

Wye School

Sixth Form Course Guide

2019/2020



Wye School
The best in everyone™
Part of United Learning

Welcome to Wye Sixth Form

In September 2018 we opened our doors to our first Sixth Form cohort and Wye School finally became what was always intended – a fully inclusive comprehensive school catering for students of all abilities in the 11-18 age group. In September 2019 we will welcome our second Year 12 cohort to join our founding year of sixth form students.

We already offer a wide range of A level subjects at Wye, including 15 A level subjects in addition to the respected AQA EPQ qualification.

In this booklet you will find details of all the subjects that we are now considering as part of the Wye School Sixth Form curriculum for 2019 - 2021. Please read through the course content carefully and talk with the members of staff that will be teaching these. You will need to decide which courses that you would be interested in taking and which would lead you successfully through to the future and career that you aspire to.

We hope that you will be excited by the breadth and variety of the courses that are presented in this booklet for your consideration.

To be accepted onto a course, students will need to meet the entry requirements for that subject (often 5+ in a related GCSE). We would also expect that students have at least five grade 5 GCSES overall, to enter the Wye Sixth Form.

We will need to ensure that we have a suitable number of students for each individual subject to make each course viable. This being the case we will confirm the courses that we intend to be running before Easter. Final decisions on which courses will run will be made once the August results allow students to confirm their subject choices.

Subject	Teacher to contact	Page	Wishlist?
EPQ	Jo.Gowen@wyeschool.org.uk	4	
Art and Design	Sarah.Smith@wyeschool.org.uk	5	
Biology	John.Marks@wyeschool.org.uk	7	
Chemistry	Jo.Gowen@wyeschool.org.uk	9	
Drama	Hannah.Lynn@wyeschool.org.uk	11	
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Photography	Graeme.Henderson@wyeschool.org.uk	27	
Physics	Gordon.Steadwood@wyeschool.org.uk	29	
Politics	Nicola.Ash@wyeschool.org.uk		
Psychology	Leanne.Steed@wyeschool.org.uk	31	
Sociology	Elizabeth.Briggs@wyeschool.org.uk	33	
Physical Education	Callum.Woodard@wyeschool.org.uk	35	

Extended Project EPQ

Technical Details

Exam Board	AQA
Qualification Type	Level 3 project
Course Title	Standalone EPQ or part of AQA Baccalaureate

Course Content: The EPQ allows students to demonstrate their passion and interest to prospective universities and employers. The course is self-directed with students deciding on their own area of study.

Students must plan, research and develop their idea to produce a polished finished product. The finished product can take several forms:

- A research based written report
- A production
- An artefact

During the project, students are expected to work at A level which is outside the specifications of the subjects they are studying. Students are supported by a series of sessions designed to teach them the skills required to successfully complete the project. These include;

- Research skills including the ability to search for and identify suitable sources of information in the chosen subject area
- Any other skills or techniques that may be required for the safe and effective execution of the project – these could include professional codes of practice or laboratory techniques
- ICT skills that may enhance the production of the report and the presentation of results
- Time and project management skills
- Information regarding the format and structure of an academic report including evaluation of sources and correct referencing techniques

This is a course open to all students.

It combines well with all other subjects at A level.

Art & Design (Fine Art)

Head of Art: Mrs Sarah Smith; Sarah.Smith@wyeschool.org.uk

Why study Art & Design?

The aim of the course is to develop an understanding of the nature of visual thinking and its appropriate language and potential in 21st century creativity. As such, Art and Design is widely recognised as valuable preparation if you are considering a career in the creative industries (e.g. Fine Art, Architecture, Textile Design, or Game Art Design). It will also enrich your appreciation of the world around you. The course includes a variety of different materials, media and techniques as well as chances to make more personal choices about these.

Course Description

In Year 12 you will explore a variety of materials, media and techniques through one off lessons and project work with links to a variety of artists. There will be a written component which will help contextualise the practical elements of the course. This will total around 1,000 words and can be spread across more than one project and include sketchbook annotation. Students will also experience a Mock Exam style project, giving students the opportunity to work more independently and allowing them to go through the process of this before the real exam in Year 13. Within this they will look at a variety of artists and show understanding of their work and how this influences their own practice.

In term 6 of Year 12, students will begin their Personal Investigation into an idea, issue, concept or theme that is supported by written material. The written work will be a continuous piece of prose between 1,000-3,000 words that supports the project. This will then lead to a finished outcome or series of related finished outcomes. The Investigation will continue to run into Year 13 and the deadline for this will be towards the end of January.

Following this, on the 1st February (or as soon after that date as possible), the A level exam paper is released, and students begin their Externally Set Assignment. They will have the option of 8 starting points and students are required to select one and make a project in response to that starting point. Approximately 8 weeks after this, will be their exam where student have 15 hours across 3 days in which they must produce a finished outcome or series of related finished outcomes, informed by their preparatory work.

During your course you will be advised on how to build a portfolio of artwork suitable for entry to a one-year pre-degree Foundation Diploma course in Art and Design or a University Degree.

Beyond A level

The degree courses and careers associated with the Art and Design A level are substantial and varied. A selected list would include fine art, printmaking, sculpture, architecture, interior architecture, environmental and interior design, art history, animation, games design, game art (computer games), alternative media, scenography, industrial design, theatre design, graphic design, product design, constructed textiles, dyed textiles, printed textiles, fine art textiles, fashion, film-based photography, digital photography, film and video production, media and advertising, illustration, typography, installation and interactive media. Students are free to develop their own interests within this course.

Entry Requirements

The best foundation for success in Art is a grade 5 minimum in an Art and Design related course.

Technical Details

Exam Board	AQA
Qualification Type	A level
Course Title	Art and Design (Fine Art)
Specification Code	7202

	Number	Duration	Weighting (% of total A level)
External Exams (end of Year 13)	1	15hrs (over 3 days)	40%
Coursework	-	During Year 12 & 13	60%



Biology

Lead Teacher: Dr John Marks; John.Marks@wyeschool.org.uk

Why Study Biology?

A level Biology will help you make sense of the living world around you. You will study the biology of plants and animals, human health and performance and the wider natural environment. You can progress to study a wide variety of courses at University, from agriculture to zoology. For medicine, veterinary science and dentistry it remains very important.

Course Outline

The A level course is split into eight units, covering the following topics:

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms (A level only)
6. Organisms respond to changes in their internal and external environments (A level only)
7. Genetics, populations, evolution and ecosystems (A level only)
8. The control of gene expression (A level only)

Field work will normally be undertaken at a Field Studies Council centre, where they have years of expertise and the necessary resources to maximise our students' learning. We enrich the curriculum through our developing links with the University of Kent at Canterbury.

Beyond A level

Many of our students go on to study biology related courses at university. An increasing number of students each year are successful in obtaining places on highly competitive courses including Medicine, Veterinary Science, Dentistry, Pharmacy, Physiotherapy and a variety of courses at Oxford or Cambridge Universities. The following courses are typical of the variety of biology related courses taken up by our Biology students: Medicine, Dentistry, Biological Sciences, Microbiology, Sports Science, Radiotherapy, Pharmacy, Physiotherapy, Forensic Science, Neuroscience, Veterinary Science, Biochemistry, Optometry.

Other students use biology as a valuable and interesting subject that develops and demonstrates skills in literacy, numeracy analysis and evaluation, which are essential in higher education the workplace and life in general.

Entry Requirements

Grade 5 or higher in GCSE Biology or Grade 55 in GCSE Combined Sciences Dual Award (with high scores in the Biology units). Owing to the mathematical content of the course, a good understanding of Mathematics is also important: we recommend grade 5 or above at GCSE.

Practical work lies at the heart of the sciences and this course provides numerous opportunities to use practical experiences to link theory to reality and equip students with essential practical skills. Students who satisfy the practical requirements of the course will be awarded a separate “Practical Endorsement” alongside their A level grade.

Technical details:

Exam Board	AQA
Qualification Type	A level
Course Title	Biology
Specification Code	H446

	Number	Duration	Weighting (% of total A level)
External Exams (end of Year 13)	3	2 hours each	Paper 1 - 35% Paper 2 - 35% Paper 3 - 30%
Coursework	-	-	-



Chemistry

Lead Teacher: Dr Jo Gowen; Jo.Gowen@wyeschool.org.uk

Why Study Chemistry?

Chemistry is often called 'the central science' because it connects the physical sciences, including physics, with the life sciences and applied sciences, such as medicine and engineering. As well as knowledge of the chemical content itself, the subject develops many important cognitive skills, such as; understanding abstract concepts, analysing data, problem identification and solving, numerical analysis, organising recall, and logical argument, as well as the skills of critical thinking.

Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many courses in higher education, such as medicine, pharmacy, geology, and any of the biological and environmental sciences. It is good preparation for careers in Forensics, the Food industry and even Law. Employers value students who have studied chemistry for they will be numerate, have analytical skills and experience of teamwork, and will have risen to the challenge of a demanding subject.

Course Outline

The Salters A level Chemistry course puts emphasis on developing knowledge, competence and confidence in practical skills and problem solving. Salters is a context led course, so students learn the topics through contemporary chemistry situations. Students learn about how society makes decisions about scientific issues and how sciences contribute to the success of the economy and society.

Practical work is essential to Chemistry, and we go well beyond the practical requirements of the course to ensure students gain the skills to become confident and competent scientists. Excellent skills in mathematics, analysis and written English will help ensure success in this challenging course.

Beyond A level

A level Chemistry is a necessary qualification for a number of higher education courses such as Medicine and Medically related subjects, Biological Sciences, Mathematics, Pharmacology, Physics, Dentistry and Analytical chemistry. There are many joint degrees which involve Chemistry. Graduates with a Chemistry degree are held in high esteem due to the wide range of skills acquired and many go into areas such as Law, Business and Finance.

Entry Requirements

Grade 5 or higher in GCSE Chemistry or Grade 55 in GCSE Combined Sciences (with high scores in the Chemistry units). Owing to the mathematical content of the course, a good understanding of Mathematics is also important: we recommend grade 5 or above at GCSE.

Practical work lies at the heart of the sciences and this course provides numerous opportunities to use practical experiences to link theory to reality and equip students with essential practical skills. Students who satisfy the practical requirements of the course will be awarded a separate “Practical Endorsement” alongside their A level grade.

Technical Details

Exam Board	OCR
Qualification Type	A level
Course Title	Chemistry
Specification Code	H433

	Number	Duration	Weighting (% of total A level)
External Exams (end of Year 13)	3	2 hr 15 2 hr 15 1 hr 30	Paper 1: 41% Paper 2: 37% Paper 3: 22%
Practical endorsement			
Coursework	-	-	-

Drama and Theatre

Lead teacher: Ms Hannah Lynn; Hannah.Lynn@wyeschool.org.uk

Why Study Drama and Theatre?

Drama and Theatre offers students the opportunity to explore drama as a practical art form, in which ideas and meaning are communicated to an audience through choices of form, style and convention. Your communication skills as a performer, director and critic will be challenged and enhanced, through an exploration of the work of famous playwrights both in performance and as a script, which you must bring to life. To do this, you will need to master problem solving and co-operative learning.

Course Description

The subject content for A level Drama and Theatre is divided into three components (one written exam and two practical pieces accompanied by written work):

- Component 1: Devising

In this component students will develop their creative and exploratory skills to devise an original performance. The starting point for this devising process will be an extract from a performance text and an influential theatre practitioner. In their creative explorations, students will learn how text can be manipulated to communicate meaning to audiences and they will begin the process of interpretation. They will gain an understanding of how a new performance could be developed through the practical exploration of the theatrical style and use of conventions of the chosen practitioner.

- Component 2: Text in Performance

Students will develop and demonstrate theatre-making skills, appropriate to their role as a performer or designer. They will explore how they realise artistic intentions in performance. The knowledge and understanding acquired through the study of one key extract from a performance text in Component 1 can be applied to assist in the interpretation, development and realisation of key extracts from performance texts. Teaching and wider reading should address the significance and influence of social, historical and cultural contexts on the chosen texts and extracts.

- Component 3: Theatre Makers in Practice

Theatre is a collaborative art form and it is important that students have a clear understanding of how different creative ideas are put into practice. This component requires students to consider, analyse and evaluate how different theatre makers create impact. Throughout this component, students will consider how production ideas and dramatic elements are communicated to an audience from the perspective of a director, a performer and a designer. Students will critically analyse and evaluate their experience of live performance. As an informed member of the audience they will deconstruct theatrical elements which will help inform their own production choices and develop their own ideas as potential theatre makers. Students will practically explore texts in order to demonstrate how ideas for performance and production might be realised from page to stage. They will also consider the methodologies of practitioners and interpret texts in order to justify their own ideas for a production concept. Students will research the original performance conditions and gain an understanding of how social, historical and cultural contexts have informed their decisions as theatre makers

Beyond A level

Drama and Theatre Studies will be acceptable for most Arts, Humanities and Modern Language courses. Drama courses develop transferable skills which employers are looking for: communication, teamwork, negotiation and persuasiveness, time management and organisation, as well as analytical, critical and research skills. Most degree courses now require students to work in a team and to undertake presentations, and for these skills Drama is invaluable.

There are many careers, which are open to Drama & Theatre Studies students including management, personnel and social work, team management and jobs requiring analytical and presentational skills.

The study of drama provides the ideal training for any position requiring quick thinking, self-reliance, creativity, teamwork and the ability to organise both yourself and others.

Entry Requirements

Grade 5 in English Literature GCSE and Grade 5 in Drama GCSE. This subject calls for a commitment to teamwork, group participation and a lively interest in all aspects of theatre. It should be remembered that the grading works on a banding system, which means that the group is graded first, and therefore each member of the group's performance has a direct effect on their classmates' marks.

Technical Details

Exam Board	Edexcel
Qualification Type	A level
Course Title	Drama and Theatre
Specification Code	9DR0

Component:	Type of Assessment:	Duration:	Weighting (% of total A level):
Component 1	Devising	N/A	20%
Component 2	Text in Performance	N/A	40%
Component 3	Written Exam	2 hours 30 minutes	40%

English Language and English Literature

Head of English: Ms Celia Robb; Celia.Robb@wyeschool.org.uk

English Literature

Why study English Literature?

During an English Literature course, students scrutinise and debate a variety of texts, as well as acquiring knowledge of literary movements, periods and critical approaches that have shaped the way we view literature today. When you choose to study English Literature at A level, you'll develop comprehensive written and spoken communication skills, becoming adept at arguing a point, framing a narrative and analysing various levels of meaning. Although there's no one industry which takes precedence, English students are often found where strong communication and written skills are required, which are top priorities for example, within the worlds of media, publishing, and law. This A level also has a long, credible history and that is something which employers value.

Outline of the Course

In Year 12 students will study:

Richard III - Shakespeare
A Doll's House - Henrik Ibsen
Grapes of Wrath - Steinbeck
Poetry Anthology of Cristina Rossetti
Native Son - Richard Wright

In Year 13 students will study:

THE CONTEMPORARY WORLD

District and Circle Seamus Heaney 2006 Poetry
Jerusalem Jez Butterworth 2009 Drama
Saturday Ian McEwan 2005 Prose

Assessment

Unit	Type of assessment	Duration	Weighting
1	Examination: Two essay questions: one on Shakespeare and one comparing the pre 1900 drama and poetry	2 hours 30 minutes	40%
2	Examination: one essay comparing the two texts with the comparative study theme	2 hours 30 minutes	40%
3	Coursework: One 1,000 word essay on a close reading of either the 'The Great Gatsby' or 'The Handmaid's Tale' One 2,000 word essay comparing 2 texts	4 weeks 6 weeks	

English Language

Why study English Language?

The A level English Language specification offers opportunities for students to develop their subject expertise by engaging creatively and critically with a wide range of texts and discourses. Students will create texts and reflect critically on their own processes of production, while analysing the texts produced by others. The specification explores the study of English language both as a medium of communication and as a topic in its own right, with an emphasis on the ability of students to pursue lines of enquiry, debate different views, and work independently to research aspects of language in use. Language is seen as a creative tool for expression and social connection, as well as for individual cognition. The study of language as a symbolic system used to assert power in society is also fundamental to the scope of this specification. The methods of analysis appropriate to the fields of English language/linguistics underpin all the elements of this specification, and these are applied to distinctive topic areas. It is well suited to anyone who wishes to follow a career path which involves using language, from the writing of scientific papers to Journalism, from Education to Law, from Commerce to the Media. Needless to say, managers at all levels depend on their communications skills to achieve their goals

Outline of the course

1. 'Language, the individual and society' focuses on individual and immediate social contexts for language. The aim of this part of the subject content is to introduce students to language study, exploring textual variety and children's language development. This area of study introduces students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation. It also introduces students to the study of children's language development, exploring how children learn language and how they are able to understand and express themselves through language.
2. 'Language diversity and change' works outwards to consider larger-scale public discourses about change and variety, drawing on regional, ethnic, national and global Englishes. The aim of this area of study is to allow students to explore language diversity and change over time. Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social, geographical and temporal contexts. They will explore processes of language change. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity and change.
3. 'Language in action', is by its very nature, synoptic, as it requires an ability to make connections across the course as a whole. The aim of this area of study is to allow students to explore and analyse language data independently and develop and reflect upon their own writing expertise. It requires students to carry out two different kinds of individual research:
 - a language investigation (2,000 words excluding data)
 - a piece of original writing and commentary (750 words each).

(Students can choose to pursue a study of spoken, written or multimodal data, or a mixture of text

types, demonstrating knowledge in areas of individual interest.)



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Geography

Head of Geography: Mrs Gail Clarkson; Gail.Clarkson@wyeschool.org.uk

Why Study Geography?

Geography is a fascinating subject in its own right or as part of a combined Humanities selection. As our awareness of the world around us grows and our environment changes, Geography is able to supply the information, enthusiasm and challenge to students looking to discover a real subject tackling real issues. The issues range from newsworthy topics such as controlling Europe's migration dilemma to an understanding of how to manage natural hazards. Geography develops the skills of analysis of data, investigation, comprehensive writing and decision making, alongside interpersonal skills such as collecting data in teams or debating issues.

Course Description

The new A level is a linear course spanning 2 years that looks at a range of contemporary topics and issues that are assessed in 2 exam papers, Physical Geography and Human Geography, at the end of the course.

The areas of study for Physical geography include the water and carbon cycles as natural systems, associated issues and threats such as flooding and deforestation, and the impact on the processes of climate change; Coastal systems, processes, landforms and the issue of coastal zone management; and the nature, impact and management of various natural hazards (volcanic, seismic, atmospheric cyclones).

The areas of study for Human Geography are global systems and governance (globalization); Changing Places with a focus on distinguishing between clearly contrasting local and distant places (endogenous and exogenous factors); contemporary urban environments and the issues surrounding sustainable urban living.

In addition, students are required to undertake a geographical investigation that requires fieldwork and the collection of data in order to answer a key question or hypothesis defined by the candidate in relation to the course specification. This will normally be undertaken at a Field Studies Council centre, where they have years of expertise and the necessary resources to maximise our student's learning. often a residential experience

Beyond A level

Geography is a useful A level when applying for a wide range of university courses as it acts as a natural bridge between humanities and sciences. At University students of Geography may continue with a closely related degree (Geography, Environmental Geography, Geology, Urban Management and Planning, Meteorology etc.) or other associated degrees (leisure and tourism, business etc.). A Geography degree can lead to a variety of occupations in industry, business and law firms and in applied disciplines such as Urban Planning, Meteorology, and Environmental Protection.

Entry Requirements

To undertake A level you do not need to have done Geography at GCSE. You should have a good standard of written English (GCSE English grade 5 or above) and GCSE Geographers should have achieved at least a 5 grade. A genuine interest and curiosity in physical global processes, landscape formation, the environment and current affairs surrounding globalisation and population pressure on urban areas would be most helpful.

Technical Details

Exam Board	AQA
Qualification Type	A level
Course Title	Geography
Specification Code	7037

	Number	Duration	Weighting (% of total A level)
External Exams (end of Year 13)	2	2 hrs 30mins each	40% each
Coursework	Report	3,000-4,000 words	20%

BTEC National Extended Certificate Health and Social Care

Lead Teacher: Mrs M Pratt; Mary.Pratt@wyeschool.org.uk

What is BTEC Health and Social Care?

BTEC Health and social care aims to provide an introduction to study of the health and social care sector. Through the study of this course you will gain an understanding of the health needs of people through each stage of their life and the factors that affect development. You will study the importance of communication in care activities and about the values involved in care. It is equivalent in size to one A level.

Why Study Health and Social Care?

BTEC courses use a combination of internal and external assessment styles to give students confidence so that they can apply their knowledge to succeed in the workplace and have the study skills to continue learning on higher education courses and throughout their career. This range of vocational assessments means students can showcase their learning and achievements to best effect when they take their next step, supporting applications to higher education courses or to potential employers. Students will gain vocational experience through work experience whilst studying for this qualification. So, if you can manage your time effectively, are a good communicator and enjoy group work as well as independent learning, then this course will allow you to develop skills relevant to careers in health, social care and early years.

Course Outline

The mandatory content of the qualification incorporates topics relevant across the health and social care sector. Students will study;

- Human Lifespan Development – External Assessment
- Working in Health and Social Care – External Assessment
- Meeting Individual Care and Support Needs – Internal Assessment

Learners can select **one** optional unit that covers the biological and sociological topics relevant to the different parts of the sector to support their progression to specialised degree programmes in the sector. Optional units which are internally assessed include:

- Sociological Perspectives
- Psychological Perspectives
- Supporting Individuals with Additional Needs
- Physiological Disorders and their Care.

Beyond Sixth Form

Health and Social Care is generally taken alongside 2 other related subjects, for example;

- A levels in Biology and Psychology, which could lead to a BSc (Hons) in Nursing
- A levels in English and History, which could lead to a BA (Hons) in Primary Education

Entry Requirements

Students should achieve at least a grade 5 in English Language and grade 4-4 in Science.

Technical Details

Exam Board	Pearson/Edexcel Qualification
Qualification Type	BTEC Level 3 National Extended Certificate Course
Course Title	Health and Social Care
Specification Code	601/7197/2

Externally assessed:	2 written examination papers 1h 30 minutes each (58%)
Internally Assessed	2 coursework assignments

Exam Board	Pearson/Edexcel Qualification
Type	BTEC Level 3 National Extended Certificate Course
Title	Health and Social Care
Specification Code	601/7197/2
Number of Units	4
Externally Assessed	2 Written Examination Papers; 1hr 30 minutes each (58%)
Internally Assessed	2 Coursework Assignments (42%)

History

Head of History: Mrs Melanie Cusani (maternity leave 2019/20);
Mr Chris Wickington Chris.Wickington@wyeschool.org.uk

Why Study History?

History is as much about the present as the past. What makes us the way we are? Where do our beliefs, prejudices, political systems come from? A good historian, therefore, needs a healthy interest in and awareness of current affairs and classes will often involve drawing parallels with contemporary situations. Studying History in the Sixth Form will allow you, and expect you, to explore your own ideas and reach your own conclusions. We will teach you how to think, rather than tell you what to think and, where possible, classes will take the form of seminar style discussions in which you will be expected to participate.

To do this effectively, you will need to learn how to analyse and evaluate, and how to construct clear and rational arguments to defend your point of view. Successful students will be those who can read critically and write convincingly.

Course Outline

The A level course spans Medieval, Early Modern and Modern History. The aim of the units is to develop specific history-related skills such as source analysis and interpretation, critical thinking, targeted reading, research and extended writing, whilst allowing parallels and patterns to emerge by studying human social, economic and political behaviour in a variety of contexts. The course has been designed to balance political, social, modern and earlier History:

- Unit 1: Britain 1625-1701- Conflict, revolution and settlement (Year 12)
- Unit 2: Russia in Revolution, 1894-1924 (Year 12)
- Unit 3: Lancastrians, Yorkists and Henry VII, 1399-1509 (Year 13)
- Unit 4: Independent Research on a historical topic (Year 13)

Beyond A level

History quite rightly retains its high status among universities and employers as a rigorous intellectual discipline that trains the mind. Well educated historians can think clearly, can prioritise, and can argue concisely and convincingly about complex problems - sought after qualities in most fields. A good grade in History will be taken as a mark of an applicant's general intellectual ability, and a capacity for hard work.

In the wider world lawyers, journalists, writers, management consultants, politicians - indeed anyone who needs to be able to present a point of view - will benefit from the skills learnt through studying History.

Entry Requirements

It is not a requirement to have taken History at GCSE especially if you enjoyed the subject at KS3 level. Speak to a history teacher if you are considering it without having taken GCSE. If you studied History at GCSE you should have a grade 5 or above.

Technical Details

Exam Board	Edexcel
Qualification Type	A level
Course Title	History
Specification Code	9H10

	Number	Duration	Weighting (% of total A level)
External Exams (end of Year 13)	3	Paper 1: 2 hours 15 minutes	30%
		Paper 2: 1hour 30 minutes	20%
		Paper 3: 2 hours 15 minutes	30%
Coursework	1	Unit 4	20%

Mathematics and Further Mathematics

Head of Department: Ms Rachael Burden; Rachael.Burden@wyeschool.org.uk

Why Study Mathematics and Further Mathematics?

Mathematics is one of the oldest subjects studied by mankind, yet there are more mathematicians alive today than in the rest of history put together. It is a challenging, beautiful and practical subject, which plays an essential part in our society. You may be considering a career for which Mathematics is needed or for which it may be useful. The good news is that even if you do not know what you wish to do at the moment, Mathematics fits well with both arts and science subjects and is very highly regarded by higher education institutions and employers.

Course Description

At A level, you have the opportunity to explore much more of Mathematics, both in its pure form and as a subject with a wide range of practical applications. We hope that you will come to love mathematics as a creative discipline full of wonder and excitement, an activity that is intrinsically rewarding.

Those studying Mathematics will study pure mathematics and applied mathematics including statistics and mechanics. The A level in mathematics is a linear course with no optional modules.

Those studying Further Mathematics will complete two A levels over the course of the Sixth Form: Mathematics and Further Mathematics. In Year 12, you will complete the linear Mathematics course which will be examined at the end of Year 12. In Year 13, you will complete compulsory topics in further pure mathematics and optional topics which may include Further Statistics, Further Mechanics, Decision Mathematics and Additional Further Pure Mathematics with linear examinations at the end of Year 13.

Beyond A level

Whatever you want to do after school, Mathematics A level is very highly regarded. Those who have studied mathematics are able to solve problems creatively, think logically and abstractly, are rigorous, and (of course) have facility with numbers.

At University you could study Mathematics alone, beginning with a broad range of mathematical areas and specialising later on, or you can combine Mathematics with a remarkable diversity of other subjects, for example Physics, a Modern Foreign Language, Biochemistry, Economics, Humanities and Psychology. Alternatively, you may wish to study a mathematics-related subject such as Physics, Veterinary Science, Computing, Engineering, and Medicine.

Entry Requirements

The step up from GCSE to A level Mathematics can be daunting. In order to access the A level material, it is important to work to a minimum GCSE Grade 6 for Mathematics on the Higher tier, and Grade 7/8 for Further Mathematics. To take Further Mathematics, you must also choose /mathematics. For Mathematics A level, a good understanding and enjoyment of the harder GCSE level Algebra is vital.

Technical Details

Exam Board	Edexcel
Qualification Type	A level
Course Title	Mathematics / Further Mathematics
Specification Code	9MA0/9FM0

Mathematics

	Number	Duration	Weighting (% of total A level)
External Exams (end of Year 13)	3	2 hours each	33.3% each
Coursework	-	-	-

Further Mathematics

	Number	Duration	Weighting (% of total A level)
External Exams – Mathematics (end of Year 12)	3	2 hours each	33.3% each
External Exams – Further Maths (end of Year 13)	4	1hr 30 mins each	25% each
Coursework	-	-	-

Modern Foreign Languages (French & Spanish)

Head of Department: Madame Steed

Leanne.Steed@wyeschool.org.uk

Lead teacher of Spanish: Mrs Nadine Savage

Nadine.Savage@wyeschool.org.uk

Why Study Modern Foreign Languages (MFL)?

Globalisation makes communication across national and cultural borders more important than ever. While many foreigners speak English, it is also true that, in the UK, business can be lost due to a lack of language skills and cultural understanding. It has been suggested that our European counterparts are happy to sell in our language, but they are more likely to buy in their own.

Just think: how exciting would it be to speak a language without having to think about every single word? This is our goal! If you are prepared to work steadily throughout the course you will be surprised and delighted by what you can achieve: a practical and lifelong skill.

Course Outline

The Modern Languages Department is lively and exciting, running A level courses in French and Spanish and the MFL teachers are passionate about their subject and committed to transferring this enthusiasm to their pupils.

The 4 main topics for Spanish are:

1. Aspects of Hispanic society
2. Artistic culture in the Hispanic world
3. Multiculturalism in Hispanic society
4. Aspects of political life in Hispanic society

The 4 main topics for French are:

1. The changing nature of family
2. The cyber-society
3. Artistic culture in the French-speaking world
4. Aspects of political life in the French-speaking world

There will also be cultural topics in the form of books, plays or movies selected by your teachers and sometimes yourself. You will be given the opportunity to research in-depth a topic of your choice relating to the language you are studying which may focus on history, arts, culture, anywhere in the world that language is spoken, the world really is your oyster. You will present the findings of your research in the final speaking exam and be prepared to answer questions on it.

You will develop skills in listening, reading, writing and speaking, as well as individual research and cultural knowledge about French speaking or Spanish speaking countries around the world.

Some students go on to do degree courses in languages, often using the skills they have learnt at school to take up a new language like Arabic, Russian or Mandarin. Others pursue Higher Education courses in a vast range of subjects with a language option alongside their main specialism. Even if you choose not to continue with your language after school, with the increasing possibilities of global job mobility, an advanced knowledge of French or Spanish could be an asset to students of all subjects. If your future plans might involve living, working or travelling abroad, a language course in the Sixth Form is an excellent step to achieving your future goals.

Entry Requirements

A minimum of grade 6 at GCSE in the language you wish to study is required, in order for you to be able to express your opinions freely on paper or verbally on the variety of topics studied. It is unlikely that students who have sat the Foundation Tier paper will have the depth and breadth of skills needed to thrive at A level languages.

Technical Details

Spanish

Exam Board	AQA
Qualification Type	A level
Course Title	Spanish
Specification Code	Spanish 7692

	Number	Duration	Weighting (% of total A level)
External Exams (end of Year 13)	3	Paper 1: 2 hours 30 mins Listening, reading & writing	50%
		Paper 2: 2hrs Writing	20%
		Paper 3: 21-23 minutes Speaking	30%
Coursework	-	-	-

French

Exam Board	AQA
Qualification Type	A level
Course Title	French
Specification Code	French 7652

	Number	Duration	Weighting (% of total A level)
External Exams (end of Year 13)	3	Paper 1: 2 hrs 30 mins Listening, reading & writing	50%
		Paper 2: 2 hours Writing	20%
		Paper 3: 21-23 minutes Speaking	30%
Coursework	-	-	-

Photography

Lead Teacher: Mr Graeme Henderson; Graeme.Henderson@wyeschool.org.uk

Why study Photography?

The aim of the A level Photography course is to encourage students to explore new ways of seeing the world using a wide variety of photographic techniques and processes.

We introduce students to the history of photography, the work of important photographers and the variety of ways of making a photograph, with or without a camera. We want students to experience the magic of the darkroom as well as the wonders of digital processing when they are "drawing with light".

Course Description

You will be introduced to a variety of experiences exploring a range of photographic media, techniques and processes. You will be made aware of both traditional and new technologies and you will explore relevant images, artefacts and resources relating to Photography and a wider range of art and design, from the past and from recent times, including European and non-European examples. This is integral to the investigating and making process. Your responses to these examples will be shown through practical and critical activities which demonstrate your understanding of different styles, genres and traditions. You will be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product. You will keep a visual journal to document your work. You will use both traditional methods and digital techniques to produce images.

In February of Year 13 you will receive your examination question paper which you will use as the basis for your second unit of work in a 15 hour exam set over 2 or 3 days. The exam is approximately 8 weeks after receipt of the exam paper.

During your course you will be advised on how to build a portfolio of work suitable for entry to a one year pre-degree Foundation Diploma course in Art and Design/photography or a University Degree.

Beyond A level

The degree courses and careers associated with the Photography A level are substantial and varied. A selected list would include fine art, graphic designer, magazine features editor, medical illustrator, photographer, press photographer, television camera operator, advertising art director, digital marketer, film/video, editor, media planner, secondary school teacher, stylist, visual merchandiser, web content manager, web designer. Students are free to develop their own interests within this course.

Entry Requirements

The best foundation for success in Photography is a grade 5 minimum in Photography or Art and Design related course. However, this does not prevent interested students applying for the course provided if they can provide a portfolio of work reflecting their interest in the subject.

Technical Details

Exam Board	WJEC
Qualification Type	A level
Course Title	Photography
Specification Code	

	Number	Duration	Weighting (% of total A level)
External Exams (end of Year 13)	1	15hrs (over 2 or 3 days)	40%
Coursework	-	During Year 12 & 13	60%



Physics

Lead Teacher: Mr Gordon Steadwood; Gordon.Steadwood@wyeschool.org.uk

Why Study Physics?

Applications of physics can be found in most of the inventions of our society. The concepts, laws and models of physics help us to describe and understand the world around us. They are also fundamental to an understanding of how every physical system works. They extend to every scale; from the infinitesimal particle zoo of the subatomic, through nanotechnology, to the very universe itself. This is reflected in the content of the course.

Course Description

A level Physics is a challenging but rewarding subject. Students will have the opportunity to study some of the topics they covered for GCSE in more depth, as well as new and exciting modules, such as particle physics, quantum phenomena and special relativity.

At least 40% of the marks in the assessments will require the use of mathematical skills. Students choosing to study A level Physics should also study A level Mathematics.

Beyond A level

Physics is a requirement for all university Physics and Engineering courses. Physics at A level is also useful for those planning to read Chemistry, Mathematics, Geography, Architecture and Medicine, as well as certain degrees in the Life Sciences, Forensic Sciences, and the Environmental Sciences.

There is a multitude of careers that can be followed based on a background in Physics. These include those in the physical sciences and other sciences, the scientific civil service, engineering, geophysics, meteorology, material science, environmental physics, astronomy as well as careers in communications, computing, teaching and industry. However, it is important to note that Physics is not only a vocational subject. Many graduates find that their skills are valued in a wide range of other careers, including city jobs in the financial sector, such as banking, accountancy, insurance and investment.

Entry Requirements

Grade 5 or higher in GCSE Physics or Grade 55 in GCSE Combined Sciences (with high scores in the **Physics units**). **Owing to the mathematical content of the course, a good understanding of Mathematics is also important: we recommend Grade 5 or above at GCSE.**

Technical Details

Exam Board	AQA
Qualification Type	A level
Course Title	Physics
Specification Code	7408

	Number	Duration	Weighting (% of total A level)
External Exams (end of Year 13)	3 papers	2 hours each	Paper 1: 34% Paper 2: 34% Paper 3: 32%
Coursework	-	-	-

Practical work lies at the heart of the sciences and this course provides numerous opportunities to use practical experiences to link theory to reality and equip students with essential practical skills. Students who satisfy the practical requirements of the course will be awarded a separate “Practical Endorsement” alongside their A level grade.



Psychology

Lead Teacher: Mrs Leanne Steed; Leanne.Steed@wyeschool.org.uk

Why Study Psychology?

Psychology, the study of human experience, is an exciting and popular option for any student interested in why people behave the way they do. This course has been designed to help students see the implications of psychology for everyday life and to reflect on their own behaviour and experiences. Any student thinking about working with people or entering the “caring professions” will find that embarking on A level Psychology is both an interesting and appropriate start to their journey.

Course Description

In Year 12 the course first looks at classic and contemporary Core Studies, which illustrate the scope of psychology and the range of methods used to gather evidence. In Year 13 it focuses on a choice of two options from applied psychology: child psychology, criminal psychology, environmental psychology and sports and exercise psychology as well as research into mental health. The course covers a wide variety of areas of interest such as the diagnosis of mental illness, features of autism, moral development, eyewitness testimony, the effect of imprisonment and the plasticity of the brain.

As in any A level subject, students are expected to take responsibility for their learning and become increasingly independent. Much time in class is spent in discussion and preparing for the demands of the exam rather than following a textbook, which students will read on their own. Psychological terminology is really important and students will have many new terms to learn which they will become confident with over time. Students will attend at least two conferences over the course of the two years and will also benefit from lectures by outside speakers as well as a visit to the Psychology Department at the University of Kent at the end of Year 12. They will also have opportunities to carry out their own research, using experimental, correlational, self-report and observational designs as well as participate in some if they wish. Assessment is exam based, three papers with no coursework, although students will be asked to refer to their own research in the exam.

Beyond A level

Studying Psychology is very stimulating and many students go on to study this subject at undergraduate and postgraduate levels. Psychology is a popular subject on its own but can also be combined with criminology, sociology, anthropology and philosophy, to name but a few options. Psychologists are currently working in such diverse fields as education, human resources, the NHS, the prison service, the police force, marketing, counselling, advertising and social work. The British Psychological Society website has plenty of information about careers related to Psychology.

Entry Requirements

Although Psychology is classified as a science, students who take up this course always come from a wide range of different disciplines and anyone is welcome if they have an interest in human behaviour and at least a grade 5 in English Language at GCSE. At least a Grade 5 in Mathematics at GCSE is also strongly recommended as there is a statistics component and 25% of the marks awarded are on mathematical ability. Students should be able to express themselves fluently in writing and be willing to engage in both critical and creative thinking.

Technical Details

Exam Board	OCR
Qualification Type	A level
Course Title	Psychology
Specification Code	H567

	Number	Duration	Weighting (% of total A level)
External Exams (end of Year 13)	3 papers	2 hours each	Paper 1: 30% Paper 2: 35% Paper 3: 35%
Coursework	-	-	-

Sociology

Lead Teacher: Miss Elizabeth Briggs; Elizabeth.Briggs@wyeschool.org.uk

Why Study Sociology?

Sociology can completely change the way you see the social world around you and your place in it. It forces us to question the assumptions we hold about the roles we adopt in society, the patterns of our own behaviour in everyday life as well as in the major life decisions we take (e.g. family, work decisions). It examines the reasons why our society is organized the way it is, asking 'Is our society basically just or unjust?', 'Why is power distributed in the way it is?', 'What shapes people's choices about their family lives, religion, educational and professional choices?'

Course Description

In asking questions in Sociology A level, you will look at the major theoretical perspectives that have shaped our thinking about the social world around us from those that defend and validate the social world we live in, such as functionalism, to those that offer a radical challenge to the world we live in and its claim to be a just society, such as Marxism and feminism.

In Year 12, you will look at the role and purpose of education, including vocational education and training, in contemporary society. Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society. The application of sociological research methods to the study of education with particular reference to the economy and to state policies. Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life-course, and the diversity of contemporary family and household structures.

In Year 13, you will study different theories of crime, deviance, social order and social control. The social distribution of crime and deviance by age, ethnicity, gender, locality and social class, including recent patterns and trends in crime. On top of this, you will study either the different beliefs in society, which is based largely on the role of religion in contemporary society, or the sociology of the media.

Beyond A level

The GCE in Sociology qualifies for UCAS points. It gives candidates a wide choice of progression options into further study, training, or relevant employment. Candidates who successfully complete the qualification will be well equipped to move onto degrees in areas such as: Community development worker, counsellor, further education lecturer, social researcher, social worker, charity fundraiser, housing manager/officer, human resources officer, primary school teacher, probation officer, secondary school teacher, youth worker.

Entry Requirements

It is not necessary that you have studied Sociology at GCSE. To take the course, it is strongly recommended to have achieved GCSEs at grade 5 or higher in English Language, as well as in Mathematics. What is absolutely required though is that you have an interest in society and debating.

Technical Details

Exam Board	AQA
Qualification Type	A level
Course Title	Sociology
Specification Code	7192

	Number	Duration	Weighting (% of total A level)
External Exams (end of Year 13)	3	2 hours each	33.3% each
Coursework	-	-	-



Physical Education A level

Teacher in Charge: Ms D Lulham; Dee.Lulham@wyeschool.org.uk

Why Study A level PE?

The content has been designed to allow learners to study Physical Education (PE) in an academic setting, enabling them to critically analyse and evaluate their physical performance and apply their experience of practical activity in developing their knowledge and understanding of the subject. The examined components will provide the knowledge and understanding which underpin the non-exam assessment (NEA). The NEA within this specification allows learners to explore an activity in detail as a performer or coach, chosen from a wide variety of sporting activities. Learners will also analyse and evaluate performance in a chosen activity as part of their NEA. This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology. Learners will also develop the transferable skills that are in demand by further education, Higher Education and employers in all sectors of industry. This specification will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.

Course Description

OCR's A level in Physical Education will equip learners with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education. This requires them to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how physiological and psychological states affect performance
- Understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- Understand the role of technology in physical activity and sport
- Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance
- Understand the contribution which physical activity makes to health and fitness
- Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring mind
- An expectation of the course is that you will be representing the school in district sport.

Beyond A level

- The PE A level can lead onto Degree courses in Sport at university
- Fitness industry (gym instructing, personal trainer, management)
- Leisure industry (management etc.)
- Sport industry (coaching, sport nutrition, sport psychology, sport therapy)

Entry Requirements

Students should have studied GCSE PE and gained at least a grade 5 and have achieved at least a grade 5 in biology or other science. They should also be able to evidence participation in sport to a club or low county level and actively pursuing this outside of school.

Technical Details

Exam Board	OCR
Qualification Type	A level
Course Title	Physical Education
Specification Code	H555

	Number	Duration	Weighting (% of total A level)
External Exams (end of Year 13)	3 papers	2 x 2 hours 1 x 1 hour	Paper 1: 30% Paper 2: 20% Paper 3: 20%
Practical Assessment	1	-	30%