecture, Communication, Graphics, Industrial design, Interior Design, Product Design, Sculpture, Fashion, Architecture, Ceramics, Printing, Layout and Presentation, Art Education, Art Therapy, Photography. Students who do not go on to an art related career may find that the skills covered, e.g. critical thinking, problem solving, visual awareness, communication etc., in the subject have considerable currency for university applications and the job market. Students may be surprised to find that certain career paths require Art & Design related skills for entry. It is worth investigating this when making subject choices.

BIOLOGY

EDEXCEL: AS = 8BI07 A2 = 9BI07

RATIONALE

The Edexcel GCE Biology specification has been designed to engage and inspire students by showing how an understanding of contemporary issues requires a grasp of fundamental biological ideas. The syllabus aims to develop biological knowledge and understanding and also the ability to apply this information to novel situations. It provides students with a broad insight into the subject and how biology impacts upon their everyday lives – both in the world around them and in personal, social economic and technological contexts. Practical and computer work are integral parts of the course, running alongside and supporting the theoretical elements.

COURSE DESCRIPTION

AS Units on:

- (1) *Lifestyle, Transport, Genes and Health* (to include: biochemistry, enzymes, the heart, circulation and factors leading to heart disease, genes, inheritance and gene therapy).
- (2) *Development, Plants and the Environment* (to include: cell biology, cell division and differentiation, stem cell research, transport in plants and natural selection).
- (3) *Practical Biology and Research Skills* – written exam

A2 Units on:

- (4) *The Natural Environment and Species Survival* (to include: photosynthesis, global warming, the extinction of species, forensic science and immunology).
- (5) *Energy, Exercise and Coordination* (to include: sports science, neurobiology and the Human Genome Project)
- (6) *Practical Biology and Investigative Skills*- written exam

The full specification is available to download at:

<http://www.edexcel.com/quals/gce/gce08/biology/Pages/default.aspx>

ASSESSMENT

At present units 1, 2 and 3 are examined in May/June in Year 12 of the AS course. This allows students the time to adjust to the demands of A-level as well appreciating the links between the units taught. Unit 4 may be examined in January of Year 13, with units 5 and 6 being examined in June of Year 13.

Throughout the programme of study students will complete regular internal tests and homework assignments to assess and monitor progress.

COURSE REQUIREMENTS

Students opting for any science A level must have a strong background in (I)GCSE Sciences. A BB grade in Double Science or a B in Biology at (I)GCSE is therefore desirable, although grades lower than this will be considered on an individual basis.

Whilst mathematical study at a higher level is not essential, a minimum of a grade C at (I)GCSE level is necessary to allow development of statistical tests used in Biology.

OPPORTUNITIES

Biology A level gives access to many degree courses. Past students who have studied this course have gone on to the following careers or courses: Medicine, Dentistry, Teaching, Research, Genetics, Pathology, Physiotherapy, Sport studies, Physiology, Optometry, Law, Psychology, Pharmacology, Forensic Science, Agriculture, English, Engineering and Accountancy.

The Sixth Form at The Alice Smith School

BUSINESS STUDIES

EDEXCEL: AS = 8BS01 A2 = 8EBO1

RATIONALE

The A Level in Business Studies offered by The Alice Smith School consists of either a one year (**two unit**) course leading to the AS qualification or a two year (**four unit**) course leading to the full A Level qualification. During the course students will gain a broad understanding of the business world and develop skills, knowledge and understanding related to topics such as business planning, finance, marketing and people in business.

COURSE AND ASSESSMENT

Unit 1 - **Developing New Business Ideas** - This unit covers the characteristics students would need to develop to be successful in business and how new or existing businesses generate their product or service ideas and test them through market research. Students should also consider the competition in the market; the economic climate; how the business might be financed and how much revenue the idea might generate.

Unit 2 - **Managing a Business** This unit covers the key activities which students may be involved in if they were to set up and/or manage a business whether small, medium-sized or large. It also introduces students to some basic management tools and models which will be developed in **A2** qualifications

Unit 3 - **International Business** - The idea of this unit is to introduce students to the world of international business and issues which a business trading internationally would have to consider

Unit 4 - **Making Business Decision** - In this unit, students will be able to assess the current competitiveness of a business through performance and non-performance indicators. They will analyse corporate objectives and strategy on the basis of these indicators and on external influences to the business. Students will be required to assess the causes and effects of change on a business and examine how a company could manage risk effectively

ASSESSMENT:

The assessment for the business studies course at both AS and A2 level is 100% external examination. There is no coursework component in any of the units studied.

COURSE REQUIREMENTS

No previous study of the subject is required because the course assumes no prior knowledge. However, students should have a keen interest in learning about how businesses operate and they will need to have a lively and enquiring mind.

OPPORTUNITIES

The Business Studies course combines well with almost all other A Level subjects. Its study at AS can also be used to broaden a student's studies.

Students with an A level in Business Studies have access to a wide range of career and higher education opportunities. Courses and careers where the study of business is obviously beneficial include accounting, marketing, personnel management and retailing.

ECONOMICS

EDEXCEL: AS = 8EC01 A = 9EC01

RATIONALE

Economics is a broad social science concerning choice. More specifically, it is concerned with how individuals, businesses and governments make decisions about how the scarce resources of the planet are shared amongst its population. Economists attempt to answer questions as varied as: How can we eliminate poverty? On what basis do we decide how to spend taxpayers' money? Why is a footballer paid more than a doctor?

This specification enables students to use an enquiring, critical and thoughtful approach to the study of economics and encourages them to think as an economist. Economics uses models to understand and interpret human behaviour. Students are exposed to a wide variety of contemporary economic issues and will be taught to analyse problems, as well as evaluate potential solutions to those problems.

COURSE AND ASSESSMENT

- Unit 1 - **Markets – How They Work and Why They Fail** - This unit introduces students to the basic economic problem of scarcity of resources, how the market system attempts to allocate these resources through the price mechanism, and asks students to evaluate the effectiveness of markets in fulfilling these functions. Students need to understand ways in which markets fail. The unit also introduces how governments attempt to address market failure.
- Unit 2 - **Managing the Economy** - This unit introduces students to the study of macro-economics, (the broader economy). Students will need to understand the macroeconomic objectives of governments and the indicators that are used to measure the relative success in meeting these objectives. Students will need to discuss the causes and effects of unemployment, GDP growth, inflation and the balance of payments. Macroeconomic policies used by governments to attempt to achieve objectives will need to be understood and evaluated.
- Unit 3 - **Business Economics and Economic Efficiency** - The unit concerns the decision making of individual businesses (pricing and output decisions of firms in different market structures). Students will also need to understand the role of government in trying to encourage business efficiency and promote competition.
- Unit 4 - **The Global Economy** - International trade, exchange rate issues, the role and impact of globalisation. Economic development, the causes, costs and benefits of economic growth and development, sources of alternative finance.

All of the units are assessed by externally marked examinations. There is no coursework component.

COURSE REQUIREMENTS

Students do not have to have studied economics previously to take the course, however it must be mentioned that economics is a demanding course. For this reason, certain academic requirements need to be met:

- An average grade B at GCSE

We would recommend that students have a grade B in English and Mathematics at GCSE before attempting Economics at A level. Students who have taken business studies and/or economics at GCSE and achieved less than a B should also think carefully about opting for Economics at A level.

OPPORTUNITIES

Economics is the ideal 'mixer' subject at Sixth Form level. It combines well with all other subjects. It provides the foundation for the study of Economics, Business Studies, Accountancy and Law but an understanding of Economics is likely to prove useful in almost any industry from Hotel Management or Engineering to product design or the fashion industry.

CHEMISTRY

EDEXCEL: AS = 8CH01 A2 = 9CH01

RATIONALE

The aim of this qualification is to stimulate and sustain a student's interest in, and enjoyment of, chemistry. It enables students to gain knowledge and understanding of chemistry and to appreciate the inter-linking patterns, which are distinguishing features of this subject. It shows the inter-relationship between the development of the subject and its application, socially, economically, environmentally and technologically. It aims to recognise the value of chemistry to society and how it can be used responsibly. The course will develop skills in the laboratory with practical procedures and techniques. It will enable students to bring together information from different areas of the subject and to relate them to each other.

THE COURSE

AS

Unit 1: The Core Principles of Chemistry
Unit 2: Application of Core Principles of Chemistry
Unit 3: Chemistry Laboratory Skills I

A2

Unit 4: General Principles of Chemistry I – Rates, Equilibria & Further Chemistry
Unit 5: General Principles of Chemistry II – Transition Metals & Organic Nitrogen Chemistry
Unit 6: Chemistry Laboratory Skills II

Further course information can be found at:

www.edexcel.com/quals/gce/gce08/chemistryPages/default.aspx

ASSESSMENT

Unit 1, 2 and 3 will be examined in June of Year 12. Unit 4 may be examined in January of Year 13, with units 5 and 6 examined in June of Year 13. Units 3, 4, 5 and 6 all contain synoptic elements and Units 3 and 6 will involve assessment of theoretical practical skills.

COURSE REQUIREMENTS

A BB grade in Double Science or a B in Chemistry at GCSE is expected, lower grades require specific permission from senior staff members. It is a very demanding course and starting with a grade lower than B will leave the individual at a considerable disadvantage.

OPPORTUNITIES

At the end of A2 students could follow degree courses in Chemistry, Environmental Science, Medicine, Dentistry, Veterinary and Pharmacy. These are just a small selection of the courses that have a direct link to Chemistry, there are many others. Examples of areas of employment are Pharmacy and Biotechnology.

DESIGN & TECHNOLOGY

EDEXCEL: AS D&T PRODUCT DESIGN = 8RM01 A2 D&T PRODUCT DESIGN = 9RM01
OR
AS D&T GRAPHIC PRODUCTS = 8GR01 A2 D&T GRAPHIC PRODUCTS = 9GR01

RATIONALE:

- Design and Technology prepares students to participate in tomorrow's rapidly changing technologies;
- students learn to think and intervene creatively to improve quality of life;
- the subject calls for students to become autonomous and creative problem solvers, as individuals and members of a team;
- students must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems;
- students combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices;
- as they do so, students reflect on and evaluate present and past design and technology, its uses and effects;
- through Design and Technology, all students can become discriminating and informed users of products, and become innovators;

BOTH COURSES FOLLOW THE SAME UNIT SYSTEM

AS (Year 12)

- Unit 1 Coursework (60%): Portfolio of creative skills:
- Product Investigation
 - Product Design
 - Product Manufacture
- Unit 2 1½ hour examination (40%): Design and Technology in practice

A2 (Year 13)

- Unit 3 2 hour examination (40%): Designing for the future
- Unit 4 Coursework (60%): Design and make activity – Commercial design

ASSESSMENT

Units 1 and 4 are project based and are internally marked and externally moderated in May of each year. Units 2 and 3 are examination based and are externally marked. These usually take place in June of each year.

COURSE REQUIREMENTS

Students opting for the above courses should have a strong background in Design & Technology. A GCSE C grade or above is advantageous, yet not essential.

OPPORTUNITIES

Students can go on to courses and careers in a broad range of areas including: Furniture Design, Industrial Design, Architecture, Interior Design, Product Design, Graphic Design, Fashion Design, Materials Science, Bio-technology, Automotive Design or any manufacturing related areas.

The variety of elements in the course also ensures a good grounding in any field of engineering whether it is electrical or mechanical. The study of aesthetics and social conditioning will be of benefit to any art-based course or career. Of equal importance is the subjects' focus on critical thinking, receptiveness to new ideas and an awareness of environmental technological advancements. These are desirable attributes in any field of higher learning and position of responsibility or leadership.

LINKS FOR FURTHER INFORMATION

www.edexcel.org.uk
www.dtonline.org

www.cabe.org.uk
www.biothinking.com

www.data.org.uk
www.sda-uk.org

DRAMA & THEATRE STUDIES

EDEXCEL: AS = 8113 A = 9113

RATIONALE:

The content of the Edexcel A level GCE in Drama and Theatre Studies is specified within an open framework. This framework provides a balance across a range of learning activities. This specification combines the activities of exploring plays, creating theatre, the performing of plays, the analysis of theatre and the critical evaluation of all these elements. Students successfully completing the course will have a thorough understanding of drama and theatre, highly toned analytical and creative skills and an ability to communicate effectively with others.

THE COURSE AND ASSESSMENT:

AS units

Unit 1: Exploration of Drama and Theatre Internal assessment: practical drama activities with supporting Exploration Notes; evaluation of live theatre	15% internally assessed/externally moderated coursework
Unit 2: Theatre Text in Performance External assessment: <ul style="list-style-type: none"> • monologue / duologue performance or design realisation • group performance or design realisation 	20% externally assessed practical

A2 units

Unit 3: Exploration of Dramatic Performance Internal assessment: creation and performance or design of original piece of drama	20% internally assessed/externally moderated coursework
Unit 4: Theatre Text in Context External assessment: 2½ hour written examination on a set text and historical performance conditions	15% externally assessed practical

COURSE REQUIREMENTS:

Students are required to attend a range of theatre activities in order to appreciate the artistic aspects of the craft. They will also be required to dedicate additional time for rehearsals and preparation of practical performances.

Due to the practical nature of this course, we would like a group of at least 5 students, but the minimum number of students stipulated by EDEXCEL is 3. If the school has less than 3 students, the course becomes untenable to run. This does mean that if students leave during the course, others may not be able to complete the units.

OPPORTUNITIES:

The AS and A level GCE can lead to further study in Drama, Theatre Studies and Performing Arts in higher education at degree level. It can be used as part of your course to broaden your studies and may lead on to a career in the performing arts industries. The GCE complements a range of subjects and is useful in building confidence and improving presentation skills in a range of careers.

The Sixth Form at The Alice Smith School

ENGLISH LITERATURE

AQA: AS = 1746 A2 = 2746

RATIONALE

English literature enables students to develop their interest and enjoyment in literature. Studying English literature develops key skills and research competencies that will be of value to students throughout their life.

This course will appeal to students who enjoy:

- reading a wide variety of literature from the past and present
- expressing their opinions and justifying their comments on texts
- studying a subject which is relevant to their own lives and experiences

COURSE DESCRIPTION

AS UNITS ON:

ASPECTS OF NARRATIVE WRITTEN PAPER 2 HOURS OPEN BOOK

Students will be introduced to the ways in which literary texts work. This will involve many different aspects of literary representation, with a focus on how narratives are constructed by authors, and the different ways in which they can be responded to by readers. Texts studied will include two novels and a selection of the work of two poets.

DRAMATIC GENRES - TRAGEDY

COURSEWORK

The aim of this unit is to introduce students to aspects of genre. The dramatic genre to be studied will be tragedy. Assessment will be by the production of a coursework portfolio of two pieces of work:

- A study of an aspect of the dramatic/tragic genre with regard to a Shakespeare play. (1200-1500 words)
- A study of an aspect of the dramatic/tragic genre with regard to at least one other play. (1200-1500 words)

A2 UNITS ON:

TEXTS AND GENRES WRITTEN PAPER 2 HOURS CLOSED BOOK

This unit will develop ideas on the significance of genre established during the AS course. Texts will be grouped within two categories: *Elements of the Gothic* and *Elements of the Pastoral*. An individual text will be explored and evaluated against some of the commonly accepted principles of the chosen genre, and three further texts will be compared as representatives of that genre.

FURTHER AND INDEPENDENT READING

COURSEWORK

Students will study a wide range of texts and be introduced to a range of critical ideas. Students will study at least three texts, one of which will be a pre-released anthology of critical writing applied to a piece of literature. Assessment will be by the production of a coursework portfolio consisting of:

- A comparative study of an aspect of two texts of the student's choice. (1500-2000 words)
- The application of critical ideas taken from the pre-released anthology to a text or texts of the student's own choice. (1200-1500 words)

COURSE REQUIREMENTS

It is desirable that students embarking upon an AS English Literature course have achieved at least a grade 'C' in GCSE English Literature.

OPPORTUNITIES

Students of English Literature have a wide range of possible career and higher education opportunities. They will learn and use a wide variety of transferable skills during the course. These include writing for a variety of purposes, responding to literary texts, expressing informed and independent opinions and identifying and developing the links between different parts of the subject. These skills are in demand from employers, universities and colleges and are also valuable in their own right.

The Sixth Form at The Alice Smith School

MATHEMATICS

EDEXCEL: AS = 8371 A = 9371

RATIONALE:

Mathematics at 'AS' and 'A' level is a requirement for a wide variety of scientific and technological courses and careers at 18+. It may also be chosen to support other A-Levels such as Economics, Geography, Design and Technology, ICT and, of course, the Sciences. However, one should bear in mind that studying Mathematics is also a unique experience in itself.

In addition, Mathematics can also act as a very useful complementary subject for 'Arts' students. This is a combined 'Core and Applied' Mathematics course. It is quite difficult and should not be entered into lightly - students with grade A at IGCSE often find much of the work very challenging.

The work involved is largely new but requires a sound basis of previous knowledge and understanding if it is to be successfully completed. It is essentially a course for those who are genuinely interested in Mathematics and its applications. Students will also be encouraged to appreciate the often-abstract nature of the subject.

THE MATHEMATICS COURSE:

- **C1, C2, C3 and C4** are the Core Maths modules. This develops further the tools studied at IGCSE of algebra and trigonometry and introduces calculus.
- **S1** is the Statistics module. This continues the work covered previously on data handling and treats the subject in an increasingly rigorous way. New topics of statistical analysis and testing are introduced. This module is particularly well suited to biologists, geographers and economists.
- **M1** is the Mechanics module. This extends ideas that may previously have been met in science courses – for example, the effect of applying a force to a body. This module is ideal for those studying physics, engineering and design.

The full 'A' level course comprises of all six units. The students are split into different groups depending on ability and which level of course they wish to undertake. The 'AS' level in Mathematics may be awarded after the successful completion of units C1, C2 and S1. There is some flexibility in this dependent on the numbers and requirements of the students each year.

ASSESSMENT:

All modules are assessed by examinations, some of which are taken in Year 12, the rest in Year 13. Currently, students take C1, C2 and S1 in June of Year 12, C3 in January of Year 13 and the last two units (C4 and M1) in June of Year 13. The total points score from all modules determines the grade awarded. The most effective use of chosen modules is made to ensure the highest grades. Whilst the structure is set, some variation in the programme can be designed to try to accommodate specific needs, leading to a combination of 'A' or 'AS' level awards.

Throughout the programme of study students will complete regular internal tests and homework assignments to assess and monitor progress.

COURSE REQUIREMENTS:

Students opting for Mathematics 'A' level must have a strong background in IGCSE Mathematics. To study Mathematics at 'A' level it is highly recommended that students have a B grade or above at IGCSE level. There may be options open to C grade students to study 'AS' Mathematics.

OPPORTUNITIES:

A huge variety of careers and degree courses now have some further study in Mathematics as a base requirement. Any STEM (Science, Technology, Engineering and Mathematics) subjects will require Mathematics and it is also very beneficial for the study of many of the social sciences. In particular, Mathematicians work in science-based industries and scientific research, in financial management and actuarial work, in software programming, in operational research, and in many commercial, industrial, public sector and research roles where they are in demand for their problem-solving, logical thinking and analytical skills.

FURTHER MATHEMATICS

EDEXCEL: AS = 8372 A = 9372

RATIONALE:

Further Maths at 'AS' and 'A' level is a potentially important step towards preparation for studying STEM (Science, Technology, Engineering and Mathematics) degree courses and careers beyond school. Although many universities are reluctant to demand it (due to so few institutions offering the course), and with all the debate surrounding the 'watered down' Mathematics syllabus, this extension is a very good first step on the ladder into the STEM world. It obviously supports mathematics and it would not be possible to undertake a course in Further Mathematics without also signing on for the Mathematics 'A' level. Having said all this, for gifted mathematicians, it is the perfect opportunity to take this subject further for its own sake, and delve into some exciting aspects of the world of higher mathematics.

The course is a combination of 'core' Further Pure mathematics units and applied ones, and some flexibility is built into the course depending on the aspirations and desires of the students studying Further Mathematics.

THE FURTHER MATHEMATICS COURSE:

- **FP1, FP2 and FP3** are the Further Pure mathematics modules. These take the Core mathematics (from the 'A' level) to the next level and introduce new topics such as complex numbers and hyperbolic functions. They are very rigorous in their analysis of the work.
- **S2 and S3** are the Statistics modules. These continue the work covered previously on data handling and treat the subject in an increasingly rigorous way. New topics of statistical analysis and testing are introduced. These modules are particularly well suited to biologists, geographers and economists.
- **M2 and M3** are the Mechanics modules. These extend ideas that may previously have been met in science courses – for example, the effect of applying a force to a body. These modules are ideal for those studying physics, engineering and design.
- **D1 and D2** are the Decision Maths module - they deal with topics such as algorithms and networking.

The full 'A' level course comprises of six units. The compulsory units are any two from FP1, FP2 or FP3. Other units may be taken from those above and complement what has been studied in 'A' level Mathematics. However, there is some flexibility within the course and this means that units may vary depending on the cohort.

ASSESSMENT:

All modules are assessed by examinations, some of which are taken in Year 12, the rest in Year 13. It is intended that three units are taken at the end of Year 12, usually FP1, S2 and M2. The other three will be looked at in Year 13 and it is anticipated that at least one unit will be examined in January of that year, the last two in June of Year 13. The most effective use of chosen modules is made to ensure the highest grades, and this also includes all eligible modules from the 'A' level Mathematics course too. As with 'A' level Mathematics the structure is set, but some variation in the programme can be designed to try to accommodate specific needs, leading to a combination of 'A' or 'AS' level awards.

Throughout the programme of study students will complete regular internal tests and homework assignments to assess and monitor progress.

COURSE REQUIREMENTS:

To study Further Mathematics at 'A' level students should have attained at least an A at IGCSE Mathematics. The course is very demanding and extensive and is not suitable for anyone below this standard. Students should also be studying 'A' level Mathematics.

OPPORTUNITIES:

Further Mathematics is a big advantage for anyone looking to go on and study Mathematics or Physics at university, and it is highly recommended for any engineering or scientific degree. Many of the pure sciences degrees will be greatly assisted by an 'A' level in Further Mathematics. Mathematicians work in science-based industries and scientific research, in financial management and actuarial work, in software programming, in operational research, and in many commercial, industrial, public sector and research roles where they are in demand for their problem-solving, logical thinking and analytical skills.

The Sixth Form at The Alice Smith School

GEOGRAPHY

EDEXCEL: AS = 8GE01 A2 = 9GE01

RATIONALE

The world we live in is changing. Geography allows one to see how and why it is changing. The course has been designed to attract students to a variety of topics that address key ideas and debates in our world today. Geography can enhance communication skills, literacy and numeracy, IT literacy, spatial awareness, team working, problem solving and environmental awareness. Practical work is an integral part of the course.

COURSE DESCRIPTION

AS Unit 1 and Unit 2 on:

- *Global hazards and Climate Change.*
- *Globalisation, Population and Migration.*
- *The impact of pressure on Coastal areas.*
- *Rebranding and Reimaging of places.*

A2 Unit 3 on:

- Energy Security; Water Conflict; Biodiversity under Threat; Superpower Geographies; Bridging the Development Gap; The Technological Fix.

Unit 4 on:

- Geographical Research. In this unit, the student takes more responsibility for his/her own work. Students can choose ONE, from the following 6 research options: Tectonic Activity and Hazards; Cold Environments; The Food Problem; The World of Cultural Diversity; Pollution and Human Health at Risk; Consuming the Rural Landscape.

ASSESSMENT

At present Units 1 and 2 are examined in May/June in Year 12 of the AS course. Units 3 and 4 are examined in June of Year 13 of the full A level course.

Throughout the programme of study students will complete regular internal tests and homework assignments to assess and monitor progress.

COURSE REQUIREMENTS

Students opting for Geography must have a strong background in GCSE. We would recommend that students have at least a grade C in the higher Geography paper. Students will need to have a lively and enquiring mind, an interest in the environment and current affairs, a willingness to explore new ideas, keenness to research independently and an ability to communicate ideas effectively.

OPPORTUNITIES

Geography combines well with almost all other AS and A level subjects. Taken with Science and Mathematics, it supports applications for almost any science-based university course like Engineering, Oceanography and Geology; taken with Arts and Humanities subjects like English, History and Economics, Geography supports courses such as Law, Environmental Management, Politics and Business. Since Geography develops the transferable skills that employers are looking for, it can lead to a range of opportunities such as Marketing, Social/Health Services, Advertising, Finance and Education.

The Sixth Form at The Alice Smith School

HISTORY

EDEXCEL: AS=8HIO1 A=9HIO1

RATIONALE

The GCE A Level History offered by The Alice Smith School consists of a one year (2 units) course leading to the AS qualification or a two year (4 unit) course leading to the full A Level qualification.

The aims of the Edexcel Advanced Subsidiary and Advanced GCE in History are to encourage students to develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance. They will acquire an understanding of different identities within society and an appreciation of social, cultural, religious and ethnic diversity through the study of aspects of British and non-British history. Students will build on their understanding of the past through experiencing a broad and balanced course of study. Students will improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds, develop the ability to ask relevant and significant questions about the past and to research them. They will acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements may be provisional. They will develop their use and understanding of historical terms, concepts and skills, make links and draw comparisons within and/or across different periods and aspects of the past and will learn to organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

COURSE AND ASSESSMENT

AS Units:

Unit 1: Historical Themes in Breadth

Option D: A World Divided: Communism and Democracy in the 20th Century
D3 Russia in Revolution, 1881-1924: From Autocracy to Dictatorship
D4 Stalin's Russia, 1924-53

Unit 2: British History Depth Studies

Option E: Britain in the Later 20th Century: Responding to Change
E2 Mass Media, Popular Culture and Social Change in Britain Since 1945

A2 Units:

Unit 3: Depth Studies and Associated Historical Controversies

Option E: War and Peace: 20th Century International Relations
E2 A World Divided: Superpower Relations, 1944-90

Unit 4 - Historical Enquiry (compulsory coursework)

CW42: The Making of Modern China, c1900-2000

Units 1-3 are assessed externally. In unit 4 students are required to complete 2 extended essays that are internally assessed.

COURSE REQUIREMENTS

It is expected that students should have studied History to I/GCSE, achieving a C grade or above. However, students who have not studied the subject previously may be accepted at the discretion of the Head of Department. It will be an advantage to have achieved a C grade or above at I/GCSE in English. Students will need to have an enquiring mind, an interest in the past and its relevance to current affairs, and an ability to communicate ideas effectively.

OPPORTUNITIES

Students with AS or Advanced GCE History have a wide range of possible career and higher education opportunities. They will learn and use a wide variety of transferable skills during the course; how to evaluate and analyse information, how to weigh up evidence and to communicate complex ideas effectively. These skills are valued and in demand from employers, universities and colleges and are also valuable in their own right. History combines well with most other subjects and its study at AS and A Level provides an excellent foundation for careers in the fields of education, journalism, media, law, civil service, diplomatic service, management, consultancy and business.

APPLIED INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

EDXCEL: AS = 8751 A2 = 9751

RATIONALE

This course is designed to equip students with a broad understanding of the functions and applications of information communication technology. It develops an understanding of the main principles of problem solving and promotes the independent development of practical ICT skills. It also provides the opportunity for students to reflect on how ICT has changed the way we live, work and conduct business especially as we embrace the information age.

The Edexcel GCE in Applied ICT aims to produce effective, discerning ICT users who:

- can select and use appropriate ICT tools and techniques to help them carry out investigations, capture and handle data, solve problems, make decisions, and present and communicate information
- are aware of the benefits and drawbacks of ICT and its impact on the way in which people live their lives
- can plan and manage projects and work effectively with others

COURSE DESCRIPTION

AS Units on:

- (1) *The Information Age*
- (2) *The Digital Economy*
- (3) *The Knowledge Worker*

A2 Units on:

- (7) *Using Database Software*
- (8) *Managing ICT projects*
- (10) *Using Multimedia Software*

ASSESSMENT

All evidence of work will be collected and presented as an e-portfolio which must be designed to be viewed in a browser. This e-portfolio will contain examples of the work and the results of independent research. Unit 3 and 7 are assessed through assignments set by Edexcel. These assignments require practical 'hands-on' tasks.

At present unit 1, 2 and 3 are examined in May/June in Year 12 of the AS course. Unit 7 is examined in January of Year 13 and units 8 and 10 in June of Year 13 of the full A2I course.

Throughout the programme of study students will complete regular internal assessments and homework assignments to assess and monitor progress.

COURSE REQUIREMENTS

You would benefit most from a GCE in Applied ICT if you have a GCSE in ICT grade C or above; you should also have an interest in developing the knowledge and skills you need to be a competent and informed ICT user and practitioner.

OPPORTUNITIES

Information and Communication Technology has a broad appeal and the skills acquired through study for the AS or A2 level in Applied ICT will support further study in ICT, Computer Science, Information Systems, Multimedia, Software Engineering, Computer Networking, e-Business and Information Management as well as being a useful skill in any subject area and profession.

The Sixth Form at The Alice Smith School

MEDIA STUDIES

AQA: AS = 1571 A-LEVEL = 2571

RATIONALE:

This course supports the rationale of the study of the Media set out in the aims of the UNESCO Declaration on Media Education:

“We live in a world where media are omnipotent: an increasing number of people spend a great deal of time watching television, reading newspapers and magazines and listening to the radio. Children already spend more time watching television than they do attending lessons in school. We need to accept the impact of the Media and appreciate their importance as elements of culture in today’s world. Arguments for the study of the media as a preparation for responsible citizenship are formidable now and with the development of communications technology ought to be irresistible”.

The mass media play an increasingly important role in contemporary society, providing us with information and entertainment. In addition the media play an important part in shaping attitudes and social values.

THE COURSE:

This course is designed to enable candidates to develop a critical understanding of the role of mass media in society. It encourages candidates to develop their ability to:

- respond critically and analytically to a range of mass media texts;
- gain a broad knowledge of the industrial and commercial nature of media production;
- investigate the nature of media consumption by different audiences;
- enhance their skills in the planning and creation of media products;
- engage with the developing world of media technologies;

An important feature of the course is the interdependent relationship between theoretical understanding and the development of practical skills.

COURSE DESCRIPTION

AS Units on:

- (1) *Investigating media* (To include analysis of the three media platforms – broadcast, e-media and print – and a cross media study of Broadcast Fiction)
- (2) *Creating Media* (To produce two pieces of linked media from two of the three platforms)

A2 Units on:

- (3) *Critical Perspectives* (Including Representations in the media and the impact of new media/technology)
- (4) *Research and Production* (An independent critical investigation and a linked production)

ASSESSMENT

Unit 1 is examined in May/June in Year 12 of the AS course. Unit 3 is examined in May/June of Year 13. Units 2 and 4 are coursework and are assessed internally in March of the respective year.

Throughout the programme of study students will complete regular internal test and homework assignments to assess and monitor progress.

COURSE REQUIREMENTS

Due to the essay-based nature of assessment, we recommend that students have a GCSE Grade C or higher in English Language or GCSE Media Studies.

OPPORTUNITIES

Media A level prepares students for progression into work or higher education in a range of media-related areas.

The Sixth Form at The Alice Smith School

MODERN FOREIGN LANGUAGES – FRENCH, GERMAN AND MANDARIN

EDEXCEL: FRENCH AS = 8FR01 A = 9FR01 GERMAN AS = 8GN01 A = 9GN01
 MANDARIN AS = 8CN01 A = 9CN01

RATIONALE

In a world where the opportunities for international travel and work continue to grow the ability to communicate in a foreign language is a highly valued skill at all levels. This is of course all the more significant for students at The Alice Smith School, given the international nature of our School and Community. The study of a foreign language is an exciting and stimulating activity, which promotes the development of a variety of personal skills. The ability to communicate in a foreign language brings a great sense of achievement as well as enhancing understanding of other countries and communities.

THE COURSE(S)

AS LEVEL IN FRENCH, GERMAN AND MANDARIN

Assessment : The course comprises one oral module (Unit 1: a stimulus based conversation followed by a discussion on a prepared topic) and one mixed skill modules (Unit 2: Listening, Reading and Writing).

The two units continue naturally from the topics covered at GCSE and are designed to allow a smooth transition into Sixth Form language work. The skills of Listening, Reading and Writing will be developed around the themes of Youth Culture and Concerns, Lifestyle, society issues related to the target language country, the World of Work. Unit 1 enables students to study in depth a topic of their choice related to the target language country which is then assessed through an oral examination.

A2 LEVEL FRENCH, GERMAN AND MANDARIN

Assessment: For French and German the course focuses on oral skills (Unit 3: Oral Discussion of Issues), completed with a mixed skill module (Unit 4: Listening, Reading and Language Essay).

The topics covered for Unit 3 are determined partly by the interests of the student. Unit 4 requires students to produce an essay based on research on one of the following areas: geography of the target country, a historical study, aspects of modern society, literature and the arts.

Assessment: There is only one mixed skill module (Unit 3) for A2 Mandarin, which comprises four sections: Reading, Translation, Writing and a Research-based essay on Modern History, Geography of China, Society issues or Literature and Films.

COURSE REQUIREMENTS

It is recommended that students embarking upon an AS modern foreign language course have achieved at least a grade 'B' in their chosen language at GCSE Level or the equivalent.

OPPORTUNITIES

Languages are regarded as academic subjects and are viewed as accepted entrance subjects at all universities. The higher learning of pure language leads to opportunities in Linguistics, Interpreting, Translation and Teaching. Any foreign language skill is a positive advantage in all job sectors globally, from International Relations and Politics, to Engineering, ICT and the Media.

The Sixth Form at The Alice Smith School

MUSIC

EDEXCEL: AS LEVEL = 8MU01 A2 LEVEL= 9MU01

RATIONALE:

The music course at AS / A2 level is challenging yet hugely rewarding. It outlines a very balanced programme of study that appeals to both performers and composers. The course requires substantial discipline, patience and perseverance as there is a high weighting on coursework. In terms of performance, students learn music in a variety of musical styles, pushing the standard higher than at GCSE level and have the option to perform in concerts and events. In terms of composition, pupils have the opportunity to write for any combination of instruments in any style of their choosing. This allows students to take a pride in their composition, recording and publishing their work on CD.

THE COURSE:

Unit 1 (AS): Performing Music (30% AS, 15% A2)

Externally assessed performance and internally assessed coursework. 5-6 minute performance.

Unit 2 (AS): Composing (30% AS, 15% A2)

Externally assessed. 3 minute composition in response to a chosen brief.

Unit3 (AS): Developing Musical Understanding (40% AS, 20% A2)

Section A - Listening. Section B - Investigating Musical Styles. Section C - Understanding Chords and Lines.

Unit 4 (A2): Extended Performance (15% AS, 30% A2)

Externally / Internally assessed performance. 12-15 minute performance

Unit 5 (A2): Composition and Technical Study (15% AS, 30% A2)

Externally assessed coursework

Unit 6 (A2): Further Musical Study (20% AS, 40% A2)

Externally assessed listening test and written paper

COURSE REQUIREMENTS

It is desirable for prospective students of this course to have taken GCSE Music, but it is not a compulsory requirement. You must be a competent performer, and be able to read music. It is also useful if you have already composed your own music before embarking on the course.

Students wishing to take either AS or A level Music who do not have GCSE Music will need to discuss their intentions with the Head of Music to assess their suitability for the course.

OPPORTUNITIES

The AS and A level Music courses provide students with a foundation for further study in music or performing arts in higher education at degree level and may lead on to a career in the music industry.

The Sixth Form at The Alice Smith School

PHYSICAL EDUCATION

AQA: AS= 1580 A = 2580

RATIONALE

Central to the study of Physical Education is the development of skill and technique; both physical and cognitive, in order to enhance the performance of physical activities. Students following this course will look back in history as to where sport began, they will discover how we learn and the processes our mind go through when we learn new skills. They will research into their chosen sports and discuss how to acquire the perfect model. Pupils will understand how the body works during movement. This includes anatomy and topics such as "The reaction of the heart to exercise".

Physical Education had its first examination in 1988. It is now widely accepted by universities. Students should be aware that only 10% of their final AS grade is based on their practical ability. This is very different to GCSE Physical Education, which is 60% practical.

UNITS REQUIRED FOR AS

	Content	Assessment
Unit 1	Opportunities for and the effects of leading a healthy and active lifestyle Section A : six structured questions Section B : application of theoretical knowledge to a practical situation	60% of AS, 30% of A level 2 hour written examination
Unit 2	Analysis and evaluation of physical activity as a performer and/or in an adopted role/s Candidates perform, analyse and evaluate the execution of core skills/techniques in isolation and in structured practice as either a player/performer and in an adopted role or two adopted roles.	40% of AS, 20% of A level Internal assessment with external moderation

UNITS REQUIRED FOR A2

	Content	Assessment
Unit 3	Optimising performance and evaluating contemporary issues within sport Section A : how exercise physiology can optimise performance Section B : how application of psychological knowledge can optimise performance Section C : contemporary influences in sport and their impact on the performer	30% of A level 2 hour written examination
Unit 4	Optimising practical performance in a competitive situation Candidates perform, analyse and evaluate their own performance, identify weaknesses, and suggest causes and appropriate corrective measures.	20% of A level Internal examination with external moderation

COURSE REQUIREMENTS

Students must be physically able and willing to learn through practical lessons. It is expected that you will perform in your chosen sports outside of lessons during terms 1 and 2, as an improvement will be required.

CAREER OPPORTUNITIES

The leisure industry has grown enormously over the last two decades. There are numerous posts available in Sports Centres, Leisure Clubs as well as other opportunities such as Physiotherapy, Sports Scientist, Coach, teaching and many more. There is a myriad of options at universities with Sports Science taken with many different options.

The Sixth Form at The Alice Smith School

PHYSICS

EDEXCEL: AS = 8PH01 A = 9PH01

RATIONALE

Physics A level is a very highly regarded course giving access to a wide range of further education courses and employment. During the course students study the key areas of modern physics, and the units are designed to foster an interest in how the subject is applicable in a wide range of situations. Practical work is an important element of the course, and students develop key skills vital to a thorough understanding of how evidence is used to support or undermine new ideas in science.

COURSE DESCRIPTION

- AS** Units on (1) Mechanics and Materials (*Physics on the go*),
(2) Electricity and Waves (*Physics at work*), and
(3) Exploring Physics – experimentally based unit with a written exam.
- A2** Units on (4) Further mechanics, fields and particles (*Physics on the move*)
(5) Oscillations, nuclear decay, thermal energy and astrophysics
(*Physics from creation to collapse*).
(6) Experimental Physics – written exam.

ASSESSMENT

At present unit 1, 2 and 3 are examined in May/June in Year 12 of the AS course. Unit 4 may be examined in January of Year 13 and units 5 and 6 in June of Year 13 of the full A level course.

Throughout the programme of study students will complete regular internal test and homework assignments to assess and monitor progress.

COURSE REQUIREMENTS

Students opting for any science A level must have a strong background in GCSE Sciences. Grades BB or above in Double Award or a B in Physics is required for further study, although students with lower grades will be considered on an individual basis.

Whilst mathematical study at a higher level is now not essential for AS and A level Physics it is recommended as a strong mathematical background does make the study of this subject easier.

OPPORTUNITIES

Physics A level gives access to many degree courses including all areas of engineering, Physics, and Astronomy. It also strongly supports applications to medical degrees, Computing and I.T. related courses. In terms of employment the opportunities for science and engineering based work are vast, and many companies are keen to employ pure Physics Degree holders.

PSYCHOLOGY

EDEXCEL: AS = 8P501 A2 = 9P501

RATIONALE

During the course students will:

- develop awareness and understanding of psychological theories, research, case studies and methods used to collect data
- explore topics which reflect current contemporary issues, as well as earlier case studies
- explore the different areas of psychology
- participate in and conduct psychological investigations, collecting appropriate data
- analyse and interpret your own or second-hand data and evaluate the findings
- develop awareness of the ethical issues in psychology, particularly in the field of research

This course should appeal to those students who:

- enjoy exploring issues dealing with how and why people behave in certain ways
- want to find out more about the link between people's behaviour and their environment
- enjoy planning and carrying out investigations to look for any patterns and explanation in the behaviour of children and adults

COURSE AND ASSESSMENT

AS

Unit 1 - Cognitive & Social approach

Unit 2 - Psychodynamic, Sociological and Learning approach

A2

Unit 3 - Applications of Psychology (Criminal & Child psychology)

Unit 4 - Applications to Psychology and issues and debates (Clinical psychology)

All units are assessed by externally marked examinations.

COURSE REQUIREMENTS

You do not need to have previously studied Psychology, although an interest in understanding human behaviour would be an advantage. During the course you will need to be able to communicate effectively and research information from a variety of sources. It would assist you on the course if you have or are working towards GCSE Grade C in Mathematics and English.

OPPORTUNITIES

After this A level course, you could for example:

- follow a degree course in psychology, social science, nursing, advertising or housing. These are a small selection of courses with direct links to AS/A level GCE Psychology. UCAS handbooks will give you further guidance;
- seek employment in the area of human resources, the care sector, education or advertising.