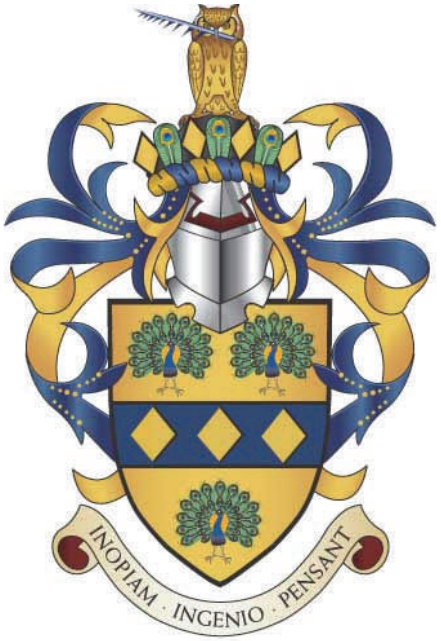


Cokethorpe
SCHOOL

# Options for Sixth Form 2010–2012

**Options in the Sixth Form**

The Sixth Form curriculum at Cokethorpe is clearly structured around the need for breadth and diversity. However, our students are also encouraged to study subjects that they enjoy and where they naturally excel.

Before selecting options it is important to consider a number of factors. Firstly, do you have a specific career or university in mind? For example, a degree in Engineering requires Mathematics and Physics at A Level; similarly Biology and Chemistry are normally essential for medicine. Secondly what are your academic strengths? Some students are more suited to essay based courses such as History and English Literature, whilst others might be more confident with a more numerical or practical approach.

Making decisions about these academic options is exciting but also daunting. It is important to discuss any options with the appropriate staff member and/or department. You should also look closely at the subject syllabus information contained in this booklet. Does the subject interest and inspire you?

The demands of Studying four AS subjects in Year 12 should not be underestimated. It is therefore suggested that students should secure at least a B grade in the GCSE subjects which relate to their A Level choices. All students expecting to enter the Sixth Form will be required to register during the summer after their GCSE results are published in order to confirm and finalise their AS options.

Finally, the Sixth Form curriculum embraces A Levels but this is only one part of a more comprehensive experience. Students are encouraged to develop their cross-curricular knowledge through a very extensive Enrichment programme. Extra-curricular activities such as volunteering in the community are actively encouraged. There is also a very active Sixth Form Committee created by the students themselves to organise social events such as theatre trips and the annual Sixth Form Ball.

Mrs S M L Copeland
Head of Sixth Form

**GCE Art and Design (AQA)**

**Choice of Endorsement: Fine Art and Textiles**

The course is practical, technical and creative. There is an opportunity at the end of each year for students to showcase their work in an annual Art and Design exhibition. It is essential that students are highly motivated and well organised.

**AS**
At AS students will be introduced to a variety of experiences employing a range of media appropriate to the chosen endorsement.

**Unit 1:** Preliminary studies leading to a final piece based on observational drawing and an educational visit

**Unit 2:** Preliminary studies based on human figure

**Assessment:** External Examination: 5 hours. One unit in response to a given starting point

**A2**
At A2, students are required to build upon the knowledge of AS with greater scope and depth.

**Unit 3:** A Personal Project: A unit of work based on personal issue or concern

**Unit 4/5:** Personal Study: A 1000 word essay leading to practical work

**Assessment:** External Examination: Supervised time of 15 hours

Coursework projects at A Level are designed as starting points. Students at this level should have developed the confidence to respond in an independent way. The work is marked according to the assessment objectives laid down by the examination board**.**

Art and Design assessment at KS4 and KS5 is driven by the requirements of the examination board. Assessment components include coursework plus an externally controlled test. At the end of the two year course the School art staff assesses the work before a visiting moderator verifies the grades awarded.

**Entry requirements:** GCSE Art and Design B grade or above

**Business Studies (AQA)**

**AS**
In Year 12 Business students have the exciting opportunity of studying the role of entrepreneurs as both innovators and leaders. Understanding the role of entrepreneurs is an important aspect of Business Studies and it ensures that students develop a realistic picture of how a UK business works. There will be many opportunities to reflect upon the nature and practicalities of enterprise and the emphasis placed upon business start-ups should be a rewarding experience for students.

**Unit 1:** Planning and Financing a Business

**Unit 2:** Managing a Business

**A2**
This part of the course studied in Year 13 places a greater emphasis on how International business can manage efficient and effective operations. The course presents an up to date and realistic examination of the UK economy and rightfully enables students to understand how dependent the economy is on the service sector. To help individuals cultivate a greater strategic understanding of business issues, attention is paid to change management. Finally, as one would expect of a Business Studies course students get a wonderful opportunity to develop their skills of analysis and judgement by interpreting financial data and drawing out balanced and well reasoned conclusions.

One of the clear strengths of the course is the emphasis placed upon entrepreneurs and enterprise in Year 12 and change management and flexible working patterns in Year 13. A clear objective of the specifications is to provide a course which is up to date, relevant and exciting. Sixth Formers should be delighted at the prospect of studying a course which studies all the main parts of Business such as marketing, finance and human resources whilst ensuring they are learnt in a dynamic context.

**Unit 3:** Strategies for Success

**Unit 4:** The Business Environment and Managing Change

**Design Technology Product Design (AQA)**

The two years spent in Design will give the student an opportunity to develop their designing and practical skills as well as improving their problem solving ability through a series of design and make tasks and coursework.

While many of the design principles and much of the theory will be taught in a “hands on” manner, there will be a written element to the assessment in both years.

**AS**
The course is assessed through a portfolio of work, both practical and paperwork, which will have been selected from the various projects undertaken in Year 12. The range of projects will allow the student to experience the many aspects of the design process and also give a opportunity for them to submit their best pages for final assessment.

There is also an end of year written examination that concentrates on ‘Materials and Components’.

**A2**
The aspect of the course focuses on one major piece of coursework consisting of an individual Design project showing aspects of industrial and commercial practice as well as a detailed portfolio and practical outcome. Students will be encouraged to develop creative thought and ideas; challenging themselves at an appropriately high level of expertise.

This coursework will cover five main assessment criteria (listed below) and will be beneficial to any students who need a portfolio for university entrance:
Investigation and Clarification of the Problem
Development of a Design Proposal
Communication and Modelling
Making/Manufacturing
Evaluation and Testing

There is a written examination covering all aspects of the course material which will allow the student to demonstrate their subject knowledge as well as express their designing skills in a set situation. The focus of this will be ‘Design and Manufacture’.

Throughout the course students will be introduced to and trained to use a range of power tools that by their nature involve risk assessment and control measures to be undertaken. The department has in place a scheme to ensure all necessary precautions are adhered to. Parents who require more details should contact the Head of Design and Technology.

**Drama and Theatre Studies (EDEXCEL)**

This is in essence a two year course up to A2 Level but it can also be taken as a one year AS qualification if desired. This A Level has the support of Higher Education Institutions as a specialist qualification for drama and theatre related courses but equally it provides a worthwhile experience for students wishing to use it as part of the entry requirements into other subject areas. It is also a useful qualification for students wishing to pursue a career that involves communication and people-related skills. For example:

Journalism
Law
Theatre Administration
Television and Film Production
Teaching
Politics
Middle Management

This subject relies heavily on ensemble work, therefore a strong commitment to teamwork is essential.

**AS Examination**
**Unit 1:** Exploration of Drama and Theatre
40% of the total AS marks, 20% of the total GCE marks.

This internally assessed unit requires students to explore two contrasting play texts in a practical and active way. They will learn how to analyse plays in a variety of ways so that they become familiar with the way written plays can be interpreted for realisation in performance.

Students are also required to experience a live theatre performance and submit an evaluation.

**Unit 2:** Theatre Text in Performance
60% of the total AS marks, 30% of the total GCE marks.

This unit offers students the chance to perform in a production or offer a design skill which is externally assessed. They will also be required to deliver a monologue or duologue, supported by a written performance/design concept.

**A2 Examination**
**Unit 3:** Exploration of Dramatic Performance
40% of the total A2 marks, 20% of the total GCE marks.

The knowledge and understanding gained in the AS units can now be applied to creating a unique and original piece of theatre. Students will be assessed on both the process of creation and the finished product in the form of a performance to an invited audience. Students are also required to complete an evaluation on both the process and performance of their work.

**Unit 4**: Theatre Text in Context
60% of the total A2 marks, 30% of the total GCE marks.

This is an externally examined written unit which requires the detailed study of one set play text and one prescribed historical period of theatrical development.

This takes the form of a 2 hour and 30 minutes written examination in three sections.

Section A and B require students to explore one play from the point of view of a Director.

In section C a selection must be made of one historic period in theatre history. A live performance of a play from the chosen period must be experienced and evaluated and a comparison made with the original staging conditions.

**English Literature (EDEXCEL)**

The subject specification is divided into four units that will be covered over the full two years of the A Level course. Those students only wishing to complete the AS will follow the first two units.

**AS Examination**
**Unit 1:** Explorations in Prose and Poetry (6ET01)
**Content Summary:** Prose and Poetry, including texts from 1800 to 1945. One prescribed selection of poetry and one prescribed core literary heritage novel will be studied along with one further novella and critical studies.
60% of the total AS mark, 30% of the total A2 mark.

**Assessment:** External Examination: 2 hours 15 minutes. Clean copies of the prescribed examination texts must be used in the examination.
Section A: Unseen poetry or unseen prose, short answer response
Section B: Poetry essay response
Section C: Prose essay response

**Unit 2:** Explorations in Drama (6ET02)
**Content Summary:** Shakespeare and Drama, including plays from 1300 to 1800. Free choice of Shakespeare and other texts.
40% of the total AS mark, 20% of the total A2 mark.

**Assessment:** 2000-2500 words maximum, including quotations
Two responses: explorative study and creative critical response.
Teacher assessed, internally standardised, externally moderated.

**A2 Examination**
**Unit 3:** Interpretations of Prose and Poetry (6ET03)
**Content Summary:** Prose and poetry, including texts published after 1990. Three prescribed texts from a choice of six, including at least one text published after 1990 and both prose and poetry.
30% of the total A2 mark.

**Assessment:** External Examination: 2 hours 45 minutes. Clean copies of the prescribed examination texts must be used in the examination.
Section A: Unprepared prose or poetry
Section B: Analytical essay

**Unit 4:** Reflections in Literary Studies (6ET04)
**Content Summary:** Poetry, prose or drama for independent study. Free choice of texts.
20% of the total A2 mark.

**Assessment:** 2500-3000 words maximum, including quotations
Either one extended study, or two shorter studies, or a creative response with a commentary.
Teacher assessed, internally standardised, externally moderated.

**English Literature and Language (EDEXCEL)**

The subject specification is divided into 4 units that will be covered over the full two year A Level course. Those students only wishing to complete the AS will follow the first two units.

**AS Examination**
**Unit 1:** Exploring Voices in Speech and Writing (6EL01) (AS 60%, A2 30%)
**Content Summary:** Written and spoken language and prose study. Close reading of one prose text from a prescribed list and reading from a range of other texts.

**Assessment:** External Assessment: 2 hours 15 minutes. Clean copies of the examination texts should be used in the examination.
Short question style – data response to unseen material.
Source booklets provided for Section A.

**Unit 2:** Creating Texts (6EL02) (AS 40%, A2 20%)
**Content Summary:** Thematic study to produce own writing for different audiences and purposes. One prose fiction text and one text from either drama or poetry and reading from a range of other texts.

**Assessment:** Internal Assessment: 2000-25000 words maximum writing for different audiences and purposes; 500 words maximum for each commentary.
Prescribed list of topic areas
Free choice of literary and non-fiction texts

**A2 Examination**
**Unit 3:** Varieties in Language and Literature (6EL03) (A2 30%)
**Content Summary:** Written and spoken language and either drama or poetry study. Two drama and two poetry texts from a prescribed list and reading from a range of other texts.

**Assessment:** External Assessment: 2 hours 45 minutes. Clean copies of the prescribed texts should be used in the examination.
Section A: unprepared prose
Section B: prepared drama or poetry
Source booklet provided for Section A

**Unit 4:** Presenting the World (6EL04) (A2 20%)
**Content Summary:** Topic-based research and reading leading to the production of own writing. One text from any genre and reading from a range of other texts.

**Assessment:** Internal Assessment: 2500-3000 words maximum own writing; 1000 words maximum for the commentary.
Free choice of texts to produce three pieces of writing: literary, non-fiction, and an analytical evaluative commentary.

**Geography (EDEXCEL)**

As a subject that spans both the Sciences and the Arts, Geography combines well with most subjects. The Advanced Courses build on knowledge and skills gained at GCSE, although it is possible for candidates who have not taken the subject at GCSE to take Geography at GCE. This is only recommended for well-motivated and capable students.

The world we live in is changing. Geography allows you to see why and how it is changing. It can enhance communication skills, literacy and numeracy, IT literacy, spatial awareness, team working, problem solving and environmental awareness.

Geography is a contemporary subject, tackling a wide variety of issues and questions in both the physical and human environments. Time will be spent questioning and exploring geographical explanations that sufficed at GCSE and considering whether these are still acceptable when viewed through the understanding gained at AS and A2.

Fieldwork is an integral part of the course, not only as a fundamental basis for one of the modules, but it also allows students to observe in detail and try to measure and quantify the real world, rather than simply studying it from the classroom.

At the conclusion of the course, students will appreciate the important role geographers will play in this new millennium and will understand Michael Palin's comment that Geography is the subject which holds the key to our future.

The world we live in is changing. Geography allows you to see why and how it is changing. It can enhance communication skills, literacy and numeracy, IT literacy, spatial awareness, team working, problem solving and environmental awareness.

**AS**
You will study global themes, including globalisation and climate change. You will discover how your own actions can relate to the wider world, be it your local area or a country far away. You will study two units, Unit 1 and Unit 2:

**Unit 1:** Global Challenges
In this unit you will study a range of topics such as Global Hazards, Climate Change and Future Global Challenges.

**Unit 2:** Geographical Investigations
This gives you an opportunity to undertake geographical research, including fieldwork. You will investigate two topics in depth, one of Extreme Weather or Crowded Coasts (physical geography), and one of Unequal Spaces or Rebranding Places (human geography).

**A2**
You will learn how the world is contested and develop practical research skills in your chosen area. You will study two units, Unit 3 and Unit 4:

**Unit 3:** Contested Planet
In this unit you will consider five key world issues and in the sixth topic discuss possible technological solutions to the problems:
Energy Security - Superpower Geographies
Water Conflicts - Bridging the Development Gap
Biodiversity Under Threat - The Technological Fix?

**Unit 4:** Geographical Research
This will allow you to develop further the investigative skills gained at AS level and prepare you for the demands of higher education or employment. You will choose one topic from these six options:
Tectonic Activity and Hazards - Pollution and Human Health at Risk
Cold Environments - Consuming the Rural Landscape
Life on the Margins - the food supply problem
The World of Cultural Diversity

The Advanced GCE will appeal to you if ...
...You are curious about the world's places, peoples and environments ...You like asking questions and finding answers ...You are interested in local, regional and global issues ...You have the ability to think independently ...You wish to explore the human, physical and environmental geographical relationships.

**Government and Politics (AQA)**

Politics is the study of power. As a consequence politics is everywhere; it is impossible to escape from it in some form or other every day of your life.

The primary aim of this course is to encourage students to develop a critical awareness of the nature of politics and the relationship between political concepts, political institutions and political processes. In addition students will acquire knowledge and understanding of the structures of authority and power within different political systems, as well as developing their interest in and engagement with current affairs.

**AS**
Students will develop a broad knowledge and understanding of the political system of the UK.

**Unit 1:** People, Politics and Participation:
Participation and Voting Behaviour
Electoral Systems
Political Parties
Pressure Groups and Protest Movements

**Unit 2:** Governing Modern Britain:
The British Constitution
Parliament
The Core Executive
Multi-level Governance

**AS Examination**
Each unit is worth 50% of the total AS mark and both are assessed by a 90 minute written examination.

**A2**
Students will develop a broad knowledge and understanding of the political system of the USA. At this level there is a greater emphasis on analysis and evaluation.

**Unit 3a:** The Politics of the USA:
US Electoral Process and Direct Democracy
Political Parties
Pressure Groups
Voting Behaviour

**Unit 4a:** The Government of the USA:
Constitutional Framework
The Legislative Branch
The Executive Branch
The Judicial Branch

**A2 Examination**
Each unit is worth 50% of the total A2 mark and both are assessed by a 90 minute written exam.

**History (CIE)**

In an interview with the Chicago Tribune on 25 May 1916, the American industrialist Henry Ford made the following observation: “I don't know much about history, and I wouldn't give a nickel for all the history in the world. History is more or less bunk”. While he may have known a great deal about motor cars, Ford obviously knew very little about formulating a convincing argument; it is never a good idea to confess your total ignorance of a subject before making a sweeping generalisation about it. A student of History would know better. Above all, this is a subject about developing the analytical skills required to reach a considered judgement, the communication skills needed to express it, and the debating skills necessary to defend it. This skill-set makes a History qualification highly valuable to employers and universities alike, regardless of their own specific area of employment or study.

In this subject, students have the exciting opportunity to undertake a new Sixth Form qualification – the Cambridge Pre-U. This has been developed to be a genuine preparation for university study, with emphasis on research, note-taking and essay-writing skills. Exams take place after two years rather than one, giving students the time and space to develop their own mature writing style.

**The topics are:**
Britain c.300 - 978: A Dark Age?
The USA: Birth of Liberty
Document paper: topic to be decided
Independent Investigation: a 3500-4000 word essay, with totally free choice of question and subject

**Assessment:** The British and American papers require candidates to answer three essay questions, chosen from a list of around forty, in 2 hours 15 minutes.

The document paper tests the student’s source skills, with a document question and an essay to be completed in 2 hours.

The Independent Investigation, undertaken in Year 13, allows students to write their own question for approval by the Board, then research and answer it. Together, these topics offer students the opportunity to explore two thousand years of history across three continents and the freedom to develop academically without constant public examination. This is a challenging qualification for those with a passion for History, and a desire to prepare for the learning styles they will experience at university.

**Entry requirements:** Grade B at GCSE

**Law (AQA)**

Law is both a fascinating and challenging subject. It affects every aspect of our daily lives. It is an ideal subject for someone with a logical mind, who likes research and attention to detail. AS/A2 Law generally is a very popular subject with our Sixth Form students.

In order to achieve success in this subject, a student must have genuine interest in how day-to-day living is influenced by the law. The Advanced Law course is both stimulating and challenging - a very worthwhile qualification to possess.

The specification builds on, but does not depend upon, the knowledge, understanding and skills specified for GCSE Law. No prior knowledge of law is necessary. It is suggested, however, that candidates should be able to demonstrate good communication skills equivalent to those required to gain at least a Grade C in GCSE English.

The specification provides an appropriate foundation for further study of Law or related subjects in higher education and various vocational courses. In addition, the specification provides a worthwhile course for candidates of various ages and from diverse backgrounds, in terms of general education and lifelong learning. Equally, material studied would be useful for candidates intending to pursue business careers.

This course is specifically written for the GCE Law (AQA) 2160.

At AS Level there are two units for the course and a further two units for A2 specification.

The AS examination may be taken as a stand alone qualification or followed by A2 to constitute a complete A Level.

**Challenges in Learning Law**
Law can be a challenging subject, it has its own terminology which has to be learned and new terminology is explained in a clear and logical manner throughout the course with appropriate references to the text book.

Also, learning case law can be challenging. Case law consists of cases previously decided in courts of Law. It is important that the facts of these cases are learned as they will have to be known for examinations. It is better to learn these as the course progresses.

**Assessment:** There is no course work required for this course and assessment is by examination for each unit.

**AS Examination**
The method of assessment for this examination is by way of one written paper of 1 hour 30 minutes. The weighting for this paper is 50% of total (AS) or 25% of total A Level marks.

In the examination, students must answer three questions from eight, one from Section A – Law making, one from Section B – The Legal system, and one from either section. Each question is in three parts and the complete question must be answered. Each part of the question is worth 10 marks, totalling 30 marks for the whole question. Total marks available are 95% which include 5% for good use of vocabulary including legal terminology and presentation and quality of written communication.

**A2 Law**
For A2 the syllabus specification further develops knowledge of the English Legal system and of substantive law through both criminal and civil law.

The course is divided into the two required units; 3 and 4. The course is then divided into topic areas which closely follows the syllabus requirements as in the AS course.

**Challenges in Learning A2 Law**
The biggest difficulty is the required learning of the many cases. The course makes suggestions for learning these and explains cases in a straightforward way.

**Mathematics (MEI)**

If you enjoy Mathematics, feel confident with the work you have met so far and expect to get an A grade at GCSE, you should seriously consider Mathematics AS or A Level. It is a demanding and challenging subject but it can be extremely rewarding if you are prepared to put in time and effort. Mathematics has wide applications in industry, business, science, technology and finance. It is also a useful support for many university courses.

Mathematics and Further Mathematics are two distinct A Levels but you cannot take Further Mathematics without Mathematics. If you are considering a university course in Mathematics, Physics or Engineering and have excellent mathematical ability and expect to get an A* at GCSE, then Further Mathematics would be a huge advantage for your future studies.

**Assessment:** Each A Level is assessed by 6 modular exams. There is no coursework for AS Level Mathematics or AS Level Further Mathematics. There is a coursework requirement to complete A2.

**Entry Requirements:** Experience has shown that if students have a high grade at GCSE, they tend to encounter fewer problems in the transition from GCSE to A Level and can expect considerable success. All students taking A Level Mathematics should ideally have a minimum A Grade at Higher GCSE; students taking Further Mathematics will need A* at GCSE.

**Content summary:**
A Level Mathematics - Four of the examined modules have to be pure mathematics and a good working knowledge and understanding of algebra will be essential; the other two modules will be applied modules (Decision, Statistics or Mechanics).

Further Mathematics - Two of the examined modules have to be pure mathematics; the remaining four modules will be a combination of Mechanics, Statistics, Numerical Methods, Decision or an additional Pure mathematics module.

**Modern Foreign Languages**

**French (AQA)**

A Level Languages are most interesting, though highly demanding, course requiring not only a good GCSE grade, but an enquiring mind into all aspects of cultures which speak French or Spanish.

**Aims:**
To enable the candidate to communicate confidently in both spoken and written French
To foster the ability to collect, analyse and exchange information, ideas and attitudes through the medium of the French language
To encourage an interest in the contemporary culture of France and French-speaking countries
To provide a good foundation for further study and/or practical use of French

**Assessment:** The A Level examination is in two parts:
AS - 50% of the total
A2 - a second examination - the remaining 50% of the total

The normal pattern envisaged will be for students to complete AS at the end of their first year in the Sixth Form and A2 at the end of their second year. Two units will be studied in the first year and two more will be added in the second year. The two units of which the AS course is comprised are concerned with such topics as media, healthy living, family and relationships, popular culture.

The modules studied at A2 include such topics as environment, contemporary social issues and the multi-cultural society. Speaking skills are tested at both levels.

**Entry requirements:** A good GCSE grade in French; enthusiasm for the language, country and people; and determination.

The way the examination is organised provides an excellent opportunity for students who have enjoyed their language learning at GCSE to obtain a higher qualification after one or two years' further study. Increasingly, employment opportunities will be enhanced for those who have demonstrable language skills. Under the new regime, a student who intends to concentrate on science subjects or technology should have no difficulty fitting in a language too.

**Modern Foreign Languages**

**Spanish (AQA)**

A Level Spanish is a most interesting, though highly demanding, course requiring not only a good GCSE grade, but an enquiring mind into all aspects of Spanish life (history, geography, art, politics, economics, family life etc.)

**Aims:**
To enable the candidate to communicate confidently in both spoken and written Spanish
To foster the ability to collect, analyse and exchange information, ideas and attitudes through the medium of the Spanish language
To encourage an interest in the contemporary culture of Spain and Spanish-speaking countries
To provide a good foundation for further study and/or practical use of Spanish

**Assessment:** The A Level examination is in two parts:
AS - 50% of the total
A second examination (A2) - the remaining 50% of the total

The normal pattern envisaged will be for students to complete AS at the end of their first year in the Sixth Form and A2 at the end of their second year. Two units will be studied in the first year and two more will be added in the second year. The two units of which the AS course is comprised are concerned with such topics as media, healthy living, family and relationships, popular culture.

The modules studied at A2 include such topics as environment, contemporary social issues and the multi-cultural society. Speaking skills are tested at both levels.

**Entry requirements:** A good GCSE grade in Spanish; enthusiasm for the language, country and people; and determination.

The way the examination is organised provides an excellent opportunity for students who have enjoyed their language learning at GCSE to obtain a higher qualification after one or two years' further study. Increasingly, employment opportunities will be enhanced for those who have demonstrable language skills. Under the new regime, a student who intends to concentrate on science subjects or technology should have no difficulty fitting in a language too.

**Music (EDEXCEL)**

The course is designed to attract a broad range of students, and covers a wide range of music: classical, world, popular and jazz. Students will be required to study music in a range of ways: academically, practically and creatively. All aspects of the course relate to the study of excerpts from *The New Anthology of Music*.

Students considering this course should have a GCSE in Music and/or sound theoretical knowledge, as well as a practical ability on at least one instrument (including voice) and the ability to read staff notation. Success in graded examinations is recommended, but not a prerequisite.

**AS**
**Unit 1:** Coursework – 30% of the total AS marks, 15% of the total GCE marks
5-6 minute solo and/or ensemble performance

**Unit 2:** Coursework – 30% of the total AS marks, 15% of the total GCE marks
Free composition to a set brief with accompanying CD sleeve note

**Unit 3:** Written Examination – 30% of the total AS marks, 20% of the total GCE marks
Listening and Understanding

**A2**
**Unit 4:** Coursework – 30% of the total A2 marks, 15% of the total GCE marks
12-15 minute assessed performance of a balanced programme of music, as a soloist and/or part of an ensemble

**Unit 5:** Coursework – 15%
Composition and technical study. Coursework submission of either one composition and technical study or two compositions or two technical studies

**Unit 6:** Further Musical Understanding – 40% of the total A2 marks, 20% of the total GCE marks
2 hour written paper in three sections. Aural analysis, Music in context and Continuity and change in instrumental music

**Philosophy (AQA)**

**AS**
Students will study two units which introduce four key areas of Philosophy and we will assess the different solutions philosophers have proposed.

**Unit 1:** Introduction to Philosophy 1
Reason and experience. How is knowledge possible?
Why should I be governed? Are Governments legitimate?

**Unit 2:** Introduction to Philosophy 2
Knowledge of the External World. Are our perceptions of the world true?
God and the world. Is the existence of suffering compatible with believing in God?

**Assessment:** Both units are assessed by 90 minute examination

**A2**
Students will further develop their skills of analysis and argument by specialising in moral and political philosophy

**Unit 3:** Key Themes in Philosophy
Political philosophy. How should society be organised?
Moral philosophy. How should I live?

**Unit 4:** Philosophical Problems
A critical study of Plato— *The Republic.*

**Assessment:** Both units are assessed by 120 minute examination

**Photography (AQA)**

**Course contents:** Introduction to the basic fundamentals of cameras and photography with practical assignments for both manual and digital equipment. Establishing an understanding of controlling exposure through aperture and shutter speed appropriate to the subject matter and the desired outcome.

The processing of a black and white image through the use of dark room and Photoshop digital technology.
Understanding of composition and artistic merit in a range of different ways of producing an image.
Exploration of a concept through to a finished piece incorporating research into a broad range of media and following the work published photographers appropriate to their modules.

**AS**
**Unit 1:** Portfolio of work based on the theme altered image

**Unit 2:** Exam unit – 5 hours externally set

**A2**
**Unit 3:** Personal study

**Unit 4:** Exam unit – 15 hours externally set

**Assessment:** A set of common criteria is issued to students at the start of the course. All six modules go through internal assessment followed by external moderation.

**Entry Requirements:** Five GCSE's at C or above. An existing knowledge of IT and photography would be beneficial.

**Special Consideration:** A high level of commitment is required due to the fact that a considerable amount of time and patience is required to do develop skills in both manual and digital photography. It would be realistic to consider an additional five hours a week out of class timetable to be the minimum requirement to achieve an acceptable skill level and be able to complete assignments and modules.

This course is both creative and technical and calls upon a whole range of disciplines. It affords each student the ability to explore and create images using traditional and up to date technology leading to exciting exploration of ideas and highly personal creative outcomes. It compliments both the scientific and creative subjects offered at A Level. There will be an opportunity at the end of each year for students to showcase their work in the School's annual exhibition.

**Physical Education (EDEXCEL)**

The new GCE advanced level in Physical Education embarks the student on a four unit course. The Advanced Subsidiary course (AS) requires the student to complete two Units each work 50% of the AS award. Unit 1 is externally examined while Unit 2 is a coursework based area of study.

**Unit 1:** Is entitled 'Participation in Sport and Recreation' and covers the social context of sport and activity in relation to opportunities, funding and provision. In addition students will investigate the concepts of a healthy lifestyle, physical preparation for exercise and the affects of diet and lifestyle management. This Unit is externally examined through a single paper lasting 90 minutes.
50% of the total AS mark, 25% of the total A2 mark.

**Unit 2:** The Critical Sports Performer' requires the student to undertake four tasks designed to provide the student with opportunities for applied coursework. The tasks cover Sports Analysis, Local and National provisions and the assessment of practical abilities through the performance of two applied roles from either performer, leader or an official.

The Advanced course (A2) also requires the student to complete two Units. One being externally examined and one covering coursework tasks. Each unit is worth 25% of the final A Level award.
50% of the total AS mark, 25% of the total A2 mark.

**Unit 3:** Preparation for Optimum Performance now takes the student into the world of elite performance both in theory and thorough applied studies. Topics that are studied include exercise science, sports psychology and the training regimes of elite sports. The Unit is externally examined through a single 2 hour paper.
25% of the total A2 mark.

**Unit 4:** The Developing Sports Performer once again requires the student to complete four coursework tasks. Each task enables the student to specialise in their own performance area by now selecting only one role from a performer, leader and official. In addition, a development plan will enable them to train technically and/or physically in order to advanced their own performance and finally the student will complete an International Study on one nation other than their home nation plus a Life Plan which will synoptically review their own sporting pathways and lifestyle influences.
25% of the total A2 mark.

The course is open to all students regardless of their sports pedigree and allows for all other combinations of A Levels either scientific or humanities based.

**Psychology (AQA)**

Psychology is a fast growing AS and A Level subject that scientifically investigates the mind and behaviour. Working through a number of topics you will explore the different ways in which behaviour can be interpreted and understood. The subject matter is of high interest as it is you and the people around you that we are discussing. A Level Psychology may not address and answer personal problems but it does add a new dimension to understanding social behaviour around you.

It is desirable for students to have achieved grades A-C GCSE in English, Mathematics and Science. It best suits students who want to understand things that may be taken for granted like why we become anxious before exams, the effect this might have on our bodies and performance and what we can do to reduce these effects. Success will mean thinking about topics in a flexible way, researching on the internet and in books as well as a willingness to discuss your ideas in a group.

The AS specification aims to develop a broad understanding of the core areas of psychology through a range of topics, chosen for their accessibility and popularity.

**AS**
**Unit 1:** Developmental Psychology, including early social development, attachment and the effects of day care.
Cognitive Psychology, including memory and eyewitness testimony
Research methods, in the context of the topic areas

**Unit 2:** Social psychology, including majority and minority influence, obedience and independent behaviour
Individual Differences, including definitions of abnormality, approaches and therapies
Biological Psychology, including stress, factors affecting stress, coping with stress and managing stress

The A2 specification offers a range of topic-based options which bring together explanations from different psychological approaches and engage students in issues and debates in psychology.

**A2**
**Unit 3:** Three topics will be chosen from:
Biological rhythms and sleep
Perception
Relationships
Aggression
Eating behaviour
Gender
Intelligence and learning
Cognition and development

**Unit 4:** Covers:
Psychopathology – knowledge and understanding of models, classification, diagnosis and therapies in relation to a disorder chosen from schizophrenia, depression or anxiety disorder.

Psychology in action – one contemporary issue chosen from media psychology, the psychology of addictive behaviour or anomalistic psychology.

Psychological research and scientific method.

Psychology is a very well regarded A Level and one of the most popular University subjects. With a focus on human behaviour and thought it is attractive to all employment involving human resources. The subject also instils skills in research, analysis, communication and organisation that go well beyond the value of the material covered. Psychology graduates enter the whole range of employment with only a minority carrying on into a career in psychology.

**The Sciences**

**Overview**
A Level Sciences are not an easy option, but they provide a range and depth of depth of study that is highly regarded by all universities. Any student considering taking a science course must be highly motivated and prepared to work, but most importantly they must enjoy the subject. Some students may decide early that a full science A Level is beyond their ability, but an AS level is often a very useful commodity when applying to university.

**Independent Study**
Independent Study is a skill that all AS Level Scientists must learn. It enhances their exam performance and prepares them for University. All the A Level Sciences have a tutorial system that runs alongside the normal lessons. In the tutorial system the students are encouraged to develop idea associated with the topics they study but that might not be on the syllabi. This research and other independent reading is stored in a dedicated file, which students are assessed on over the course of their study.

**Entry Requirements**
The minimum entry for all A Level Sciences is a 'B' grade at Dual Science (or equivalent). Progress to A2 is dependent on adequate performance at AS. Physics A Level also requires a minimum grade 'B' in Mathematics.

**Biology (AQA)**
In our quickly changing world, with its expanding population and associated pressures, biology is taking a more and more prominent role in issues affecting our everyday existence. We are more conscious now than ever before of the need to understand, and hence harvest, our natural resources and develop medicines and food to improve our quality of life. As our interest and our awareness of our fellow creatures and plants increase, only then do we deserve and can we expect to maintain our precarious existence in a shared world. The study of biology may lead on to very great things or simply allow us to become more fully appreciative of all that goes on around us.

**Aims:** The study of cell structure and organisation, cell and organ biochemistry, the functioning of different animal groups and flowering plants and the applications of biology, notably in biotechnology.

**Objectives:**
To provide an understanding of the structure, function, diversity and interaction of a representative selection of living organisms
To develop a scientific approach to problem solving
To develop the practical skills needed to work with apparatus, biological material and living organisms
To develop an understanding of technological, economic and environmental implications

**Assessment:** The Course is based on the AQA modular specification and will be assessed as follows:

**AS and A2**
At AS the academic conceptual demands are somewhat less rigorous than those of A Level. Material includes:
Biochemistry, Biological Molecules, Cells & Systems and Making use of Biology. Each of the modules will be assessed by means of a written paper and experimental evaluation/coursework with particular reference to medicine.
**Unit 1**: Biology and disease
**Unit 2**: Variety of living organisms
**Unit 3**: There is an assessed coursework component

**A2**
Material includes: Inheritance, Evolution and Ecosystems, Physiology, biochemistry and the Environment
**Unit 4**: Population and environment
**Unit 5**: Control in cells and organisms
**Unit 6**: There is an assessed coursework component

**Chemistry (AQA)**

Chemistry will give you a broader and deeper understanding of the work begun at GCSE Dual Award Science or GCSE Chemistry. It will help you to increase your problem-solving skills and develop an analytical approach. You will be able to build upon your existing practical skills and gain an appreciation of how chemical processes are carried out in the real world of chemical industry. Most importantly, it is a subject which can open a great many doors, particularly if you are thinking of going onto higher education.

Chemistry is an essential subject if you are thinking of studying a veterinary science, medicine, pharmacy or biological science at university. It is also useful in careers as diverse as art restoration, pathology or agriculture. However, if you only want to do one science at A Level, Chemistry could suit you well. Universities and employers respect the subject as it helps students to develop an analytical mind.

**The Course:** The AQA specification has been tailored to follow on from Additional Science or Triple Sciences at GCSE, and will develop the students knowledge and understanding to provide a pathway to further study. The concepts of how science works introduced at GCSE are built on and help ensure the courses relevance to contemporary issues.

**Assessment Pattern:** The AQA course is followed and awards both AS and A level qualifications.

**AS:** Three modules
Inorganic, organic and physical Chemistry, including analytical chemistry and titration.

Each of the modules will be assessed by means of a written paper and experimental evaluation/coursework.

**A2:** Three modules
Each of the modules will be assessed by means of a written paper and experimental evaluation/coursework.

**Physics (EDEXCEL)**

The advent of the 21st Century sees Physics at the cutting edge of research in such diverse fields as Astrophysics, Cosmology, Renewable Energy Resources, Communications and Medical Imaging. If you choose to study Physics it may lead onto a frontier-breaking career or it may simply allow you to become more aware of the extent to which we can understand the world around us.

**Aims:** The course is designed to continue the study of electricity, mechanics, optics, energy transfer and radioactivity and to advance experimental techniques.

**Objectives:**
To provide an understanding of the physical world at both a microscopic and macroscopic level
To develop a scientific approach to problem solving
To develop the practical skills needed to work with apparatus
To provide scientific and physical training either as an end in itself or as a foundation for a more advanced level

**The Course:** The course is based on the EDEXCEL specification and offers the following routes for personal improvement:
Progression from GCSE Physics or GCSE Science and GCSE Additional Science together
Progression to appropriate Higher Education in physics, engineering or medical sectors
Progression to employment in engineering, medical sectors or teaching

It offers both Advanced Subsidiary (AS) and Advanced (A) in GCE Physics which are Level 3 qualifications in the National Qualification Framework. The examination is in two parts. Three units make up the Advanced Subsidiary (AS) assessment, and a further three (A2) units make up the six units required for the Advanced (A) GCE assessment. Both AS and A Level grades carry an equal 50% weighting.

**Assessment:**
**AS and A2:** Three modules
Material includes the study of:
Mechanics (rectilinear motion, forces, energy and power), material (flow of liquids, viscosity, Stokes' Law, properties of materials, Youngs' modulus and elastic strain energy), waves (refraction, polarization, diffraction and standing waves), electricity (current and resistance, Ohm's Law and non-ohmic materials, potential dividers, emf and internal resistance of cells and thermistors) and the wave/particle nature of light.

Each of the modules will be assessed by means of a written paper and experimental evaluation/coursework.

**A2:** Three modules
Material includes the study of:
Further mechanics (momentum and circular motion), electric and magnetic fields, particle physics, thermal energy, nuclear decay, oscillations, astrophysics and cosmology.

Each of the modules will be assessed by means of a written paper and experimental evaluation/coursework.

**Higher Education and Careers**
At Cokethorpe pupils are encouraged to develop the skills needed for life-long learning. The Schools careers programme is based on the principles of self development, career exploration and career management. The world of work is changing and developing, and students will be introduced to this world through a series of programmes and activities which escalate successively through the years.

In the Sixth Form students are empowered to think ahead and research their Higher Education path, if this is the route they intend to follow. As part of the programme we will be holding a Higher Education and Careers Fair at Cokethorpe, providing a fantastic resource for students. As a School, we are able to offer expert guidance and respond to individual needs.

**The General Studies Programme**
*Qui non ardent non incendit*

"He who is not alight, cannot fire others" is the motto of the General Studies programme at Cokethorpe School, and was the favourite maxim of the great post war educational thinker, John Friend. It attempts to encapsulate the spirit in which our lecture programme is delivered. That spirit is multiple in character: classically, as part of the rounding of the whole person; inspirationally, as one of just a few breaths students take as they come to terms with the world they will live, manage and eventually lead. To draw out the metaphor: we want our students over the year of enrichment lectures, to cough with surprise, huff with disapproval, wheeze in perplexity and finally gasp in delight. As such, it is essential that General Studies is not taught in a traditional classroom situation, but rather delivered by hearing from people who have achieved significantly in their own lives, or who have an area of expertise that can be meaningfully shared. It is not an examined subject.

Attendance at General Studies lectures is compulsory for all in the Sixth Form, and talks take precedence over lessons. They occur during the third lesson of either a Tuesday or a Thursday. Many staff that can attend do so. Most talks take place in The Shed and are formal in nature, with the Head of General Studies introducing the speaker and the Head Boy or Girl providing the vote of thanks from the floor.

We aim for six to seven lectures per year. The programme is inspired by holistic thinking, and is holistic in structure.

**The Learning Support Department**

The Learning Support Department exists to support the learning of all students - some are linked with us throughout their school career - others require support on a less regular basis. The Drop-in Study Centre is available to all students during break and lunchtimes and when there are private study periods available.

Students may also book into the Academic Skills Surgeries run by the Learning Support Co-ordinator. These take place twice a week in the Sixth Form Centre and appointments can be made via the Head of Sixth Form.

**Life in the Sixth Form**

The Sixth Form at Cokethorpe is very much based around the idea of a community. Students in the Upper and Lower Sixth Form mix together both within the Centre itself and through many musical, dramatic and sporting Inter-House activities.

We have a very active Sixth Form Committee led by the students which organises a series of events during the school year. These include film nights, pub-style quizzes, Christmas shopping in London or Birmingham, a fancy dress Christmas Dinner, theatre trips and culminating in the annual Sixth Form Ball in July.

We feel that it is essential to give our students a greater sense of the world outside school and increase their individual responsibility. Charity work is a very important part of this ethos and Cokethorpe Sixth Formers play a key role in Charity initiatives. One exciting project has seen the emergence of a trip to Lesotho which for many Sixth Formers has been a life changing experience.

Extra-curricular activities are available for all Sixth Formers. There is a very successful Young Enterprise Scheme and the opportunity to complete Bronze, Silver and Gold Duke of Edinburgh Awards. All our students are encouraged to participate in some form of sport on a Monday and Wednesday afternoon.

Cokethorpe prides itself on the extensive Enrichment Programme which is unique to the Sixth Form. This includes presentations from prestigious speakers and the range of themes discussed encourage students to think actively and participate in global, national and local issues. Throughout the academic year in the weekly sessions topics as diverse as Practical Car Maintenance and ‘America - The rise of a Superpower' are included for the Lower Sixth. For the Upper Sixth topics such as Surviving the Student Rental Market and our very own version of 'Ready , Steady, Cook' reflect the need to prepare our young people for their University careers.

The Sixth Form is dominated by a desire to produce happy, determined and positive individuals. Our approach allows us to develop a sense of aspiration and challenge within a supportive environment. Students are encouraged to use their time effectively, to be focused and active, and to always meet or exceed their goals. Through regular meetings with their Academic Mentors, students are encouraged to set targets, celebrate their success and get close to their weaknesses. To support their aspirations we provide careful guidance about Oxbridge and other prestigious universities. We want our students to become responsible for their own learning and development, and to grasp the many opportunities that Cokethorpe Sixth Form affords them. Ultimately, we serve to ensure our young people reach their potential in an atmosphere which is purposeful, professional and constructive.