



Hurst

Choices Information

Sixth Form

September 2024 entry

Welcome

Dear Student

I hope that you find this booklet stimulating and thought-provoking, and that it whets your appetite when you read about subjects you know you want to study in the Sixth Form. I hope, too, that you will use it to explore other subjects you haven't considered, perhaps because you didn't even know that they existed. I hope that you get a sense of what a Hurst Sixth Form education is about, and also what it values. Lastly, I hope that you find it useful as a clear and handy guide to help you form your thoughts about choosing subjects. Please use it as a prompt for discussion with your friends, teachers and family. But then please come and see us to talk through these choices in person, because it is that personal touch which will help us to help you to get the right combination of subjects.

In the booklet we have set out the essential content of each subject and how it is assessed, explaining in simple terms what each component is "worth" in the mark scheme as a whole. Each Head of Department has navigated you through the two year specification, so that you get a good sense of how areas within the subject interact. The booklet kicks off with information about the matriculating requirements into our Sixth Form, and outlines the GCSE grades needed to ensure that you will succeed in each subject at Sixth Form level. This, of course, is only half of the battle; your interest and passion for the subject, combined with your preparedness to work hard, are just as important indicators as to the result you will come out with at the end of your two years. Academic ability is important when it comes to attaining good grades, but the type of character you are will play a far more important role in determining your outcomes in terms of enjoyment, fulfilment, and exam success.

At Hurst we always review our academic offering and look to respond to the desires of the incoming Sixth Formers whenever we can. We have introduced new A-level subjects in the last few years to meet the demand from those wanting to develop their specialist interests, in addition to a BTEC course in Sport which is normally offered in conjunction with an A-level.

We aim to listen to our students and respond to your needs; really wanting to study a subject or course is an admirable place from which to begin your learning. You will find our courses varied and engaging, and whichever combination of qualifications and subjects you choose, you will encounter passionate and expert teachers who will guide you through the whole process.

Hurst Sixth Form is a great place to be academically, but the social dimension and extra-curricular provision is also of paramount importance. We look to foster good young men and women who can lead and be led. We want you to be the best version of yourself, and you won't find a school who commits such energy to enabling you to achieve just that.

Yours sincerely



Brian Schofield
Head of Sixth Form

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Sixth Form entry

To matriculate into the Sixth Form at Hurst, students require at least four grade 7 GCSEs. They should have a 7, 8 or 9 grade in the subjects that they intend to study and, where a student wishes to start a new subject which they have not studied before, they need to have achieved a 7-9 in a GCSE subject closely related to it (i.e. for Economics, ideally a student should have a 7-9 in Maths GCSE). Students should also have a minimum of a grade 5 at GCSE in Mathematics and English. However, we recognise the need to be flexible and to operate on an individual student basis, working closely with each student on their choices, to establish what will be the best programme of study for them. In addition to A-level, we run a BTEC in Sport and Extended Project Qualifications.

Entry procedure for those new to Hurst

As a general guide, entry to the College requires:

- Completion of a Registration Form and payment of a registration fee.
- Completion of an Entry Application Form.
- Interviews and tests at the College, normally in mid-November of the year preceding entry, or subsequently as necessary.
- Payment of an Entry Deposit on acceptance of an offer by the College, conditional upon GCSE grades. The deposit is returned should the College withdraw its offer, or on completion of the Sixth Form course. It is non-returnable if parents change their mind.

There are a number of academic and other awards that are available for entry to the Sixth Form, which can range up to 25% of fees. It is possible to win more than one award totalling a maximum of 25%. Means tested bursaries are available beyond this for those applying for and being awarded academic scholarships.

Please contact Dianne Allison, Head of Admissions, for further details: admissions@hppc.co.uk

The College timetable

Students follow a two week timetable. Once lessons end in the afternoon, time will be allocated for the many other activities a Hurst education involves, including some games periods, assemblies, tutor periods, lectures, Duke of Edinburgh Award activities, Service Afternoon, Choir, Orchestra, Top House Quiz and the Highly Selective University Program. This time also offers timetabled opportunities to seek additional support from subject teachers via our academic clinic system.

Every effort is made to ensure that life is as outward looking and varied as possible. Students have opportunities to become involved in service afternoons where they volunteer in the local community. A comprehensive general studies programme brings in outside speakers to complement our vibrant Diversity and Inclusion platform which represents a broad range of interests and backgrounds. Additionally there is plenty of sport, drama and music. Life in the Sixth Form at Hurst is certainly a vital and stimulating experience. Students don't need to do all of it; they select the things that interest them.

The Tutor System, Careers and UCAS

Sixth Form tutors are responsible for the students' welfare and academic progress. Meetings take place every week to set targets and to monitor progress by, for example, discussing Challenge Grade Reviews. Overseeing the tutors are Heads of Year and there is a Head of Sixth Form overseeing the whole structure. Each student has more than one member of staff to encourage and support them, so that a number of key teachers get to know them well.

One of the main responsibilities of tutors is to provide guidance on higher education; most of the Sixth Form continues to university. With the College's Head of Higher Education, tutors advise on the choice of course and choices of higher education institution. Tutors also assist with the completion of UCAS forms including the preparation of personal statements. Hurst's UCAS references are accurate and valuable because of the close relationships between students and their teachers.

Universities offer a plethora of courses, so it is essential that Sixth Formers are fully aware of the range of opportunities open to them. During the Lower Sixth, all students have at least one individual guidance meeting with the Head of Higher Education to discuss their options. The UCAS application process is described, the decisions that need to be made are explained, and the resources available for undertaking the necessary research are detailed. The resources include full access to Unifrog and an extensive library of university literature and prospectuses.

Shortly after the Lent half-term parents are invited to join the year group at a University Higher Education Evening when information and advice are given by experts: representatives from universities, current undergraduates and present Upper Sixth formers who are in the process of making their own UCAS applications. Lower Sixth students are encouraged to visit universities during the College vacations to cement their decisions. The College also organises university visits for students in June.

To complement this focus on higher education, the College Careers Department can offer advice on a range of professions. Throughout the year, a programme of talks is given by representatives from a huge range of careers. Our Careers Department also supports students with developing their own CVs and preparation for interviews. We also work closely with members from all three branches of the Armed Forces to support any student's interest in a career in the Army, Navy or RAF. There is also a 'Safe Travel Conference' which covers not

only the practical and planning issues of traveling, but also possible opportunities for those who are thinking of traveling as part of a gap year. Students are encouraged to participate in Young Enterprise, a programme that enables students to set up and run their own businesses. All students are able to arrange for one-to-one guidance sessions with the Head of Careers. At the start of the Upper Sixth, UCAS applications are completed in consultation with tutors. At the parents' meeting held late in the Lent term, there is an opportunity to clarify the procedure when results are published and, on results day itself, advice is available to help resolve any queries. Once the student has left the College we are keen to keep in touch and we can provide further advice and testimonials.

Those who wish to apply to highly selective universities such as Oxford and Cambridge are given special provision throughout the Michaelmas Term of their Upper Sixth year. This is the culmination of a process of academic extension in the Sixth Form for those who are keen to push themselves from the start of the Lower Sixth. Highly selective university candidates attend extra subject specific sessions (at least one per week) that are designed to extend individuals beyond the constraints of their examined syllabi. Specialist tutoring is given for UCAS personal statements that are due in earlier than other universities, and students are offered interview practice and advice. Prospective medics, vets and dentists are supported through a weekly discussion group, work experience opportunities, information and preparation for the UKCAT and BMAT, and formal interview practice.

All of the above ensures that our students have access to enough information to enable them to make the right decision for their future. The vast majority of them go on to university and about three quarters go on to Britain's best, the Russell Group or former 1994 Group universities. However, the aim of the Sixth Form is to achieve self-fulfilment, and we recognise that university is not for all. Hurst Sixth Formers have gone on to drama school, art college and professional sport straight from school.

University Destinations 2023

The Sixth Form leavers of 2023 achieved 85% A*-B grades in their A-levels. Below is a selection of the courses that our Upper Sixth leavers are moving on to.

Name	University	Course
Rohan Agarwal	Cambridge	Natural Sciences
Lottie Ashton	Southampton	Mechanical and Naval Engineering
Rory Biggar	St Andrews	Economics and Modern History
James Bird	Exeter	Politics
Seyuri Bothra	LSE	Psychological and Behavioural Sciences
Buster Brett	Bournemouth	Film
Caitlin Bugler	Leeds	Philosophy and Politics
Rosie Carr	Durham	Geography
Henry Clifton-Sprigg	Manchester Metropolitan	Fashion Marketing
Alex Els	Bristol	Law
Lucas Fournier	Bath	Electrical and Electronic Engineering
Isabel Harvey	Manchester	Biochemistry with Entrepreneurship
Jamies Hine	Newcastle	Marketing and Management
Isabella Hobden	Cardiff	Physiotherapy
Oliver Holmes	Warwick	Economics
Cordelia Irwin	Glasgow	English Literature
Benji Jackson	Durham	Politics and International Relations
Anna Jamieson	Bath	Architecture
John Kenny	Lancaster	Chemical Engineering
Joshia Killa	Imperial	Computing
Madison Lashbrook	Edinburgh	Veterinary Medicine
Thomas Manchester	Cambridge	Mathematics
Harriet Miller	Oxford	Chemistry
Scarlett O'Callaghan	Courtauld	History of Art
Clemmie Walliss	Cardiff	Italian and Spanish
Grace Wood	Norland	Early Childhood Education and Care

Course structures and choices

A-level course structure

All A-level courses are linear in structure with terminal examinations at the end of the Upper Sixth year.

BTEC course structure

BTEC Level 3 Diplomas embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. Each unit is assessed through either coursework submissions, a supervised assessment or an external examination.

Extended Project Qualification (EPQ)

The Extended Project is a free-standing Level 3 qualification. Students may choose to take the EPQ as an extension of one of their GCE subjects; alternatively the EPQ may explore an area of personal interest or activity outside the main programme of study.

The Extended Project Qualification involves extended independent work by the student and will require in total up to 120 'guided learning hours'. The EPQ is roughly equivalent to half an A-level and there are UCAS points available: 28 for A*, 24 for A, down to 8 for grade E.

Learning Support

Most students no longer request Learning Support in the Sixth Form because they choose subjects in which they are both competent and confident. The Head of Learning Support is always available to discuss individual cases if there is a concern or a specific requirement.

Any previously completed specialist assessments should be submitted to the Head of Learning Support, in addition to details of access arrangements granted for GCSE examinations, or details about any pending assessments. Access arrangements will be reviewed to confirm they are still appropriate in accordance with current examination board requirements.

Sixth Form Choices

An annual Sixth Form Choices Seminar is held for all prospective Lower Sixth Form students and their parents to hear more about the courses that interest them. Students are then required to rank their chosen subjects in order of preference, to enable the College to draw up the option blocks for their Lower Sixth year. If students are unsure as to which subjects to choose, they should consider subjects that they have enjoyed and check what subjects will be needed for any possible career choices they may make as they move on to university. Students should also keep an eye on universities' views of Sixth

Form subjects. If in need of further advice, please contact the College.

Lower Sixth subject options

The Option Blocks are adjusted each year in order to allow the maximum number of students to study their chosen subjects. Students select subjects from the following list, but the College cannot guarantee that every combination of subjects will be possible:

- Art & Design (Fine Art)
- Art & Design (Photography)
- Biology
- Business
- Chemistry
- Classical Civilisation
- Computer Science
- Dance
- Design & Technology
- Drama & Theatre
- Economics
- English Literature
- French
- Geography
- Politics
- History
- Latin
- Maths
- Maths with Further Maths
- Music
- Physical Education
- Physics
- Psychology
- Religious Studies
- Sociology
- Spanish
- BTEC Sport (this course counts as two choices)

It should be noted that the subject options are dependent on the number of students choosing them. If fewer than three students select a particular subject it is likely that the subject will be withdrawn. As students submit their choices, variation in demand for subjects may result in changes to the composition of the blocks with, for example, some subjects being offered more than once. The range of possible subject combinations available will alter accordingly, and students will be kept informed as this process happens.



Art and Design: Fine Art/Photography

A-level

At A-level we offer Fine Art and Photography as separate subjects of the OCR course. Both are taught using a similar course structure, but students on the Photography course produce all work photographically, exploring digital and darkroom techniques in a dedicated studio and in dedicated groups. Those opting for the fine art course may choose to work through painting and drawing, printmaking, sculpture or alternative media such as: film, photography, installation and mixed media assemblage.

Choosing to follow one of the two courses in the Art Department enables students to experience a whole range of new processes and materials and to appreciate various art forms in a contemporary as well as in an historical context. Students explore and expand their visual language to a high level which is ideal preparation for further and higher education in general, or applying for an Art Foundation course.

Entry requirements

This is a practical subject with embedded academic elements that demand time and thought and it is expected that students will have achieved at least a grade 7 in GCSE Art and Design (Photography students do not have to have completed Art and Design at GCSE) along with at least a grade 6 in English Language. Students will require commitment, drive and enthusiasm and a desire to sustain and develop an idea through to its solution.

A-level course structure - OCR examination board

The courses are flexible although built around a structured programme of projects. There are regular visits to museums and galleries throughout the course.

Assessment structure

Component 1: Coursework 60%

Students work from a broad range of themes such as 'Structures' and are guided through a series of technique and process-led workshops to support their projects in their chosen route of Art or Photography. They explore and develop many existing and new skills and are required to review their personal progress. Students are also taught how to analyse and critique their work in relation to established artists, designers or photographers.

As the course progresses independent and highly personal pathways are encouraged and developed via one to one and peer group tutorials. A body of work, including final outcomes, sketchbooks and other display materials, will be created by each student and the course will culminate in an exhibition.

Self-directed major project

This is launched December of year one. The project consists of two elements: a personal investigation and a study. Both the Art and Photography students work in greater depth on the critical analysis of others' work to enable them to explore their practical ideas through a series of outcomes. The personal study is a 1000-3000 word visual essay which includes research into the works of established artists and which links to the student's personal investigation. Students are encouraged to visit galleries and museums and to take advantage of cultural visits abroad offered by the College.

Component 2: Externally Set Assignment 40%

This is launched in February of year two. Students must respond to themes from the Externally Set Assignment and produce their own creative outcome(s). Whilst this is a separate element to their coursework students will build upon their prior knowledge, skills and understanding. Preparatory work with supporting studies will be submitted with a timed element (15 hours) of unaided work produced under set task conditions.

Higher education and career opportunities

These courses are excellent preparation for the many career choices in the creative industries and many students undertake further study at Art College or other related establishments. Currently, the majority of students complete a full time, one year 'Art Foundation' Course before pursuing a degree in a specialist area of study such as Graphic Illustration, Three Dimensional Design, Fine Art, History of Art, Commercial Photography, Architecture and many more. Transferable skills acquired in creative problem solving, time management, independent approaches and risk taking are ideal preparation for future careers in the arts and any other area.

Business

A-level

Business does what it says; we study businesses and how they operate. The approach to the course is less theoretical than Economics and involves studying how today's businesses carry out their various functions - including marketing, finance, people and operations management. The course looks at how external factors affect businesses (such as competition, consumer demand, the activities of pressure groups and ethical issues) and how businesses react to them. It also draws together the business functions and the external environment to study the objectives and strategies that businesses adopt. In the second year of the course there is a strong focus on global business, and the course content becomes increasingly contemporary and there are multiple opportunities to extend learning beyond the syllabus. The course also allows students to relate to their experiences with Young Enterprise and other extra-curricular activities.

Entry requirements

Students should be equipped with good written communication skills. Students should have the ability to use a variety of sources of information including textbooks, reference materials, government and business data, the internet and their own knowledge and experience of business. Business also requires a reasonable level of numeracy and for this reason candidates need to have achieved a grade 6 in GCSE Mathematics.

Subject choices

Business combines well with most other subjects although some might argue the apparent overlap with Economics is too great to make that a suitable combination.

A-level course structure - EDEXCEL examination board

The A-level course in Business is structured into four themes. Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues. Students are encouraged to use an enquiring, critical and thoughtful

approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

Theme 1: Marketing and people

Students will develop an understanding of:

- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders

Theme 2: Managing business activities

Students will develop an understanding of:

- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

Theme 3: Business decisions and strategy

This theme develops the concepts introduced in Theme 2.

Students will develop an understanding of:

- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change

Theme 4: Global business

This theme develops the concepts introduced in Theme 1.

Students will develop an understanding of:

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies (multinational corporations)

Assessment structure

There are three externally examined papers and all of these papers have the same structure:

- Each one comprises two sections
- Students answer all questions from both sections
- Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question
- Duration: 2 hours
- 100 marks available

Paper 1: Marketing, people and global businesses

35% of the total qualification

Overview of content: Paper 1 will assess marketing, people and global businesses and questions will be drawn from Themes 1 and 4, and from local, national and global contexts.

Paper 2: Business activities, decisions and strategy

35% of the total qualification

Overview of content: Paper 2 will assess business finance and operations, business decisions and strategy. Questions will be drawn from Themes 2 and 3, and from local, national and global contexts.

Paper 3: Investigating business in a competitive environment

30% of the total qualification

Overview of content: Paper 3 will assess content across all four themes. Questions will be drawn from local, national and global contexts. For Paper 3, there will be a pre-released context document issued on the Edexcel website in November of the previous year. A new context will be given to centres each year and will relate to the examination series for the following summer. The context will focus on a broad context, such as an industry or market in which businesses operate. The question paper will be in two sections. The first section will focus on the broad context provided. This will be outlined to centres through the pre-released document. Questions will focus on the broad context. The second section will focus on at least one strand within the context provided, such as a particular business. Each section will contain unseen stimulus materials comprising quantitative and qualitative evidence. Students are required to apply their knowledge and understanding from Themes 1, 2, 3 and 4 and their understanding of the broad context to this evidence. Students cannot take any of their research or investigation data carried out as part of the pre-release into the examination.

Higher education and career opportunities

A-level Business provides an excellent foundation for a wide range of University courses and careers. It is one of the fastest growing subjects at degree level, with many degree courses combining Business or Management Studies with other subjects, including a modern foreign language.

Business can lead to career opportunities in both the private and public sectors, inside and outside the UK. Business prepares students for working in a range of environments in both the public and private sectors. It gives students confidence and an understanding about the workplace at all levels and even their own enterprise.

Classical Civilisation

A-level

Classical Civilisation investigates the World of Ancient Greece and Rome through its literature, art and architecture. Students may have studied some Classics earlier at school in the form of Greek and Roman mythology, or may have studied Greek or Latin at GCSE. Equally, students may have had no background in the Classics whatsoever before choosing A-level Classical Civilisation. The joy of the subject is that it is a new way of looking at the world for whoever takes it up.

Entry requirements

Students should have a grade 6 in GCSE English Literature because, even though no prior knowledge of Latin, Greek or Classical Civilisation is required and the texts are studied in translation, a large portion of the course involves studying works of literature. No prior knowledge of art and architecture is required. All students need to have is an open mind and willingness to learn.

Subject choices

Classical Civilisation fits in well with a whole range of other A-levels including English Literature, Languages, Drama and Theatre Studies, History, Art & Design, Business Studies, Sciences and Psychology. Scientists and Economists will enjoy it for its own sake as a subject to broaden their horizons and to act as a contrast to their other A-levels.

A-level course structure - OCR examination board

Course content

The course is full of mythology, legend, war, death, betrayal, crazed women, art, temples and, of course, many insights into the culture that brought us such things as: literature, maths, science, architecture, philosophy, democracy and sculpture. Students must be prepared to read, analyse and write concisely about a wide range and quantity of material, a skill required by any university course.

The course will include the following elements:

The World of the Hero (component 11)

The great epics the Iliad and Odyssey were composed around 800 BC and are the earliest surviving pieces of Western literature. Whilst the Iliad describes the anger of Achilles and his subsequent revenge upon Hector in the 9th year of the Trojan War, the Odyssey takes you to the end of the war and the homeward wanderings of the Greek hero, Odysseus. Having left the battlefield of Troy, Odysseus sails home (dogged by shipwrecks, a mutinous

crew, a witch, a Cyclops, cannibals, the Sirens and a hateful goddess) only to find his wife being wooed by other men. Through this epic we gain a fascinating insight into Ancient Greek culture through the contrasting people and monsters, not only of Homer's time but also of the time of Achilles and Odysseus (the so-called Age of Heroes). With Homer as his influence and Augustus as his patron, Virgil created a world with such a small beginning through the travails of a Trojan refugee, Aeneas. His city destroyed, his wife dead, this man has to survive the wrath of the gods and women in order to achieve his destiny in founding the Roman race on the shores of Italy. While studying this epic we examine particularly what it meant to be a hero in the Classical world both in the Age of Heroes and within the context of the new Imperial Age of Rome. The literature of both texts forms a lens through which will examine the culture and society in which these epics were constructed, and exam questions will address this as well as the literary techniques used by the authors.

Greek Theatre (component 21)

In this module we study the 2 of the great Greek tragedians of the 5th century BC (Euripides and Sophocles) as well as the comedian Aristophanes to explore Greek theatre. Within these plays expect to find a king who has unintentionally committed a terrible act, women sent into a mad frenzy by a vengeful god and a comedy with a chorus of frogs giving a satirical take on Greek society. This module also covers the architecture and archaeology of theatres, as well as the scenery, stage effects, costumes and characters typical to Greek theatre. We will look at buildings to examine how their construction helped audiences to enjoy a performance but also vases and pots which were created by Greek artists as a response to what they saw in the theatre, giving us a dynamic pictorial representation of what a performance must have been like. We will also cover celebrations of theatre in the ancient world through looking at the theatrical competition the City Dionysia which will allow us to explore the social, political and religious aspects of the theatre.

Greek Religion (component 31)

This module is part of the 'belief and ideas' side of the course in which students will explore classical thought: the nature of right and wrong, what faith meant to the ancient Greeks and how their beliefs and interpretations of the relationship between the gods and mankind affected their society. The topics studied include the nature of Olympian gods and how the Greeks would have a personal experience of the divine through their worship of divine cults and the Olympic games, and through

oracles; this enables us to study religion and society as well as places of worship, rituals, priests and religion and philosophy. Study of this is enriched by looking at the temples in Athens, Delphi and Olympia and by examining sculptures and vases which show how the Greeks represented their belief in the gods through art and architecture. As well as looking at these specific sources students will be required to do some extra reading of material connected to the course content. This will be guided to an extent by teachers and will allow students to get a taste of what learning is like at university as they will have to include what they have learnt from their extra reading for their essays. This course teaches students how to evaluate concepts as well as sources and how to explore the course beyond the curriculum.

Assessment structure

The Classical Civilisation A-level is assessed by three written exams, an exam per component.

Higher education

Classical Civilisation is well regarded by universities and indeed the new course is set up to teach skills which are integral to many degrees: analysis, evaluation, wider reading and conceptual thought. It is viewed as a multi-disciplinary subject by higher education institutions who recognise the rigour of the content and requirements of the examination. Students will also learn how to read, analyse and evaluate modern academic articles to further their understanding and learn skills applicable to any university course. Many universities run highly respected courses in Classical Studies or Ancient History if students decide to take their studies further.



Computer Science

A-level

It is the aim of the Computer Science department to ensure that all students taking the subject acquire the practical skills that will make them employable in the real world, increasing their choice of opportunities when leaving the College. Although only 20% of the final marks are awarded for coursework, Computer Science is a highly practical course where we teach beyond the limits of the syllabus.

The overall aim of this course is to encourage students to develop an understanding of the principles of problem solving using computers. These studies will help students to understand the range of applications of computers and the effects of their use so that students can apply this understanding to develop computer based solutions to problems. Students will develop an understanding of systems analysis and design and methods of implementation, testing and documentation.

Entry requirements

Students who have studied Computer Science at GCSE should have at least a grade 7. There is a considerable mathematical content to the course and therefore candidates should have achieved a grade 7 or above in Mathematics at GCSE.

Subject choices

A qualification in Computer Science combines well with many subjects including those that would benefit from a logical and systematic approach. It also complements subjects that contain analytical, scientific and technological aspects.

A-level course structure - OCR examination board

The Course consists of three components:

Assessment structure

Component 1: Computer systems

2 hours and 30 minutes written paper

40% of total A-level

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues

Component 2: Algorithms and programming

2 hours and 30 minutes written paper

40% of total A-level

- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

Component 3: Programming project

Non-examination assessment

20% of total A-level

The learner will choose a computing problem to work through according to the guidance in the specification.

- Analysis of the problem
- Design of the solution
- Developing the solution
- Evaluation

Higher education and career opportunities

With a qualification in Computer Science students may choose to continue their studies on to higher education. Many universities now offer joint honours courses which contain computing and just about every other subject. There are an increasing number of opportunities for students who leave with an A-level in Computer Science. Many further their studies at universities, taking a single honours degree in Computing or studying joint honours with another subject, ranging from Engineering to Economics or Business Studies.

With the large proportion of project work and with the emphasis on the use of internet technologies, students with an A-level in Computer Science are also in a strong position to find themselves a career in the industry without going to university. There are many companies who would prefer to employ a student at 18 with the appropriate skills rather than waiting until they have completed a university degree.

Dance

A-level

Studying A-level Dance provides students with the opportunity to acquire knowledge, understanding and appreciation of the subject, which is delivered through practical and theoretical studies. Students are encouraged to discover their own original movement vocabulary as well as increase their own performance ability to a high standard. The course encourages students to think creatively and analytically which aptly primes them for higher education in general or more specific performing arts courses.

Entry requirements

Students should have at least grade 6 in GCSE English Language. GCSE Dance at grade 6 or above is desirable but not necessarily essential. Potential students however must be technically proficient and may be required to undergo a practical assessment prior to acceptance on the course. Students considering undertaking dance at A-level need to be aware that success in the subject will require dedication, self-motivation and the ability to work and cooperate within a group.

A-level course structure - AQA examination board

The A-level Dance course is linear with all exams taking place at the end of the course.

Assessment structure

Component 1: Performance and Choreography

What is assessed?

- Solo performance linked to a specific practitioner within an area of study
- Performance in a quartet
- Group choreography

How is it assessed?

- Practical exam; 80 marks; 50% of A-level

Component 2: Critical Engagement

What is assessed?

- Knowledge and understanding and critical appreciation of one optional set work and its location within a corresponding area of study

How is it assessed?

- 2 hours and 30 minutes written exam; 100 marks; 50% of A-level

Higher education and career opportunities

A-level Dance is highly respected as an academically and practically demanding course and therefore provides a solid foundation of knowledge and ability for anyone wishing to pursue a career in the Performing Arts. A-level Dance can lead to further study in Dance, Theatre Studies and Performing Arts in higher education at degree level and potentially may lead to a career in the performing arts industry or within the education and community arts sector.

A-level Dance compliments a range of subjects, such as theatre studies and the visual arts, due to the concepts that underpin the process of creating dance and the analytical skills used to gain insight and appreciation of the work. The course's ability to foster imagination and creativity, as well as promote personal and social development makes it an invaluable asset in many fields of work that require presentational skills, teamwork and lateral thinking, such as within the media, marketing, advertising and public relations.

Other information

It will be expected that students regularly attend the theatre to see live dance performances to further stimulate their own creativity as well as reinforce and enrich their understanding of dance. Dance students should also become a member of one of the College's in house dance companies to reinforce and develop performance and choreographic skills.



Design & Technology: Product Design

A-level

The Design and Technology A-level builds on the experience of GCSE and allows students to further their studies through Product Design. We will investigate historical, social, cultural, environmental and economic influences on Design Technology, whilst enjoying opportunities to put the learning into practice by producing artefacts.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers, especially those in the creative industries. The course is closely linked to the real world of product/system manufacture whilst offering opportunities to acquire and demonstrate knowledge and understanding of the world of designing and making. Students will develop an awareness of the responsibilities that designers and technologists have and the potential that exists to change and shape lives.

Entry requirements

Ideally students should have studied Design and Technology at GCSE but this is not necessarily essential; those who have Design and Technology GCSE should have achieved at least a grade 7. GCSE studies give students an basic knowledge of the core elements required for A-level and, although they are taught again in more detail during the Lower Sixth, workloads will be increased. IT skills, an interest in working practically with materials and a creative mind are also deemed essential.

In addition to this, students are expected to have achieved at least a grade 6 in English Language GCSE, as there are many written elements to the course and the exams feature longer response style questions, and at least a grade 6 in Maths GCSE as students are expected to demonstrate their application of knowledge, understanding and skills of Maths (and Science) both theoretically and practically.

Subject choices

There are clear links between aspects of the specification content and other subject areas such as Computer Science ('The use of computer systems' and 'Digital design and manufacture'); Business Studies ('Enterprise and marketing in the development of products'); Art and Design ('Design communication') and History ('Design Theory'). Students must also demonstrate maths and science skills through their written papers and their non-exam assessment. This is not an exhaustive list, and

there are other opportunities within the specification for students to integrate and apply their wider learning and understanding from other subject areas studied during Key Stage 4, as well as those subjects that they are studying alongside A-level Design and Technology.

A-level course structure - AQA examination board

The course is made up of three units: two exam papers and a non-exam assessment. The course contains two main practical projects in the Lower Sixth and a major project, the NEA, on a design context of the student's choosing in the Upper Sixth. See below for exam content.

Higher education and career opportunities

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. Whether students continue their study with a degree course in Design or broaden their skills in either the Arts or Sciences, A-level Design and Technology offers a sound base for future learning.

There are many, excellent career opportunities for students leaving with an A-level in Design and Technology, as they will have sound problem-solving skills and practical ability.

Career options include:

- Engineering
- Interior Design
- Product Design
- Industrial Design
- Civil Design
- Environmental Design
- Fashion Design
- Architecture
- Graphic Design
- Visual Design
- Sports Equipment Design
- Communication/Media
- Marketing
- Animation
- Manufacturing
- The Textiles industry

Assessment structure

Unit	Name	Duration	Weighting
Paper 1	Written Paper: Technical Principles <ul style="list-style-type: none"> • Materials, performance characteristics and their applications • Material manufacturing processes • Health and safety, modern and industrial commercial practice • Digital design and manufacture, the use of computer systems • Product design and development, inclusive design • Enterprise and marketing, intellectual property 	2.5 hours	30%
Paper 2	Written Paper: Designing and Making Principles <ul style="list-style-type: none"> • Design history: technological developments, socio-economic influences • Design theory: design styles, movements and work of designers • The design process: product life cycles, prototype development and third party testing – industrial and commercial contexts • Social, cultural, moral and ethical issues affecting designers • Responsible design: sustainability and environmental issues 	1.5 hours	20%
NEA	Non-Exam Assessment <ul style="list-style-type: none"> • Practical application of technical principles, designing and making principles. 	50 hours	50%



Drama & Theatre

A-level

Drama and Theatre is a subject in which all other subjects meet. Students will mix these ideas around, become critical of the world around them and create theatre that provokes and challenges society to do better. Students will extend their ability to create drama and theatre, either in a performing or production role. They will also be required to write about drama and to develop their powers of analysis to become an informed critic. The course will involve taking part in drama productions, as well as studying plays, playwrights and practitioners.

To achieve high grades, students need to be rigorous and dedicated in their approach. Sound analytical skills and a questioning nature are essential. Practical experience must be supported with a sound grasp of theatrical theory in both coursework and examinations. Students need to be enthusiastic, involved and committed, using private study sensibly for research, reading and writing essays. Most students find that despite the theoretical challenges of the course, the practical elements of the subject complement other academic areas and allow them to develop a variety of study techniques.

Students need to be curious about issues and ideas and have a creative instinct for communicating their views through drama. They may be keen on acting, writing or on the visual and technical side of theatre and wish to develop their skills in some or all of these areas. Equally they will be interested in going to the theatre to see plays performed by different theatre companies.

Entry requirements

It is useful to have taken Drama at GCSE but not always essential. Those who have a GCSE in Drama should have achieved at least grade 7, whilst those who haven't should have a grade 7 in English Language or Literature. It is important that students are interested in gaining a greater understanding of how theatre works and a desire to better understand the world through the dramatic form.

A-level course structure - EDEXCEL examination board

The A-Level course is split into three components, which are studied across the two year programme.

Component 1: Devising (40% of the qualification)

Devising is studied in the Lower Sixth year. In groups, students are given an extract from a play script as a stimulus, and will be asked to choose the work of a prominent theatre practitioner to study alongside it. They will be required to devise, rehearse and present an original 30-minute performance based on the given extract, and utilising the approach of their chosen practitioner. Essentially, this unit gives students the opportunity to create their own work that challenges the world around them. Students are assessed on their personal contribution to the performance, and are required to keep a portfolio of their rehearsal and development process, demonstrating how their ideas were transformed from page to stage, reflecting on both the process and performance.

This unit is internally marked and externally moderated at the end of the Lower Sixth year.

Component 2: Text In Performance (20% of the qualification)

Text In Performance is studied in the Upper Sixth year. In this unit, students each perform a role in a production of a play, and also have to prepare a two-minute monologue or a five-minute duologue from a different play of their own choosing.

In preparation for the play, students take part in workshops that will help them to develop performance or design skills. The class teacher will choose a play that suits the group and each student as an individual before directing them as a company to perform or design a key extract from that text. As performers, students have to develop a convincing and appropriate interpretation of their character, and will be required to hone their vocal and physical skills. If students have an interest in lighting, sound, set or costume design, they can discuss with the tutor the possibilities of taking on a role in the production team.



In preparation for the monologue or duologue, students will read and research a play text of their own choosing and develop their performance piece, either by themselves or with a partner. These performances will be self-directed, with the class teacher offering some advice and guidance. Students will write a brief outline of their intentions in performance, and will be judged by an examiner on their ability to communicate their intentions through vocal and physical skills.

The culmination of this unit is a practical examination, in which the students perform both their monologue/duologue and their play in front of a visiting examiner. The unit is marked externally.

Component 3: Theatre Makers in Practice (40% of the qualification)

This unit is studied across both the Lower Sixth and Upper Sixth years, culminating in a written exam at the end of the qualification. There are three sections in the exam:

Section A – Live Theatre Evaluation

Students will watch a range of live theatre over the duration of their two-year course, and will hone their analytical and evaluative skills in order to pass informed judgements on what they have seen. In the exam, they will answer a question about one of the live theatre productions they have watched, and engage in a debate about the importance and relevance of theatre today. In addition to preparing for the written exam, watching professional productions is one of the best methods for improving students' own practical work, and the influence of these shows will almost certainly be seen in the Component 1 and 2 performances.

Section B – Page To Stage: Realising A Performance Text

Preparation for this section of the exam will involve the practical study of a 20th Century set play text. In these practical workshops, students will explore how they could realise the text in performance. In the exam, they will need to answer two questions – one from the perspective of a performer, and one as a designer – and so will gain knowledge of a range of practical skills that could help make a performance of the set text captivating and exciting.

Section C – Interpreting A Performance Text

Students will study and explore practically a pre-20th Century set text alongside the work of an established theatre practitioner. Through a series of practical workshops, students will be asked to explore how they could re-interpret the script in order to create a production of it that would be accessible and relevant to a modern day audience. As a group they will develop their

modern interpretation in class, re-inventing the text in the light of their chosen practitioner. In the exam, students will answer an extended essay question in which they will be asked to communicate the ideas they have developed in class, whilst also demonstrating an understanding of how the play might have been performed in its original context.

Assessment structure

A-level Drama is examined through a mixture of practical assessments and written examinations.

Higher education and career opportunities

At the end of this course, students could go on to study Drama at University or apply to Acting courses at recognised Drama Schools. The Drama & Theatre A-level complements a wide range of subjects and is useful in building confidence and improving presentation skills. The confidence, tenacity and independence of thought fostered by the course are of value in almost any profession and are qualities certainly valued by universities. The balance of analytical and practical presentational skills which it demands are also relevant to careers in film and television, media, advertising, public relations, personnel management, marketing and law.

Throughout the duration of the A-level course, students will foster skills which are of huge value in other subjects including (but not limited to):

- English - study of set texts, essay writing skills.
- History - researching and understanding the historical contexts in which plays were performed, and practitioners were writing.
- Psychology - exploring the mind-set, motivations and objectives of characters.
- Politics - researching and understanding the political motivations of playwrights.
- Business - presentation, teamwork, creative and inter-personal skills.
- Design - exploration of set design, lighting, sound, costumes, props and special effects.
- Law - debate, presentation of arguments, research and confidence in public speaking.

Perhaps most importantly, however, the skills required for success in this course are the skills needed for success in life: time management, team-working, organisation, leadership skills, reflective skills, persuasive techniques, negotiation skills, co-operation, data-sifting, working to deadlines, communication skills... and many more.

Economics

A-level

Economics teaches students to think logically and to use theories to understand how economies operate. The basic economic problem, of how we divide up scarce resources and how decisions about how best to do this affect us all, is at the core of the subject – in other words who gets what and why? The subject, therefore, studies all of society and the activities of various groups and institutions within it, including consumers, firms and the government. This involves studying how markets allocate scarce resources, the effects of competition and government intervention.

The macroeconomic part of the course is what most people associate with economics. This includes the study of economic growth, inflation, unemployment and international trade and the difficulties the government faces when it attempts to steer the economy towards a particular economic objective.

Entry requirements

Students are expected to take an interest in current affairs, to want to learn about why the economy works in the way it does, debate issues, interpret evidence and be prepared to make their own judgements about relevant topics. A-level Economics is not mathematical as such but does require a good level of numeracy. For this reason candidates need to have achieved a grade 7 in GCSE Mathematics and English Language.

The main skill that a good economist needs is the ability to analyse economic data, to interpret graphs and tables, identify trends and explain these using economic theory. The ability to see how one economic policy objective (e.g. low inflation) may affect other aspects of the economy (e.g. employment) is extremely important. Candidates need to have a clear mind, the ability to think and analyse logically and to be able to express themselves clearly in writing.

Subject choices

Economics will combine well with most other subjects, including sciences, social sciences, humanities or arts subjects. Combined with subjects such as Mathematics and Physics it can lead into engineering, while with languages the subject can provide an excellent base for those looking to work abroad or in a company with overseas links.

A-level course structure - EDEXCEL examination board

The A-level is structured into four coherent themes to support teaching and learning:

Theme 1: Introduction to markets and market failure

This theme focuses on microeconomic concepts.

Students will develop an understanding of:

- Nature of economics
- How markets work
- Market failure
- Government intervention

Theme 2: The UK economy

This theme focuses on macroeconomic concepts.

Students will develop an understanding of:

- Measures of economic performance
- Aggregate demand
- Aggregate supply
- National income
- Economic growth
- Macroeconomic objectives and policy

Theme 3: Business behaviour and the labour market

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics.

Students will develop an understanding of:

- Business growth
- Business objectives
- Revenues, costs and profits
- Market structures
- Labour market
- Government intervention

Theme 4: A global perspective

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context.

Students will develop an understanding of:

- International economics
- Poverty and inequality
- Emerging and developing economies
- The financial sector
- Role of the state in the macroeconomy

Assessment structure

There are three externally assessed papers at A-level. Each paper comprises 100 marks and is 2 hours in duration. Questions comprise short answers, data responses and essays.

Paper 1: Markets and business behaviour

Questions drawn from Theme 1 and Theme 3.

100 marks, 2 hours

35% of qualification

Section A: multiple-choice and short-answer questions.

Section B: one data response question.

Section C: one extended open response question (choice of one from two).

Paper 2: The national and global economy

Questions drawn from Theme 2 and Theme 4.

100 marks, 2 hours

35% of qualification

Section A: multiple-choice and short-answer questions.

Section B: one data response question.

Section C: one extended open response question (choice of one from two).

Paper 3: Microeconomics and macroeconomics

Questions drawn from all themes

100 marks, 2 hours

30% of qualification

Two data response questions broken down into a number of parts, each including one extended open response question (choice of one from two for extended open response questions).

Higher education and career opportunities

Economics is highly thought of in universities. All the traditional universities offer degree courses in the subject, often combined with Politics, Philosophy, Accounting or Humanities. Although students graduating from university with Economics degrees most commonly enter occupations in banking, accounting, management, business consultancy and government advisory work, the analysis and logical thinking involved in studying the subject means that it provides a good grounding for many alternative career paths.



English Literature

A-level

Those possessed of an enquiring mind and a passion for our linguistic heritage will relish the diversity of English Literature and will thrive on its creative possibilities. The intellectually curious will learn to express opinion with confidence, freedom and skill, to enjoy the effects of discerning use of language and to explore a complex range of ideas from across the ages. Great literature articulates the mystery of the human condition; our ability to explore our existence is dependent upon language and it is perhaps the responsibility of each generation to analyse and even refashion the words we use.

Entry requirements

Students will need to achieve at least grade 7 in GCSE English Language and English Literature.

A-level course structure - OCR examination board

The OCR A-level in English Literature qualification will build on the knowledge, understanding and skills established at GCSE, introducing students to the discipline of advanced literary studies, and requires reading of all the major literary genres of poetry, prose and drama.

The A-level in English Literature will extend these studies in breadth and depth, further developing the students' ability to analyse, evaluate and make connections. Students will be required to study a minimum of eight texts at A-level, including at least two examples of each of the genres of prose, poetry and drama across the course as a whole.

This will include:

- at least three texts published before 1900, including at least one text by Shakespeare
- at least one work first published or performed after 2000
- at least one unseen text

The A-level in English Literature will require students to develop judgement and independence as they synthesise and reflect upon their knowledge and understanding of a range of literary texts and ways of reading them. It will require students to show knowledge and understanding of:

- the ways in which writers shape meanings in texts
- the ways in which texts are interpreted by different readers, including over time
- the ways in which texts relate to one another and to literary traditions, movements and genres

- the significance of cultural and contextual influences on readers and writers

There is also a significant element of commentary writing and close textual analysis, a genre based coursework unit and all students will be required to undertake a wide range of background reading to support all sections.

The course structure, encompassing 'closed' text exams and written coursework, ensures that all candidates can benefit from a pluralistic approach to assessment and from a variety of study techniques. Naturally, there will be scope for independent readers to explore literature beyond the specifications and to be supported in their reading of authors of specific personal interest.

Component 01:

Shakespeare, Drama and Poetry pre-1900

2 hours 30 minutes – exam

Closed text

40% of A-level

Students will be required to study one play by Shakespeare which will be assessed in Section 1 of this component. In addition, students will be required to study one pre-1900 drama text and one pre-1900 poetry text which will both be assessed in Section 2.

Section 1: This section requires the students to demonstrate their detailed knowledge and understanding of their chosen play.

Section 2: Students will be expected to demonstrate their appreciation of the significance of cultural and contextual influences on the writers, readers and/or audiences and be able to explore relationships between their chosen texts. This section will require students to read texts in a variety of ways and respond critically and creatively.

Component 02:

Comparative and Contextual Study

2 hours 30 minutes – exam

Closed text

40% of A-level

Here we will study one topic area such as:

- American Literature 1880–1940
- The Gothic
- Dystopia
- Women in Literature

Within this topic students will study at least two whole texts in the chosen topic area, and a range of extracts and articles to ensure total immersion in the topic and genre, and to prepare them for tackling an unseen topic piece.

For Task 1: Close reading, there will be one unseen prose extract to analyse per topic area.

For Task 2: Comparative essay, there will be a choice of three questions. Students choose one question and write an essay comparing the two whole texts.

Component 03:

Literature Post 1900

Written Coursework

20% of A-level

The aim of this internally assessed component is to encourage individual study, interest and enjoyment of modern literature and for learners to develop:

- an appreciation of how writers shape meanings in texts through use of language, imagery, form and structure
- an understanding of texts informed by an appreciation of different interpretations
- an ability to explore connections across texts, such as stylistic, thematic or contextual

Students will be required to study three literary texts.

The three texts will include one prose text, one poetry text and one drama text.

Students will be required to produce two tasks for their coursework assessment. The suggested word length for the coursework assessment is 3000 words, excluding quotations, task titles, footnotes and bibliography.

Task 1: Students will choose, after practice and guidance, to do either close reading or re-creative writing with commentary.

Close reading

A close, critical analysis of a section of their chosen text or a poem selected from an anthology or collection.

Learners are recommended to select a manageable section of text. Approximately three to four pages of prose or drama or up to 45 lines of poetry are recommended.

The recommended word length is 1000 words, excluding quotations.

Re-creative writing with commentary

An item of re-creative writing based on a selected passage or poem from their chosen text, with a commentary explaining the links between the learner's own writing and the original passage selected. The recommended word length for the re-created piece is 350–400 words with a commentary of 600–650 words, excluding quotations.

Both of these tasks will be based on one literary text.

Students will also be required to do:

Task 2: Comparative essay

Students will be required to submit an essay which explores contrasts and comparisons between two texts, informed by different interpretations and an understanding of contexts. Quotations from secondary sources, whether different interpretations or contextual material, will be acknowledged by footnotes and a bibliography. This task will be based on two literary texts.

Assessment structure

The course is assessed through two written examinations and one piece of written coursework.

Higher education and career opportunities

English Literature is a splendid foundation for every Arts and Humanities degree course in higher education. It is universally regarded as a rigorous academic discipline of special worth for those interested in careers as disparate as journalism, publishing, media, research, teaching, politics, law, social work, personnel management, public relations and accountancy. As a degree course in its own right, English Literature is extremely stimulating and highly popular; always over-subscribed, it is available in a variety of guises at all major seats of learning worldwide.

Geography

A-level

Geography is a key subject in a world where globalisation increasingly puts pressure on physical spaces, cultures and scarce resources. As a bridge between the sciences and humanities, the physical and human aspects of the subject allow students to acquire elements of both scientific and socio-economic methodologies to help unpick the complex interaction of processes that shape our world.

Geography also has an applied element: seeing how human intervention affects the environment helps decision-makers in planning and development at a variety of geographical scales. Students research, discuss, analyse and form a range of opinions, using data from an exciting array of media such as maps, Geographical Information Systems, photos, videos, and podcasts.



Geography trip to Iceland, 2022

Assessment structure

Component	Weighting	Method of assessment
Component 1: Physical Geography Section A: Water and Carbon Cycles Section B: Cold Environments Section C: Hazards	40%	2 hours 30 minutes written paper 120 marks
Component 2: Human Geography Section A: Global Systems and Governance Section B: Changing Places Section C: Resource Security	40%	2 hours 30 minutes written paper 120 marks
Component 3: Geography fieldwork investigation Fieldwork enquiry Question developed by student 3,000–4,000 words	20%	Fieldwork report internally marked and externally moderated 60 marks

Entry requirements

Grade 7 in GCSE Geography and grade 6 in English Language.

A-level course structure - AQA examination board

This specification encourages students to understand their own lives in a global context and to understand the vital, complex and inter-related issues they will face in their lives such as climate change, global shifts in economic power and the challenge of sustainable resource use. It also allows students to develop further their knowledge and understanding of aspects of the subject covered at KS3 and GCSE, including concepts such as location, place, processes and environments, at a range of geographical scales (local, national, regional, global). An integral theme of the course is to appreciate that knowledge and understanding cannot be compartmentalised into a distinct split of physical and human geography; there are complex people-environment interactions at all geographical scales, which may also change over time.

To support students in their A-level studies, the department hosts external speakers, as well as taking students to local topical lectures. Previous subjects of these events have included: climate change, the future of Antarctica, energy futures and modern-day slavery. We have strong links with the Brighton and Hove Geographical Association.

The department runs four days of local fieldwork trips to help support the students with the concepts of the A-level course and practise a range of fieldwork techniques in preparation for the coursework component (NEA). This is followed by in-school support for the completion of the NEA. We also run a non-compulsory international trip, usually to Iceland.

Higher education and career opportunities

Geography incorporates a wide range of data handling and decision-making skills, greatly sought after by employers who need people with the ability to problem solve and provide solutions. It is also a subject which complements both Arts and Science subjects at higher and degree level, and as a degree in its own right it is regarded as a valuable basis for further study.

Geography and related courses are extremely popular at universities and almost all the top universities have very strong Geography Departments. Geography opens up a wide range of careers, as outlined in the following table.

Environment and Sustainability	Physical Systems	Geographical Techniques	The Business World
Civil servant for DEFRA Conservation worker Environmental health officer Architect or urban planner for sustainable projects Environmental engineer Landscape architecture Pollution analyst Cycle route planner Recycling officer Forestry manager SSSI warden Environmental consultant Environmental impact officer	Coastal engineer Soil conservationist Hydrologist Earth scientist Weather forecaster Hazard prediction and management Flood protection manager Pollution analyst Risk assessor Weather presenter Water supply coordinator	GIS specialist Census data specialist Location analyst Cartographer Surveyor Military GIS specialist Remote sensing analyst Geomatics software designer CAD technician Aerial Surveyor	Financial risk assessor Banker Accountant Insurance Transport / logistics manager Retail management Management consultant Commercial sales Lawyer Economic adviser and analyst Buyer Location analyst
Society	Development and Global Issues	Settlement	Travel, Tourism, Leisure and Culture
Teacher Social worker Youth and community worker Emergency services manager FE or university lecturer Museum explainer Exhibition designer and curator Health education campaigner Advertising executive Human resources officer Campaign organiser Market research analyst Public policy research Marketing PR (Public Relations) Officer	Aid worker Charity Officer Civil Servant for DFID Armed forces HIV education officer Human rights officer International charity fundraising Refugee and asylum adviser Economic adviser and analyst United Nations terrorism prevention officer Diplomat British council cultural exchange manager VSO (Voluntary service overseas)	Planner Housing manager Surveyor Urban regeneration officer Local government services Estate agent Town planner Transport officer Environmental engineer Construction or property lawyer Environmental consultant Conservation officer	Expedition leader Travel agent Exhibitions coordinator Leisure centre management Heritage site manager Eco Tour guide Tourist information officer Visit (London) guide Civil servant for DCMS (Department for culture, media, sport) Travel writer TV researcher Holiday representative Cultural arts officer TEFL (Teaching English as a Foreign Language) teacher

History

A-level

History is the study of human experience; it explains the world we live in. History teaches students to think in a combination of ways not found in any other subject. The use of sources as evidence requires critical skills of detective work, sifting bias and prejudice. Students have to understand real people whose motives and ideologies are alien to our own, and make balanced judgements about them.

Entry requirements

Grade 7 at GCSE but there is no reason why students who have not taken History at GCSE should not take up the subject at A-level, provided they have a Grade 7 in English Language.

Subject choices

Other subjects which go well with History are English Literature, a foreign language, Economics, Religious Studies or Geography.

A-level course structure - AQA examination board

Students will study the English Civil War and the USA from 1865 to 1975. They will produce a coursework essay that explores the contrasting views of historians over 100 years of history. We will track German history from the year of European revolution in 1848, to the Holocaust and closing shots of WW2 in 1945. Students will have an opportunity to choose from a variety of questions. The coursework comprises 20% of the A-level.

The examinations will test the student's knowledge of the Civil War and American history through a combination of essays and shorter questions using primary sources and contrasting historical interpretations.

Assessment structure

The A-level course has two examinations at the end of the Upper Sixth and one coursework piece.

Higher education and career opportunities

History develops skills of research and information handling; how to select relevant information to construct logical, analytical arguments and to express them concisely and clearly. These are skills which are valued in a variety of professions. History combines well with all other arts subjects, and increasing numbers of students combine it with mathematics and/or a science, because it demands similar skills of logic and analysis. It leads to history, politics and many other courses at university and is regarded as an excellent preparation for careers in management, law, politics and the media.



History trip to the National Archives, 2022



Auschwitz, Poland - part of a History trip to Krakow, 2022

Latin

A-level

Not only is Latin a truly fascinating subject, it commands huge respect in all higher education institutions. It is superbly set to create an inquiring, knowledgeable, hard-thinking, openminded, balanced and reflective student. With its linguistic, cultural, historical and philosophical elements it is a broad and exquisitely enthralling and diverse subject with a huge amount to offer to the many different needs of its students.

Entry requirements

Candidates must have studied GCSE Latin and a grade 7 in the subject at this level is recommended so that students feel comfortable with the pace of the grammar and literature at A-level.

Subject choices

Other subjects which go well with Latin are English Literature, other languages, sciences, Mathematics, History, REP and Classical Civilisation.

A-level course structure - OCR examination board Course content

This course will help candidates to acquire some understanding of the culture, politics and social life of Rome at significant periods in history, whilst studying elements of the language and literature of the Classical World. Latin is both a challenging language and an immensely rewarding one, and the whole point of learning the language is to be able to read the wealth of literature which has been preserved over the last 2000 and more years. Whilst literature is an element of Latin GCSE, it becomes the basis for the majority of the Latin learning at A-level, making lessons an exploration of stories, history and language. The best way to understand Roman culture is through its literature and those who wrote about their world, and the beauty of this course is the range of

authors students get to experience; these include Ovid on love and mythology, Virgil's epic war poem and Juvenal's writings on his life and loves, Cicero providing stories of political and legal complexities at the end of the Republic, and Tacitus and Pliny presenting scandals of the rich and famous as history. It is for this reason that literature forms a major part of any Classicist's education.

Throughout the A-level course, students continue to hone their linguistic abilities through grammar exercises and practice translations as well as appreciating further the culture of the Roman world through the study of two verse and two prose set texts in Latin and other passages by the same authors in translation. In the papers themselves students will be questioned on the stories and historical backdrops alongside the language used. As such, the course is structured so that language and literature are studied throughout the two year course.

Assessment structure

The A-level is made up of four components and is assessed by written examinations taken in each at the end of the Upper Sixth year. There is no coursework. The course structure is outlined in the table below.

Higher education and career opportunities

Latin at higher education is continued either as a language alongside other subjects or as part of a Classics degree (which can incorporate Greek and topics from the Greco-Roman culture). It is a subject very highly regarded by universities and businesses alike; it is a strong degree to take away, as it demands from students an affinity for intellectual rigour, communication, problem solving and an understanding of other cultures.

Assessment structure

Component	Level name	Duration	Marks	Percentage of total A-level
01	Unseen translation	1 hour 45 mins	100	33%
02	Comprehension of English-Latin	1 hour 45 mins	50	17%
03	Prose Literature (Cicero, Tacitus and/or Pliny)	1 hour 45 mins	75	25%
04	Verse Literature (Virgil, Juvenal and/or Ovid)	1 hour 45 mins	75	25%

Mathematics

A-level

Mathematics is a challenging but fascinating and extremely rewarding course. It will help you develop many skills including organising and presenting a structured and logical argument, thinking in an abstract way, and building confidence in mastering challenging ideas.

Entry requirements

A-level Mathematics

We require a Grade 8 in GCSE Mathematics. However, we recognise that some students may be joining the College from schools with different Maths teaching provision compared to Hurst. In that case, we would require a minimum of a 7 in GCSE Maths to begin the A-level course.

A-level course structure - EDEXCEL examination board

There are three areas of Mathematics that are studied as part of the A-level course:

- Pure Mathematics (two-thirds of the course)
- Mechanics (one-sixth of the course)
- Statistics (one-sixth of the course)

Assessment structure

A-level Mathematics is assessed through three two-hour papers at the end of Sixth Form. Paper 1 and paper 2 consist of material from the pure Mathematics area of the course and paper 3 is split evenly between mechanics and statistics.

Higher education and career opportunities

Degree courses in Mathematics, Engineering, Computer Science, Finance, Medicine, and the Sciences follow naturally from an A-level qualification in Mathematics and develop many of the concepts and ideas introduced in the Sixth Form. Careers in Architecture and Accountancy (amongst others) will also benefit from a good qualification in Mathematics, as in addition to an appreciation of mathematical rigour, the course requires the ability to think logically and explain clearly.

Further Mathematics

A-level

Entry requirements

A-level Further Mathematics

Grade 8 in GCSE Mathematics, in addition to a grade 7 or above in Further Mathematics GCSE, if offered by your School.

A-level course structure - EDEXCEL examination board

Further Mathematics, as its name implies, goes beyond the requirements of the Mathematics A-level, both in depth and breadth and is only suitable for students who have shown a real flair and enthusiasm for Mathematics at both GCSE and Further Mathematics GCSE levels. It is only offered alongside Mathematics and is therefore taken as a fourth A-level. Those considering highly mathematical courses at Oxford, Cambridge or other top universities would benefit from studying Further Mathematics.

There are three areas studied as part of the A-level course:

- Core Mathematics (half of the course)
- Decision Mathematics (one-quarter of the course)
- Further Mechanics (one-quarter of the course)

Assessment structure

A-level Further Mathematics is assessed through four 90-minute papers at the end of Sixth Form. Papers 1 and 2 consist of content from Core Mathematics. Paper 3 consists of content from Decision Mathematics, and Paper 4 consists of content from Further Mechanics.



Modern Languages (MFL)

A-level

Modern Languages at A-level provide the exciting opportunity to study a subject that has relevance stretching far beyond the classroom.

Over the two years students will gain a high level of fluency that will allow them to communicate both in informal and formal situations. From the study of literature and film to an in-depth understanding of the country's politics, values and history language A-levels are truly multi-disciplinary. For this reason, Modern Foreign Languages (MFL) students have the exciting chance to develop a range of highly useful skills. Communication is key, but they will also develop their ability to critically analyse, make intelligent deductions, and to think on their feet. Ultimately, A-level students will come away with a qualification that is highly regarded in terms of its academic rigour, but which will also broaden their future work and travel horizons.

A-level French and Spanish - AQA examination board

Entry requirements

Grade 7 in the GCSE examination is normally a requirement for the study of a language at A-level. Experience has shown that students with grades lower than a grade 7 find the course very difficult.

Subject choices

Modern Languages can fit with any combination of subjects, including Maths and Sciences. However, the literary component and the focus on writing and speaking about topical issues means that an A-level in a Modern Language complements essay-based subjects such as English Literature, Geography, History, Politics, and Economics very well.

Course structure

Languages are taught in a lively and communicative way with emphasis placed on students understanding the spoken and written target language and expressing themselves confidently both orally and in writing.

A wide variety of resources are used, including audio and video resources from authentic French sources on the Internet. The language-based classrooms are equipped with an interactive white board and students make the most of our online MFL subscriptions to develop their language skills. We make full use of programmes in the target language such as the weekly news.

Most teaching is conducted in the target language but English is used for the explanation of grammar points and for clarification. We are fortunate to have French and Spanish native assistants who help students prepare for their oral examinations.

We strongly advise students to spend as much time as possible in the target language country, either on their own or with one of the trips organised by the Modern Foreign Languages Department.

Assessment structure

All 4 linguistic skills are assessed as follows:

Paper 1: Listening, reading and writing

Core topic areas and grammar are assessed in a 2 hours and 30 minutes written exam. This paper makes up 50% of the final A-level mark.

Paper 2: Writing

Assessment is based on written response to questions based on one text and one film or two texts from the set list. This paper makes up a total of 20% of the final A-level.

Paper 3: Speaking

A 5–6 minute discussion based on one of the core course topics based on a stimulus card makes up the first part. This is followed by a 2 minute presentation of an individual research project and a 9–10 minute discussion on the topic of the student's research project. This paper makes up a total of 30% of the final A-level.

Higher education and career opportunities

Many language students develop their love of languages even further throughout the Sixth Form, with a good number choosing to read them at university. The most popular modern foreign languages may be one option, but they also form the springboard to an interest in similar languages, or even very different ones.

A love of language can be a hobby, but realistically it leads to a life skill which attracts employers from across the spectrum. As language is key in communication, teaching is a natural career path, but having a language can also open doors to a wealth of exciting ventures, including:

- Translation/Interpretation
- Editing/Proofreading/Publishing
- Travel, Tourism, Hospitality
- Foreign Service
- International Organisations
- Other International Careers - Languages can be combined with any other strengths and interests for the ideal job abroad

French

A-level

Core content for French

1. Social issues and trends

Aspects of French-speaking society: current trends

- The changing nature of family (La famille en voie de changement)
- The 'cyber-society' (La « cyber-société »)
- The place of voluntary work (Le rôle du bénévolat)
- Positive features of a diverse society (Les aspects positifs d'une société diverse)
- Life for the marginalised (Quelle vie pour les marginalisés?)
- How criminals are treated (Comment on traite les criminels)

2. Political and artistic culture

Artistic culture in the French-speaking world

- A culture proud of its heritage (Une culture fière de son patrimoine)
- Contemporary francophone music (La musique francophone contemporaine)
- Cinema: the 7th art form (Cinéma: le septième art)

Aspects of political life in the French-speaking world

- Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)
- Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir?)
- Politics and immigration (La politique et l'immigration)

3. Grammar

A-level students will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed. In the exam students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set.

4. Literary texts and films

Students must study either one text and one film or two texts from the list below. Abridged editions should not be used.

Text: No et Moi (Delphine de Vigan)

Film: Au Revoir les Enfants (Louis Malle)

Spanish

A-level

Core content for Spanish

1. Social issues and trends

Aspects of Spanish-speaking society: current trends

- The changing nature of family (Los cambios en la familia)
- Cyberspace (El ciberespacio)
- Equal rights (La igualdad de los sexos)
- Multiculturalism in Hispanic society
- Immigration (La inmigración)
- Racism (El racismo)
- Integration (La convivencia)

2. Political and artistic culture

Artistic culture in the Spanish-speaking world

- Modern-day idols (La influencia de los ídolos)
- Spanish regional identity (La identidad regional en España)
- Cultural heritage (El patrimonio cultural)

Aspects of political life in the Hispanic world

- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)
- Monarchies and dictatorships (Monarquías y dictaduras)
- Popular movements (Movimientos populares)

3. Grammar

A-level students will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed. In the exam students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set.

4. Literary texts and films

Students will study the following, with a view to writing on two out of the three for the Paper 2 exam.

Text: Como agua para chocolate by Laura Esquivel

Film: El laberinto del fauno by Guillermo del Toro

Music

A-level

Music is a very wide ranging activity: it provides intellectual, emotional and artistic satisfaction as well as developing the ability to communicate through performance. The skills required are proving to be helpful in many areas of academia and the merits of studying music are well documented.

At Hurst, the wide range of musical groups and ensembles provide ideal opportunities for developing social skills and integrating with students of all ages.

Various key skills are developed in the course content and there are opportunities to study jazz and film music, as well as traditional western styles and to develop skills as a performer.

Entry requirements

A performance level of approximately grade 5 on an instrument is helpful as is a grade 7 at GCSE, although neither of these levels should be considered as absolutes and discussion with the music staff is advised.

A-level course structure - OCR examination board

This course extends the skills learnt at GCSE and includes opportunities to perform, compose and listen to a variety of music in different styles and from different cultures. Students may perform on any instrument and/or voice and the department's team of visiting music teachers assist students preparing for this area of the examination.



Assessment structure

Music allows students to play to their strengths as either a composer or as a performer. Combined, these two areas are worth 60% of the overall grade and the student will choose to submit either a longer recital worth 35% with a portfolio of compositions worth 25% or an extended composition portfolio worth 35% with a shorter recital worth 25%.

Performing A

Students are required to perform a programme of at least two contrasting pieces. These must last a minimum duration of 6 minutes (OCR recommends 9 minutes). Students can perform as soloists and/or as part of an ensemble. They can perform on one or a number of instruments and also as an accompanist. Teachers and students can choose music in any style.

Performing B

This programme must include at least 3 pieces and last for at least 10 minutes (OCR recommend 15).

Section 1: must contain at least 2 pieces and the candidate has free choice over their programming.

Section 2: must include a Focused Study for their instrument and/or voice and it is to be chosen to demonstrate their ability to perform an idiomatic instrumental study.

Composing A

Students are required to compose three separate pieces of music with a combined duration of 8 minutes.

Section 1 is a composition which responds to a brief set by OCR. There will be a choice of six stimuli. These will relate to one of the Areas of Study and will specify an audience and/or occasion. This will be released by the exam board in the year when the student is to sit the exam.

Section 2 is a composition based upon the student's own brief and can be for any instrumental or vocal combination and in any style.

Section 3 is a portfolio of three short pieces using compositional techniques from one of the following Areas of Study: pitch organisation, rhythms and meter and textures. Each of these techniques must be a minimum of 40 seconds duration.

Composing B

Students are required to compose 2 separate pieces with a combined duration of at least 4 minutes. The requirements are the same as sections 1 and 2 above.

Listening and Appraising

Accounts for 40% of the overall grade. It is a 2 ½ hour examination at the end of the course and students are required to analyse and evaluate music which is both familiar and unfamiliar to them. They will study set works and answer questions based upon aural extracts. The areas of study are listed below. Areas 1 and 2 are compulsory and students will then choose at least two additional areas of study from this list:

Area of Study 1

The Instrumental Music of Haydn, Mozart and Beethoven

Area of Study 2

Popular Song

Area of Study 3

Developments in Instrumental Jazz 1920 to the present day

Area of Study 4

Religious Music of the Baroque Period

Area of Study 5

Programme Music 1820 – 1910

Area of Study 6

Innovations in Music 1900 to the present day

Higher education and career opportunities

Music is given full academic status by universities and is an excellent foundation for conservatoire courses. As a career, Music offers a multitude of opportunities: performing, composing, conducting, writing, broadcasting, teaching and theatrical work.



Physical Education (PE)

A-level

Physical Education (PE) A-level is an academically challenging and diverse course, requiring students to use a variety of skills not found in any other stand-alone subject. Biology, Chemistry, Physics, Mathematics, Business and History are all applied and studied within the medium of sport, with emotional and social skill development underpinning all lessons for each individual.

A-level students will leave the course as confident leaders and lifelong learners, who have been stretched and challenged on a regular basis; able to organise, manage and communicate under pressure. They will have developed highly cognitive, independent, critical thinking skills and will have been required to use their initiative and resourcefulness on a regular basis.

Entry requirements

If GCSE PE has been studied, students should have achieved a grade 7. A strong aptitude for English Language and the sciences at GCSE is advantageous and the ability to critically analyse information and communicate insightful, detailed and balanced opinions in a well-written essay is vital to success. Grade 6 in Maths and English Language are recommended.

A-level course structure - OCR examination board

30% Non-Examination Assessment gives students the opportunity to apply the theory to their own sporting performance (as either a coach or a practitioner) and also to analyse performance in their chosen sport.

Topics covered:

- Anatomy & Physiology
- Diet & Nutrition
- Ergogenic Aids
- Rehabilitation of Injuries
- Biomechanical Principles
- Periodisation
- Modern Technology
- Cardiovascular System
- Types of Practice
- Stages of Learning
- Group Dynamics
- Team Dynamics
- Attribution
- Transfer of Skills
- Respiratory System
- Leadership
- Stress Management

- Confidence
- Self-Efficacy
- Ethics and Deviance
- Commercialisation

Assessment structure

Examination

Component 1: 30%

Physiological Factors Affecting Performance

Component 2: 20%

Psychological Factors Affecting Performance

Component 3: 20%

Socio-cultural and Contemporary Issues

Non Examination Assessment

One practical performance, as a performer in an activity chosen from the department of education specified list: 15%

One Performance Analysis task: 15%

Higher education and career opportunities

A-level Physical Education can lead on to a large variety of university courses such as:

- Sport and Exercise Science
- Sports Coaching, Fitness and Rehabilitation
- Sport Management and Coaching

It can also lead on to careers in Physiotherapy, Teaching, Coaching, Diet and Fitness instructing and many more.

Politics

A-level

Government & Politics is a study of the political systems, behaviours and ideas in the UK, Europe and the USA. This course will help candidates develop a critical awareness of the nature of politics and the relationships between the different players. Politics is a live subject, and is constantly changing. As a result it is challenging, but rewards an interest in current affairs, on a local, national and global scale.

Entry requirements

You should have a willingness to work hard and have an interest in current affairs. The fundamental skills of this rigorous humanities subject are close reading, complex argumentative writing and deep thought. The essay-based nature of the subject requires you to have a grade 7 in English Language GCSE, plus a grade 7 from History, Geography or Religious Studies (or equivalent).

Subject choices

Doing a variety of subjects should not exclude you from doing Politics, but the essay based, information analysis and discursive nature of the course means it works well with History, English Literature, Religious Studies (Philosophy), Classical Civilisation, Economics, and Geography.

A-level course structure - EDEXCEL examination board

Three themes are studied throughout the A-Level, with three 2 hour examinations at the end of the course.

1. UK Politics

This covers the fundamentals of Politics in the UK. Students will study participation, political parties, electoral systems, voting behaviour, and the role of the media. Students will also study key ideologies in UK Politics – conservatism, liberalism and socialism.

2. UK Government

This topic concerns how the UK is run. Students study the UK constitution, the PM and Cabinet, and the Houses of Parliament. In addition, students will study an additional ideology, ecologism.

3. US Politics

Students will study politics in the USA as a comparison. This will include the institutions of Congress, the President and the Supreme Court, whilst also addressing pressing issues in US Politics such as civil rights and participation.

Assessment structure

There will be three 2 hour examinations at the end of the second year which will test your knowledge and understanding, ability to analyse political information and evaluative skills. There is no coursework.

Higher education and career opportunities

Politics develops a wide range of skills, from the interpretation of political information, to the ability to critically discuss political ideas. Politics is seen by universities as a rigorous, academic subject, and lends itself to a variety of courses in higher education. At university, Politics can be studied on its own or as part of a joint honours degree with other subjects (for example, Politics, Philosophy and Economics).

Being a student of Politics does not mean you have to become a politician (though many have done). Examples of potential career paths include journalism, business, banking, marketing, law, and even teaching!



Politics visiting speaker

Psychology

A-level

Through the study of psychological theories, concepts and research, students will develop an understanding of the main principles and perspectives governing Psychology. They develop the ability to identify ethical issues, and the application of psychology to cultural, social and contemporary issues. The topics covered also encompass a broad range of research methods in the investigation of psychological issues.

Entry requirements

The minimum GCSE requirements for Psychology are: Grade 7s in English Language and Science (Double Award Science or Biology) and a grade 6 in Mathematics. There is a large emphasis on essay writing and so this is a skill essential to success in the examinations. In addition, there is a strong science (particularly Biology) component and a minimum of 10% of the material assessed is mathematical in nature.

A-level course structure - AQA examination board

The course is assessed terminally at the end of the Upper Sixth year. The main subject content for the course is shown below and completed, more or less, in this order:

1. Social influence
2. Memory
3. Attachment
4. Psychopathology
5. Biopsychology
6. Research methods
7. Approaches in Psychology
8. Issues and Debates in Psychology
9. Cognition and development
10. Schizophrenia
11. Forensic Psychology

Assessment structure

Paper 1 - Introductory Topics in Psychology

Items 1-4 above, 2 hours, 96 marks in total
33.3% of A-level

Section A: Multiple choice, short answer and extended writing (24 marks)

Section B: Multiple choice, short answer and extended writing (24 marks)

Section C: Multiple choice, short answer and extended writing (24 marks)

Section D: Multiple choice, short answer and extended writing (24 marks)

Paper 2 - Psychology in Context

Items 5-7 above, 2 hours, 96 marks in total
33.3% of A-level

Section A: Multiple choice, short answer and extended writing (24 marks)

Section B: Multiple choice, short answer and extended writing (24 marks)

Section C: Multiple choice, short answer and extended writing (48 marks)

Paper 3 - Issues and Options in Psychology

Items 8-11 above, 2 hours, 96 marks in total
33.3% of A-level

Section A: Multiple choice, short answer and extended writing (24 marks)

Section B: Multiple choice, short answer and extended writing (24 marks)

Section C: Multiple choice, short answer and extended writing (24 marks)

Section D: Multiple choice, short answer and extended writing (24 marks)

Higher education and career opportunities

Psychology is highly regarded by universities and is an excellent preparation for a wide range of undergraduate and graduate degree courses.

For further, more detailed information, visit the British Psychology website at www.bps.org.uk

Religious Studies

A-level

Religious Studies is a course for those with a curious, enquiring mind. It covers many big questions which have challenged humankind over thousands of years: Is there a God? What's the right thing to do? How should we relate to people with different beliefs to ours? What should we do about poverty? Do we have free will? What is goodness? How can we make sense of suffering? Why is there something rather than nothing?

Students should quickly realise that these questions don't have easy answers. Therefore, through the course, they will use philosophical and theological methods to assess various responses to these questions. The idea of God, and whether He exists or not, has been very important for forming cultures and moral codes. How He has been conceived is therefore important in understanding cultures of the past and present. More in depth questions, such as 'How can we know anything about God?', 'Is what is right or wrong dependent on culture and history?' and 'What kind of language can we use to make sense of religion and ethics?' are explored with reference to a wide range of philosophers and theologians.

Through the course:

- Students will gain a deep understanding of a variety of different approaches to fundamental questions and study a number of different philosophers and traditions.
- Develop the ability to construct their own arguments based on evidence and reasoning.
- Evaluate diverse arguments and theories in relation to their own understanding and development in religious and ethical thought.
- Apply ethical theories to a range of important contemporary problems.
- Interpret and evaluate religious concepts, ideas and arguments.

Entry requirements

Students do not need to have a GCSE in Religious Studies (although they should be prepared to catch-up on a few key ideas if they do not). They should have a grade 7 in English Language or History if they are new to the subject. Those with a GCSE in Religious Studies should have a grade 7. A willingness to work hard, develop strong note taking skills and persevere with tough reading, is important.

A-level course structure - EDUQAS examination board

Students will study three components; Christianity, Philosophy of Religion and Religion and Ethics, which each carry equal weight. Together these provide an excellent grounding and a diverse range of approaches to the questions raised by analytical philosophy and secular ethical theories, to historical, cultural and textual studies.

Component 1: A Study of Religion

Option A: Christianity

Students will explore the nature of religious texts, examining the origins of the Bible and how it is used and interpreted in different ways. Jesus will be examined as a historical and religious figure, and the authenticity of key events like his resurrection will be explored. Key Christian concepts will be explored including the nature of God (e.g. 'Is God male?') and the origin of moral values. The development of Christian thought will be examined particularly in relation to the development of scientific knowledge, multiculturalism and the secularisation of British society. Key practices will also be explored, notably Christian approaches to poverty, injustice and worship.

Component 2: Philosophy of Religion

Students will explore arguments for the existence of God, challenges to the idea of God from evil, psychology, and atheism, the phenomena of religious experiences, their plausibility and their impact on religious life, and the nature and problems with language used to talk about God.

Component 3: Religion and Ethics

Students will study a variety of ethical theories from consequentialist theories such as Utilitarianism to duty based approaches such as Natural Law and Kantian Ethics. These will be applied to a variety of issues including nuclear weapons, euthanasia, immigration and sexual relationships. They will examine the nature of morality and whether it is relative to society or has any meaning beyond the individual. The question of freedom and its implications for moral responsibility will also be examined.

Assessment structure

Each component is assessed by a 2 hour examination in which students answer two questions. There is no coursework component.

Higher education and career opportunities

An A-level in Religious Studies provides university applicants with several desirable skills, in particular the ability to think critically and to synthesise and analyse arguments. The subject would provide an obvious grounding for those wishing to study Philosophy or Theology at degree level as well as providing essential transferable skills to other subjects such as Law, Archaeology and Anthropology. One does not have to harbour a desire to enter the priesthood, a monastery or a convent in order to take up Religious Studies at A-level. Rather, the subject may lead to a variety of vocations and careers. For instance, graduates in Theology or Philosophy have pursued careers in areas as diverse as law, business, journalism, archaeology, the military and education.



Science

A-level

The Science Department consists of the three separate sciences, each having its own suite of well-equipped laboratories.

Science students are encouraged to participate in co-curricular Science activities, such as STEM challenges, Olympiads, essay competitions and CREST awards.

Entry requirements

The entry requirements for each of the separate sciences at A-level are different, owing to the variation in skills required – see the Biology, Chemistry and Physics sections. To be successful, experience has shown that an excellent grounding in Mathematics is important. Indeed further study of Mathematics in the Sixth Form is highly recommended if intending to study Biology or Chemistry and Mathematics is considered an essential requirement for studying Physics.

However, the main qualities sought are enthusiasm and commitment. Guidance on A-level requirements for a range of university science courses are below. Students are advised to think carefully about subject choices as the right combination of subjects enables options to be kept open.

University course	Preferred A-level subjects
Biological Sciences: Agriculture, Biology, Botany, Genetics, Horticulture, Marine-Biology, Microbiology, Soil-Science, Zoology	Biology, Chemistry, Maths, Physics
Chemical Sciences: Biochemistry, Chemistry, Colour-Chemistry, Chemical Engineering, Chemical Physics	Chemistry, Maths, Physics, Biology
Engineering: Aeronautical, Agricultural, Bio, Civil, Electrical, Electronics, Instrumental, Mechanical, Mining	Maths, Physics, Chemistry
Environmental Studies: Archaeology*, Architecture*, Ecolog, Forestry, Geography*, Oceanography, Safety and Health, Surveying *Refers to these subjects within Science Faculties	Chemistry, Maths, Physics, Biology, Geography
Geological Sciences: Geophysics, Mining, Mineralogy	Chemistry, Maths, Physics, Biology or Geography
MATERIAL SCIENCES: Materials Science, Metallurgy, Polymer Science	Maths, Physics, Chemistry
Medical Sciences: Bacteriology, Environmental-Health, Genetics, Nursing, Nutrition, Pharmacy, Physiology	Chemistry, Biology, Physics, Maths
Medicine and Dentistry	Chemistry is essential. Biology, Maths or Physics, a non-Science subject
Physical Sciences: Acoustics, Astronomy, Biophysics, Electronics, Energy-Technology, Geophysics, Physics	Physics, Maths, Chemistry

Biology

A-level

Before reading about Biology, please refer to the introductory section on 'Science'.

A-level Biology will enable students to acquire a systematic body of biological knowledge and an appreciation of its significance. It is a subject that can provide great enjoyment and respect for all living organisms.

This course develops many of the topics that students may have already studied and introduces some of the exciting areas of Biology in the contemporary world. Students may study, for example, the influence that genes have on our development, new gene and biotechnologies, environmental issues and aspects of human health.

It is hoped that this course will help students to gain some understanding of the dynamic and exciting nature of biology today, and an awareness of the ethical, technological and economic aspects of the subject.

Assessment is by examination and internally assessed laboratory based practical tasks.

Entry requirements

To be successful, students will need at least GCSE grade 7 in Biology, grade 7 in another Science and grade 7 in Mathematics. Those candidates who have studied Double Award Science will have some preparatory work to do but should be successful if they obtain two grade 7s and grade 7 in Mathematics.

A-level course structure - OCR examination board

The department offers an exciting and up to date course on modern biology which is supported through the use of course specific textbooks and ICT resources. The course develops independent research and enquiry, experimental and investigative skills, modelling and data processing skills and discussion work.

Assessment structure

Biology is a linear course which requires the study of six modules: Practical Skills, Foundations in Biology, Exchange and Transport, Biodiversity & Disease, Communication & Energy and Genetics & Ecosystems. These modules are assessed externally by three examination papers.

The practical skills module (Module 1) will be taught across the two years of study to complement the other units. Practical work is assessed directly within the three exam papers and internally during core practicals (12 practical tasks) which make up the practical endorsement (separate to the main A-level qualification).

As part of the ecology and ecosystems topics, students will have to attend a compulsory two day field trip in the Summer Term of the Lower Sixth year

Higher education and career opportunities

The careers open to biologists range from pure and applied biology, teaching, medically orientated professions (including medicine, dentistry, veterinary science and nursing), environmental areas (including forestry, agriculture, marine biology and conservation) to working in industry (food, water, pharmaceutical etc.), or national and local government (environmental health, land use or planning). Other higher education courses where biology is considered favourably include law, accountancy, business orientated courses, forensics and psychology.

Introductory reading

All students receive the opportunity to subscribe to the Biological Sciences Review Magazine, which provides fascinating information on current scientific issues. Similarly, The New Scientist is a highly recommended further reading resource too.

Lower Sixth		Upper Sixth	
Module 2	2.1.1 Cell structure 2.1.5 Biological Membranes 2.1.6 Cell Division	Module 5	5.1.1 Communication and Homeostasis 5.1.2 Excretion 5.1.3 Neuronal communication 5.1.4 Hormonal communication 5.1.5 Plant and Animal responses
	2.1.2 Biological Molecules 2.1.3 Nucleic Acids 2.1.4 Enzymes		5.2.1 Photosynthesis 5.2.2 Respiration
Module 3	3.1.1 Exchange Surfaces 3.1.2 Transport in Animals 3.1.3 Transport in Plants	Module 6	6.1.1 Cellular Control 6.1.2 Inheritance 6.1.3 Manipulating genomes 6.2.1 Cloning and biotechnology
Module 4	4.1.1 Disease 4.2.1 Biodiversity 4.2.2 Classification and Evolution		6.3.1 Ecosystems 6.3.2 Populations and sustainability



Chemistry

A-level

Before reading about Chemistry, please refer to the introductory section on 'Science'.

Chemistry is the study of the nature and transformation of matter at the molecular level. It is the creative science, chemists being at the forefront of the design and synthesis of new and exotic materials that change our lives. Ironically, Chemistry permeates so much of our existence that its importance is often overlooked.

Chemistry is also described as the central science because it uses physical and mathematical concepts to generate ideas important for understanding biological and geographical processes.

Entry requirements

To be successful students will need at least GCSE grade 7 in Chemistry, grade 7 in another Science and grade 7 in Mathematics. Those candidates who have studied Double Award Science will have some preparatory work to do but should be successful if they obtain 2 grade 7s and grade 7 in Mathematics.

A-level course structure - OCR examination board

Course content

We follow the OCR Chemistry specification which is split into six areas:

1. Development of Practical skills in Chemistry

This will be integrated throughout the course and will help you develop the ability to plan and implement experiments and analyse and evaluate the results.

2. Foundations in Chemistry

The basic concepts of Chemistry are covered, such as atomic structure and structure and bonding; building on your GCSE knowledge and introducing you to the concepts that GCSE glossed over.

3. Periodic Table and Energy

Continuing to build on GCSE Chemistry, but with more in-depth explanation of the trends and patterns within the Periodic Table. This will also include understanding of the more quantitative topics of energetics and rates of reaction.

4. Core Organic Chemistry

You are introduced to the wide range of organic molecules, but also learn about methods of synthesis and analysis, such as Mass Spectrometry and IR Spectroscopy.

5. Physical Chemistry and transition elements

The mathematical heart of the course, this includes a much more in-depth analysis of areas of Physical Chemistry such as equilibria, entropy, free energy and pH. For variation it also includes the impressively colourful investigation of transition metal properties.

6. Organic Chemistry and Analysis

The study of more complex organic molecules including many biological examples and polymers and how they can be analysed using techniques such as chromatography and NMR spectroscopy

Assessment structure

This will consist of three exams.

Practical Assessment: All students will take a minimum of 12 practicals across the A-level course covering a common core list of apparatus and technique usage. There will also be questions in the exam papers that will test students' knowledge and understanding of their practical work.

Alongside their A-level grade based on their exams a 'pass' or 'fail' grade will be given for practical work in lessons.

Higher education and career opportunities

Recognising the subject's central position, Sixth Form Chemistry is a necessary qualification for a wide variety of science based university courses. However, Chemistry can also be successfully combined with non-science subjects. As the subject develops logical thought, numerical and communication skills, many employers consider it to be an excellent training for almost any occupation or profession.

Physics

A-level

Before reading about Physics, please refer to the introductory section on 'Science'.

Physics is the most fundamental of the experimental sciences; it seeks to explain the Universe and all that exists within it in terms of the interactions between matter and energy. Physicists combine a wide variety of skills; they are literate, numerate, can solve complex problems and are highly sought after by prospective employers.

Entry requirements

To be successful, students will need at least GCSE grade 7 in Physics and a grade 7 in another Science. Studying A-level Mathematics is an additional requirement. Those candidates who have studied Double Award Science will have some preparatory work to do but should be successful if they obtain two grade 7s.

A-level course structure - OCR examination board

This is an exciting course, offering great scope for innovative ideas in Physics and provides continuity from GCSE Physics and Double Award Science.

The course offers all the traditional elements of mainstream Physics and is supported by newly published textbooks and online resources designed and written specifically for the specification.

The course is split into six areas:

Module 1

Development of practical skills in Physics

Module 2

Foundations of Physics

- Physical quantities and units
- Making measurements and analysing data
- Nature of quantities

Module 3

Forces and Motion

- Motion
- Forces in action
- Work, energy and power
- Materials
- Newton's laws of motion and momentum

Module 4

Electrons, waves and photons

- Charge and current
- Energy, power and resistance
- Electrical circuits
- Waves
- Quantum physics

Module 5

Newtonian world and astrophysics

- Thermal physics
- Circular motion
- Oscillations
- Gravitational fields
- Astrophysics and cosmology

Module 6

Particles and medical physics

- Capacitors
- Electric fields
- Electromagnetism
- Nuclear and particle physics
- Medical imaging

Assessment structure

This will consist of three exams.

Practical Assessment: All students will take a minimum of 12 practicals across the A-level course covering a common core list of apparatus and technique usage. There will also be questions in the exam papers that will test students' knowledge and understanding of their practical work.

Alongside their A-level grade based on their exams a 'pass' or 'fail' grade will be given for practical work in lessons.

Higher education and career opportunities

The 'Science' introduction at the beginning of this section gives some idea of university degree courses that require Physics. It is worth noting however that the ability to solve problems logically is held in such high esteem that Physics is useful for almost any career from investment banking through to nursing; physicists can do almost anything!

Sociology

A-level

A-level Sociology offers students the opportunity to develop the essential knowledge and understanding of central aspects of sociological thought and methods. It is designed to encourage students to demonstrate the application of a range of skills and consider the integration of sociological themes and how and why societies have changed over time:

- Socialisation, culture and identity
- Social differentiation, power and stratification

Sociology helps students develop a range of skills, as it is an academic study of social behaviour and societal constructs, and their origins. It is a social science that uses various methods of empirical investigation and critical analysis based on key theories and thinkers to develop a body of knowledge about social order, social disorder and social change.

Students are encouraged to analyse, debate and challenge ideas and theories presented to them through a range of critical thinking methods.

Entry requirements

The essay based nature of the subject requires you to have grade 6 in English Language GCSE and ideally a grade 7 in a humanities subject. You should have an interest in people and culture and current affairs. You should also be willing to read around the subject to improve your wider knowledge of the key concepts and aspects of the course.

A-level course structure - AQA examination board

The course consists of three sections which are examined by three written exams of 2 hours in length. There is no coursework.

The sections studied by students are:

- Education with Theory and Methods
- Families and Households
- Global Development
- Crime and Deviance with Theory and Methods

Assessment structure

Exams	Title of exam	Time	Questions	Component of A-Level
Paper 1	Education with Theory and Methods 4.1	2 hour written exam 80 marks	Education: Short answer questions (4 marks, 6 marks) and extended writing (10 marks and 30 marks), 50 marks in total Methods in Context: extended writing, 20 marks Theory and Methods: extended writing, 10 marks	33.3% of A-Level
Paper 2	Topics in Sociology 4.2 Families and Households and Globalisation	2 hour written exam 80 marks	Section A: extended writing, (10, 10 and 20 mark essays) 40 marks in total Section B: extended writing (10, 10 and 20 mark essays). 40 marks in total	33.3% of A-Level
Paper 2	Crime and Deviance with Theory and Methods 4.3	2 hour written exam 80 marks	Crime and Deviance: short answer (4 marks, 6 marks) and extended writing (10 and 30 marks), 50 marks in total Theory and Methods: extended writing, (10 marks and 20 marks) 30 marks in total	33.3% of A-Level

Higher education and career opportunities

There are a range of options to study Sociology at university, and many universities also offer it as a combined course e.g. Sociology and Criminology, Sociology and Law, Sociology and Business Management etc. We always have a high percentage of the cohort go on to further sociology studies at university.

Sociology provides students with a wide variety of skills and topic areas to study, so careers based primarily on Sociology as a degree choice include careers and jobs within:

- Civil Service
- Politics
- Law
- Police
- Criminal Justice System
- Advice Worker
- Community development worker
- Family support worker
- Teacher
- International aid/development worker
- Social Researcher
- Social Worker
- Youth Worker

There are also a number of other career options where Sociology is seen as promoting and valuing a range of useful skills, such as journalism, marketing, and public and private services.

Speakers and lectures

The department hosts a range of external speakers to support the students in their A-level studies as well as attending local external lectures. Recently, these have included:

- Sheldon Thomas - Seminar on Gangs and County Lines
- Stuart Lawrence (brother of Stephen Lawrence) - Lecture on Black Lives Matter and institutional racism
- Dr. Hannah Mason-Bish (Senior lecturer at Sussex University) - Criminology Lecture (women and violent crimes)
- Trip to the Royal Courts of Justice
- Trip to the annual Sociology in Action seminar and keynote speaker series



Sociology trip to the Royal Courts of Justice, 2023

BTEC Sport

Level 3 National Diploma

The BTEC Sport course is for students wishing to study sport related degrees at university and/or wishing to pursue a career in the sports industry.

The main aspects of the course include physiology, training and fitness, coaching, sports psychology and a range of other sport specific units.

Students are expected to be committed to improving their coaching skills, fitness and practical performance and sports science knowledge.

The qualification has been designed as part of a two-year programme, and is normally taken in conjunction with a single A-level.

The course is equivalent to two A-levels.

Entry requirements

The College's entry requirements will be sufficient for this course. This will mean that students are equipped with reasonable written communication skills before joining. Ideally you would also have at least a grade 6 at GCSE PE and/or sciences.

Course structure - Pearson examination board

Students will learn a range of topics across nine units of work, studying six mandatory units:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry
- Unit 4: Sports Leadership
- Unit 22: Investigating Business in the Sport and Active Leisure Industry
- Unit 23: Skill Acquisition in Sport.

Qualification

BTEC Sport Level 3 National Diploma

Assessment structure

Learners are assessed through externally assessed units in the form of examination and set tasks. Internally assessed units include case studies, the student's own research, project work and the demonstration of practical and technical skills.

Mandatory content (75%).

External assessment (45%).

Higher education and career opportunities

Learners who have completed this qualification may progress to further learning at university level with an A-level alongside.

The qualification carries UCAS points and is recognised by higher education providers as meeting, or contributing to, admission requirements for many relevant courses.

Learners can progress to higher education on full degree single or combined courses, for example:

- BA (Hons) in Sports Development and Management
- BSc (Hons) in Sports Management
- BSc (Hons) Sports Business Management
- BSc (Hons) Sport and Leisure Management
- BSc (Hons) Sports Science (Outdoor Activities)
- BSc (Hons) in Exercise, Health and Fitness
- BSc (Hons) in Sport and Exercise Psychology



Staff contacts

for Sixth Formers

If you would like further information on any of the subject areas mentioned in this booklet then please get in touch with the relevant person from the list below.

Subject	Name	Email address
Art & Design including Photography	Mr Cuerden	richard.cuerden@hppc.co.uk
Business	Mr Agate	liam.agate@hppc.co.uk
Classical Civilisation	Miss Faulkner	clementine.faulkner@hppc.co.uk
Computer Science	Mr Crook	steve.crook@hppc.co.uk
Dance	Miss Dominy	nicola.dominy@hppc.co.uk
Design & Technology	Mr MacDonald	kaeran.macdonald@hppc.co.uk
Drama & Theatre	Mr Parkin	nigel.parkin@hppc.co.uk
Economics	Mr Agate	liam.agate@hppc.co.uk
English Literature	Mr Fanthorpe	nicholas.fanthorpe@hppc.co.uk
Geography	Mr Martin-Jenkins	robin.martinjenkins@hppc.co.uk
History	Miss Clarke	joanna.clarke@hppc.co.uk
Latin	Miss Faulkner	clementine.faulkner@hppc.co.uk
Mathematics and Further Mathematics	Mr Watson	danny.watson@hppc.co.uk
Modern Languages: French	Miss Hyman	madeleine.hyman@hppc.co.uk
Modern Languages: Spanish	Mr Garcia Marcos	jorge.garciamarcos@hppc.co.uk
Music	Mr Dean	cyrus.dean@hppc.co.uk
Physical Education	Mr May	steve.may@hppc.co.uk
Politics	Mr Nash	kieran.nash@hppc.co.uk
Psychology	Ms Lewis	phoebe.lewis@hppc.co.uk
Religious Studies	Mr Hollins	aiden.hollins@hppc.co.uk
Science: Biology	Miss Grapes	emily.grapes@hppc.co.uk
Science: Chemistry	Mr Silvey	jon.silvey@hppc.co.uk
Science: Physics	Mrs Smith	naomi.smith@hppc.co.uk
Sociology	Miss Bownas	rebecca.bownas@hppc.co.uk
BTEC Sport	Mr May	steve.may@hppc.co.uk

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