GUILDFORD HIGH SCHOOL | SENIOR SCHOOL

A-LEVEL OPTIONS

2027-29

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This interactive handbook contains an overview of A-level options.

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Welcome from Director of Sixth Form – Miss Katrina Sloan

Sixth Form is an exciting and transformative stage of your education, filled with opportunity, challenge, new experiences and lasting memories. It is a time to broaden your horizons, discover your strengths and embrace a greater sense of independence. Alongside your academic studies you will have the chance to immerse yourself in a wide range of co-curricular activities, take on leadership responsibilities and become an inspiring role model for younger students.

As you navigate your A-level courses and begin making important decisions about university, apprenticeships and future careers, you will be supported every step of the way with expert guidance, encouragement and personalised advice. Through our dynamic Futures Programme, you will gain the skills, experiences and confidence needed to thrive in an ever-changing world beyond school, exploring pathways that prepare you for success in higher education, the workplace and beyond.

Both Lower and Upper Sixth students make an invaluable contribution to the life of the school. Your energy, creativity and ambition help shape our community, and we encourage you to make the most of the many opportunities available. With academic commitments, co-curricular activities, work experience, social events and part-time work all competing for your time, finding the right balance is key. We believe it is not about doing everything, but about choosing meaningful experiences and pursuing them with enthusiasm and commitment so that students gain maximum fulfilment and enjoyment from their time in the Sixth Form.

By keeping a sense of perspective and allowing time to recharge, you will be able to make the most of everything that Sixth Form has to offer. We look forward to welcoming you to GHS Sixth Form and supporting you as you embark on this exciting next chapter.

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Who's Who

Director of Sixth Form
Miss Katrina Sloan

Head of Sixth Form – Year 12
Mr Dan Martin

Head of Sixth Form – Year 13, and Overseas Universities Lead
Miss Phoebe Greenway

Director of Careers and Higher Education
Mr James Partridge

Assistant Head – Academic Enrichment (also coordinates Oxford and Cambridge, and EPQ)
Dr Ewan Laurie

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Head
Mrs Karen Laurie

Senior Deputy Head
Mr Duncan Peel (returning January 2027)

Deputy Head – Teaching & Learning
Mrs Kimberley Salt

Deputy Head – Pastoral
Mrs Catherine Gilmore

Deputy Head – Enrichment
Mr Will Saunders

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Welcome to the Sixth Form

This booklet is designed to provide you with information about the subjects that are on offer in the Sixth Form. Whilst we are an academically outstanding Sixth Form, there is so much more to life in Morton House than academic work, and we hope that this booklet also gives you a small insight into what else is on offer.

Learning in the Sixth Form

A-level study offers the opportunity to engage with your chosen subjects at a far deeper and more sophisticated level, developing the knowledge, skills and intellectual curiosity that will prepare you for success beyond school. Taught by passionate subject specialists in small classes, you will benefit from expert teaching, individual attention and stimulating discussion, where ideas are explored, challenged, and debated in a supportive academic environment.

As you progress through your A-levels, you will be encouraged to take greater ownership of your learning and develop the confidence to think independently. Dedicated study periods provide valuable time to consolidate your understanding, pursue areas of particular interest and extend your learning beyond the classroom.

Sixth Form Curriculum

All pupils will take three A-Levels from the following list (all 8 periods per week [ppw]). Please note that we may not run courses for which there is insufficient uptake.

A very small number of pupils may wish to take four full A-Levels from this list.

- Art and Design
- Biology
- Chemistry
- Classical Civilisation
- Computer Science
- Design and Technology: Fashion and Textiles
- Design and Technology: Product Design
- Drama and Theatre Studies
- Economics
- English Language and Literature
- English Literature
- French
- Geography
- German
- Greek
- History
- Latin
- Mathematics
- Music
- Philosophy, Religion and Ethics
- Physical Education
- Physics
- Politics
- Psychology
- Spanish

Leads to a full fourth A-level over two years (4 ppw in Lower Sixth, 7 ppw in Upper Sixth):

- Further Mathematics

A timetable of between roughly 26 and 32 academic ppw (from a maximum of 36) in the Lower Sixth tends to be suitable for most of our pupils.

Additional compulsory subjects:

- ASPIRE (1 ppw)
- Sixth Form Games (2 ppw)
- General Studies, part of our Futures Programme (2 ppw)

Enrichment subjects examined at the end of the Lower Sixth (one year course):

- The Extended Project Qualification (EPQ) (3 ppw)
- AS Thinking Skills (3 ppw)
- GCSE Astronomy (4 ppw)
- Grade 8 Music Theory (2 ppw)
- ESB Level 3 Award in Debating (2 ppw)
- GCSE Portugese (3 ppw)

AS Level subjects (8 ppw) examined at the end of the Lower Sixth (one year course):

- Biology
- Chemistry
- Computer Science
- Drama and Theatre Studies
- French
- German
- Greek
- Latin
- Physics
- Spanish

UCAS Tariff Points Table

The main purpose of the UCAS Tariff is for universities to report data to government bodies. Some universities refer to UCAS points in their entry requirements.

A-level	AS Level (not including Thinking Skills)	EPQ	Grade 8 Music Theory	ESB Level 3 Award in Debating
A*: 56	A: 20	A*: 28	Distinction: 10	Distinction: 12
A: 48	B: 16	A: 24		
B: 40	C: 12	B: 20	Merit: 9	Merit: 8
C: 32	D: 10	C: 16		
D: 24	E: 6	D: 12	Pass: 8	Pass: 4

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How Do I Decide?

Consider which subjects you enjoy most: you will spend two years studying the subject in depth and you are likely to achieve most success if you enjoy it. The lessons you attend on the Sixth Form Taster Day may help you to decide what you might enjoy.

If you have a particular university course in mind, **look on the university website** to see whether there are specific subject requirements to study that course. If a course requires you to study a subject that you do not really want to study, perhaps that is not the right course for you.

Play to your strengths: A-level work is considerably more challenging than GCSE and your university entry will depend upon high grades, so ensure that you are giving yourself the best chance of success.

Inform yourself as much as possible about the content of the course and how it is assessed. Speak to teachers of the subject and to students in older years who study the subject. This is particularly relevant for subjects that are taught only in the Sixth Form.

Speak to a member of the Careers and Higher Education team based in the Careers Room, comprising Dr Boyd, Mr Partridge and Dr Laurie, **or a member of the Sixth Form team**, which comprises Miss Sloan, Mr Martin and Miss Greenway, or Deputy Heads Mr Peel and Mr Saunders, or Director of Studies, Mrs Arola.

Higher Education and Careers

In Year 11 you will have one interview before Christmas and another after with a member of the **Senior Leadership Team**, or the **Sixth Form Team**, or the **Higher Education and Careers** team to discuss your subject choices. You are of course welcome to also talk to the Higher Education and Careers department before and after that! Mr Partridge and the careers team are always available for a chat. Throughout your time in the Sixth Form at GHS, you will benefit from a structured Higher Education and Careers programme, as well as one-to-one advice on your future choices from the Higher Education and Careers department.

GHS has an excellent record in helping students to secure places at highly selective universities. Approximately 15-20% of an average GHS year group receives offers from Oxford and Cambridge and significant numbers go to Durham, Exeter and Bristol. Other common destinations are University College London, London School of Economics, Imperial College London, St Andrews, Bath and Warwick. It is becoming increasingly common amongst GHS students to apply to universities overseas. The school gives individual support to students in this application process. What matters to us most is not where you go or what you study, but that you go somewhere you really like, in order to study something in which you are truly interested. We do not mind what your aspirations are; we simply want to help you achieve them!

How do we do this? We provide a structured UCAS programme, interview practice, departmental university “subject lunches”, departmental reading groups and seminars, information on OneNote and, of course, the unwavering support of the whole Sixth Form team and Higher Education and Careers department. You will get help every step of the way.

Finally, look out for Careers events on offer throughout the school year – they are advertised through our regular Careers Bulletin. It may seem like a long time until you have to start work but it is never too early to start finding out about all the jobs you could do. We regularly invite parents, alumnae and other contacts in to talk, so make the most of these opportunities.

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Academic Enrichment

Academic enrichment is a key pillar of Sixth Form life. In the Lower Sixth the weekly Eureka! lesson aims to introduce students to new ideas and approaches to study, including a book project, based on Orwell's 'Animal Farm', which students will discuss in university style discussion groups before having a summative lecture on the book. The Lower Sixth join with the Upper Sixth for the Sixth Form Symposium, a series of short lectures by staff and students which are designed to intrigue and enthuse students about subjects that lie outside of their A-level studies. Lower Sixth students will also undertake work to develop their presentation and debating skills, as well as undertaking sessions on emerging areas such as AI literacy.

In the Upper Sixth, students engage in university-style thematic seminars and lectures on a range of topics to help prepare them for university study, whilst giving them an insight into a range of topical issues and concepts. They also have the option to enter the Singer Independent Research Prize, our in-house academic essay competition.

Subject Enrichment

In the Lent and Trinity Terms the Lower Sixth attend subject specific sessions aimed to allow them the opportunity to explore their subjects beyond the curriculum with the aim of developing potential university interests. These sessions continue into the Michaelmas Term of the Upper Sixth, when they are tailored to support university applications. These department enrichment sessions play an important role in preparing students for the academic challenge of university life.

Oracy in the Sixth Form

We provide the Sixth Form with the opportunity to develop their Oracy skills through a range of activities and competitions. In January we run an annual, two-week long, Lower Sixth inter-form debating competition. In addition to this the Lower Sixth can participate in the GHS Oratory competition and both year groups are able to complete in ARTiculation. Finally, the winners of the Upper Sixth Singer Independent Research Project also have the opportunity to present their research at the annual Singer Symposium.

Futures

A key part of the Sixth Form experience is our innovative Futures Programme, designed to equip students with the knowledge, skills and attitudes to thrive in a rapidly changing world. The programme evolves to reflect the changing demands of society and the workplace, exploring topics such as global affairs, entrepreneurship, leadership, sustainability and the growing impact of artificial intelligence.

Through our partnership work, and alongside these contemporary themes, students are exposed to a rich range of experiences that complement and enhance their academic studies. As part of this provision, our General Studies Programme offers creative, practical and discussion-based activities that inspire students to explore new passions, build valuable life skills and benefit from meaningful collaboration with their peers.

Additionally, a vibrant programme of talks and events brings students into contact with leading thinkers, innovators and professionals from a diverse range of fields offering fresh perspectives and inspiring ideas. Our strong and supportive alumnae network also plays an important role, providing insights into university life, career pathways and the realities of life beyond school, helping students make informed decisions about their futures.

Through the Futures Programme, students are encouraged to develop the adaptability, curiosity and resilience needed to succeed in a world that is constantly evolving.

The Lower Sixth Post-Examinations Programme

After summer examinations, we run a six-week programme which focuses on helping students prepare their higher education applications alongside an introduction to the second year of A-level study and a range of enrichment opportunities, including an independent research project, essay writing competitions and open online courses (MOOCs). Students will also expand their subject knowledge through wider reading, devote time to exploring Higher Education choices and preparing their personal statement.

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So Much More...

Life in the Sixth Form is vibrant, rewarding and full of opportunities to develop as a leader, team player and role model, all whilst having fun! As the most senior students in the school, it is recognised that Sixth Formers play a pivotal role within the community, taking on greater responsibility and helping to shape the experiences of others and developing many of our much loved school traditions.

Whether captaining senior sports teams, leading sections within musical ensembles, mentoring younger pupils or contributing to the wider life of the school, you will have countless opportunities to develop confidence, communication skills and leadership experience. These roles not only enrich your Sixth Form experience but also prepare you for future success beyond school.

We value the creativity, initiative and ambition of our students and actively encourage Sixth Formers to make their mark. New ideas are always welcomed, and students are empowered to establish clubs, societies, events and projects that reflect their interests and passions. With the support of the Sixth Form Team, you will have the opportunity to turn your ideas into reality, helping to create a dynamic and thriving Sixth Form community.

Our rich programme of academic enrichment further enhances the Sixth Form experience, offering opportunities to engage with new ideas, undertake independent research and cultivate a genuine love of learning. By combining outstanding teaching with increasing academic independence, Sixth Form provides the ideal preparation for university, apprenticeships and the opportunities that lie beyond.

So Much More...

Year 7 Pantomime and Charity Spectacular evening – experiencing the challenge of running large-scale events, leading younger pupils, using your creative vision, managing budgets, working with GHS staff to produce fantastic events.

The online school newspaper – you could join the editorial team or write articles, or both.

European Youth Parliament competition – a debating competition we have won on several occasions. GHS teams have represented the UK at international level in countries such as Portugal and Norway.

Model United Nations – an academic competition in which students can learn about diplomacy, international relations, and the United Nations.

Peter Jones Tycoon Scheme – a great opportunity for students to create their own business venture.

Gold Duke of Edinburgh's Award – usually over 30 students opt to complete this. Expeditions and training days are to Dartmoor, the Brecon Beacons and Snowdonia. The weather can be challenging, but the experience is rewarding!

The Sixth Form expedition – run on an annual basis. Recent expeditions have been to Laos in 2018, Zambia in 2019 and Cambodia in 2022 and Tanzania in 2024 focusing on exploring the country and completing a charity-based project.

CanSat – an inter-disciplinary engineering project to design and build a satellite no larger than a can of Cola. You then launch your satellite. A number of GHS teams have reached the National Finals in York.

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Music and Drama

Sixth Formers play a key role in the many instrumental ensembles and choirs, and there are many concerts and services over the course of a school year.

The GHS & RGS Joint Chamber Choir makes frequent visits to sing Choral Evensong at Cathedrals and Oxbridge College Chapels including, in the past few years, St Paul's Cathedral and Westminster Abbey; also Winchester, Chichester, St Albans, Rochester, Southwark, Christ Church (Oxford) and Guildford Cathedrals; and the Oxbridge college chapels of Merton, Keble (Oxford), Queens', Clare, and Trinity (Cambridge).

The three orchestras and three bands perform at two major concerts each year; and the Senior Chamber Choir performs at other school concerts, Prize Giving at G Live and the Commemoration Service at the end of term. All five choirs Senior School choirs sing at the Carol Service at Guildford Cathedral and the upper school choirs sing at a biennial large-scale choral/orchestral concert at G Live, in collaboration with the RGS.

Joint musicals are staged with partner schools, involving a cast from each, drawn from the older year groups.

Soloists of all ages and experience are encouraged to perform at the Informal Concerts (usually November and February) and Music Scholars put on lunchtime concerts at Holy Trinity Church in the Michaelmas and Lent terms. The smaller ensembles also have the opportunity to showcase their talent at the Chamber Concert in February. The academic year usually ends with a European tour.

In the Drama department we usually stage two Senior School Drama productions per year. Sixth form students are encouraged to audition and participate both on and backstage.

Sport in the Sixth Form

While many students continue to play competitive school sports, representing GHS at the highest level, the activities on offer through timetabled lessons broaden to allow you to try new things and find sports you will enjoy long after you leave school. The well-equipped fitness suite is also available for you to use.

Sports available may include:

- Badminton
- Lacrosse
- Netball
- Spinning
- Football
- Golf
- Ice-skating
- Squash
- Swimming
- Tennis
- Trampolining
- Volleyball
- Yoga
- Zumba

Sixth Form Entry Requirements

- A minimum of seven I/GCSEs at grades 9-7.
- I/GCSEs at grade 9 or 8 in subjects being studied at A-level, if studied to I/GCSE. To study an A-level subject not on offer at I/GCSE, I/GCSE at grade 9 or 8 in a similar subject is strongly recommended.
- To study A-levels in Mathematics, Physics or Chemistry, grade 9 in the subject(s) at I/GCSE is strongly recommended.
- To study A-level Further Mathematics, grade 9 at GCSE Mathematics is required. Grade 9 or 8 in AQA-level 2 Certificate in Further Mathematics is strongly recommended.

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SUBJECTS

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Art and Design (Edexcel)

The Art Department has the expertise and facilities to teach a broad Fine Art A-level course. The Art A-level allows students to explore ideas through practical application and intellectual thought. Our A-level studio enables students to have the opportunity and freedom to execute their concepts in a visually stimulating environment and to work at a dedicated space that remains their own for the two-year course.

Art students experience a multitude of disciplines. We have a specialized area for screen-printing, a printing press, a separate kiln room for ceramics, our own art library, as well as resources for digital work and photography. Our studio can accommodate large-scale work and installation. Students can opt to work in a variety of media, allowing for creativity and independent study.

We offer the linear A-level course where students develop and refine their artistic skills over two years. As the course progresses students pursue more personal areas of interest as they evolve as young artists. One-to-one tutorials and independent study develop an ability to appreciate the visual world and to respond with insight and originality to pursue autonomous investigations.

Drawing is a discipline which underpins all areas of the syllabus, and this is explored in its broadest sense of experimental mark-making and sustained studies. We offer the opportunity to undertake formal life drawing classes to refine these traditional drawing skills. At the end of the course, we curate a formal exhibition of the students' work to celebrate all creative achievements.

The Art department works closely with other subjects with opportunities for students to be involved in set making, props and costume design for school productions and events.

Many of our students go on to study Art & Design Foundation and degree courses, Architecture and History of Art at a wide range of universities. They receive extensive support for portfolio submissions that are a formal requirement for some of these courses, alongside interview preparation and additional personal statements.

Specification: A-level

Edexcel: 9FA0 (Fine Art)

(NEA) Component 1: Personal Investigation (60%)

- Part 1: Practical Work from personal starting points students submit supporting studies and personal outcome(s).
- Part 2: Personal Study: Students submit a piece of continuous prose of approximately 3000 words. It is directly related to their practical work in Part 1.

(NEA) Component 2: Externally Set Assignment (40%)

- Externally-set, broad-based theme released on 1 February.
- Sustained focus period of 15 hours of controlled assessment in which students create final response(s) to the theme.

Biology (AQA)

Biology is a subject that opens many career paths, including medicine, zoology, natural sciences and neuroscience.

The AQA Biology A-level course takes you on a journey from the biochemistry of life to the ecology of biomes. It builds on GCSE knowledge and explores topics in a more detailed and comprehensive way, such as the inner workings of the cell, the physiology of major organs and why sharks must keep swimming when they are asleep.

Alongside the theory, there are many opportunities for practical work. These include chromatography, biochemistry, dissections, microbiology and genetic engineering. There is also a compulsory three day residential field trip (approximate cost £250), during which students are immersed in ecological field work and the statistics that are essential when analysing data. Built into the course are 12 Required Practicals that help to develop scientific skills and techniques.

The AS Biology course covers the first 4 units of the A-level course, which are covered in Year 12.

Specification on following page →

Specification: A-level

Subject content (AQA: 7402)

Lower Sixth content:

1. Biological molecules
2. Cells
3. How organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

Upper Sixth content:

5. Energy transfers in and between organisms
6. How organisms respond to changes in their internal and external environments
8. Genetics, populations, evolution and ecosystems
9. The control of gene expression

Examination

Paper 1 – Any content from topics 1 - 4, including relevant practical skills (written exam: 2 hours)

- 76 marks: a mixture of short and long answer questions
- 15 marks: extended response questions
- 35% of A-level

Paper 2 – Any content from topics 5 - 8, including relevant practical skills (written exam: 2 hours)

- 76 marks: a mixture of short and long answer questions
- 15 marks: comprehension question
- 35% of A-level

Paper 3 – Any content from topics 1 - 8, including relevant practical skills (written exam: 2 hours)

- 38 marks: structured questions, including practical techniques
- 15 marks: critical analysis of given experimental data
- 25 marks: one essay from a choice of two titles
- 30% of A-level

Specification: AS Level

Subject content (AQA: 7401)

1. Biological molecules
2. Cells
3. How organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

Examination

Paper 1 – Any content from topics 1 - 4, including relevant practical skills (written exam: 1 hour 30 minutes)

- 65 marks: short answer questions
- 10 marks: comprehension question
- 50% of AS

Paper 2 – Any content from topics 1 - 4, including relevant practical skills (written exam: 1 hour 30 minutes)

- 65 marks: short answer questions

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Chemistry (OCR)

The study of Chemistry provides both a fascinating insight into the world around us, and the essential tools for meeting the biggest challenges of the 21st century. The A-Level course builds on ideas covered at GCSE, but goes much further, encouraging students to consider not just what happens during chemical reactions, but why substances behave the way they do.

The first year, which is the same as the AS course, begins by covering fundamental principles that will underpin the subject, before moving onto core physical, inorganic and organic topics. The second year of the course continues along these lines, but you will explore ideas in much greater depth, while also being introduced to new concepts such as NMR spectroscopy, chemical synthesis, free energy, and many more. Chemistry is, fundamentally, a practical subject, so the course is taught with a strong emphasis on experimental work, allowing you to use your observations to bring the theory to life, and contributing to completion of the Practical Endorsement.

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Specification: A-level

Subject content (OCR: H432)

- Module 1: Development of Practical Skills in Chemistry (covered throughout the course)

Lower Sixth content:

- Module 2: Foundations in Chemistry
- Module 3: Periodic Table and Energy
- Module 4: Core Organic Chemistry

Upper Sixth content:

- Module 5: Physical Chemistry and Transition Elements
- Module 6: Organic Chemistry and Analysis

Examination

Paper 1: Periodic Table, Elements and Physical Chemistry (Modules 1, 2, 3 and 5)

- (Written Exam: 2 hours 15 minutes)
- Includes 15 multiple-choice questions and two 'Level of Response' questions
- Total: 100 marks, 37% of A-level

Paper 2: Synthesis and Analytical Techniques (Modules 1, 2, 4 and 6)

- (Written exam: 2 hours 15 minutes)
- Includes 15 multiple-choice questions and two 'Level of Response' question
- Total: 100 marks, 37% of A-level

Paper 3: Unified Chemistry (All Modules) (Written exam: 1 hour 30 minutes)

- Synoptic assessment
- Includes two 'Level of Response' questions
- Total: 70 marks, 26% of A-level

Practical Endorsement in Chemistry:

- Non-examination assessment, reported separately to performance in the A-Level examinations. Continuously assessed throughout the two years of the course, and reported to OCR as pass or fail.

Specification: AS Level

Subject content (OCR: H032)

- Module 1: Development of Practical Skills in Chemistry (covered throughout the course)
- Module 2: Foundations in Chemistry
- Module 3: Periodic Table and Energy
- Module 4: Core Organic Chemistry

Examination

Paper 1: Breadth in Chemistry (Written exam: 1 hour 30 minutes)

- Includes 20 multiple-choice questions
- Total: 70 marks, 50% of AS Level

Paper 2: Depth in Chemistry (Written exam: 1 hour 30 minutes)

- Includes two 'Level of Response' questions
- Total: 70 marks, 50% of AS Level

Both components assess content from all four modules, and will contain synoptic assessment.

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Classical Civilisation (OCR)

Classical Civilisation is for anyone interested in investigating ancient civilisations and their remains. It is a non-linguistic course that requires no knowledge of Latin or Greek. Classical Civilisation is a broad, coherent and rewarding study of the literature, written texts, visual art and material remains of ancient Greece and Rome, which fosters an understanding of their social, historical and cultural contexts. The course invites you to study a 1 nd engage with the fascinating ancient Greek and Roman worlds through a variety of approaches: ageless mythological stories, the foundational literature of Homer and Virgil, Ancient History, Drama and Classical Art and Architecture.

As well as providing a stimulating insight into the immensely influential culture of the ancient Mediterranean, Classical Civilisation develops numerous transferable skills, such as analytical literary criticism, art appreciation, evaluation of other perspectives and interpretation of evidence - all skills which are valued highly by both universities and employers. The subject complements all other A-level subjects.

Specification: A-level

OCR: H408

- Unit H408/11: The World of the Hero (2 hour 30 minute exam)
- 100 marks, 40 % of total A-level

This component is solely focused on the study of literature in translation.

- Homer's 'Iliad' (Books 1, 3, 4, 6, 9, 10, 16, 17, 18, 19, 22, 23 and 24).
- Virgil's 'Aeneid' (Books 1, 2, 4, 6, 7, 8, 9, 10, 11 and 12).
- Unit H408/21: Greek Theatre (1 hour 45 minute exam)
- 75 marks, 30 % of total A-level

This component involves the study of visual and material culture in combination with the study of literature in translation.

- The drama produced in the ancient Greek theatre forms some of the most powerful literature of the ancient world, and has had a profound and wide-reaching influence on modern culture. You will study two tragedies ('Oedipus the King' and 'Bacchae') and one comedy ('Frogs), all of which have proven to be enduring favourites, and the context in which their form and production developed.
- Unit H408/31: Greek Religion (1 hour 45 minute exam)
- 75 marks: 30% of total A-level

This component involves the study of Greek Religion in combination with the study of visual and material culture.

- Religion was an essential part of ancient Greek identity, permeating all strata of society and all aspects of an individual's daily life. You will study the practicalities of religious ritual, and the role it played in society, alongside the functions and layouts of famous temple complexes. You will also explore the nature of the gods and their relationship with mortals, the different role of Mystery Cults, and the tensions caused by the rise of philosophical thinking.

Greek and Latin

These courses offer training in Latin and Greek language to make them gateways to the whole of the ancient world. Latin was the language not only of the Romans, but of much literature and other writing until the sixteenth century. Greek is the oldest European language still spoken for which records survive. Many modern genres (e.g. tragedy, comedy, history, lyric) were founded by the Greeks.

You will acquire a sophisticated knowledge of the language and literature of the ancient Greek and Roman worlds, developing linguistic and analytical skills, and gaining an understanding of the culture, politics and social life of Greece and Rome at significant periods of their history. By the end of these courses, you will be able to read Greek and Latin independently. There is a defined vocabulary list for each language that forms the basis of the AS Level language paper. You will strengthen your knowledge of the grammatical structures that you studied at GCSE and will learn how to translate sentences from English into Greek/Latin. Literature lessons will increasingly enable you to translate your set texts independently and to express your own interpretations of the writers' style.

Greek (OCR)

In each year of the course, you will study one verse and one prose set text, which will enable you to acquire a detailed appreciation of writers whose influence on subsequent generations has been enormous: Homer, Herodotus, Sophocles, Euripides, Thucydides, Plato, Xenophon. You will be captivated by the dazzling thought-world of the Greeks and learn from them how to engage with, and question, received opinions. The study of Greek is an inspirational complement to all other A-level subjects but works particularly well with Latin, English Literature, Theatre Studies, Philosophy, Ethics and Religion (Religious Studies), History, Politics, and Modern Languages.

Specification on following page →

Specification: A-level

OCR: H444

Unit H444/01: Unseen Translation (1 hour 45 minute exam)

- Unseen Greek prose, tested by translation into English (50 marks)
- Unseen Greek verse, tested by translation into English (50 marks)
- 100 marks; 33% of total A-level

Unit H444/02: Prose Composition or Comprehension (1 hour 15 minute exam)

- Either translate a paragraph from English into Greek or respond to a passage of unseen prose through comprehension, translation and questions on syntax and accidence (50 marks)
- 50 marks; 17% of total A-level

Unit H444/03: Prescribed Prose Literature (2 hour exam)

- Translation, comprehension, commentary and essay on passage(s) from the set texts (75 marks)
- 75 marks, 25% of total A-level

Unit H444/04: Prescribed Verse Literature (2 hour exam)

- Translation, comprehension, commentary and essay on passage(s) from the set texts (75 marks)
- 75 marks, 25% of total A-level

Texts in 2027 will be selections from:

- Herodotus, Book 7 or Plato, ‘Crito’.
- Herodotus, Book 8 or additional extracts from Plato, ‘Crito’ or Lucian, ‘Charon’.
- Homer, ‘Odyssey’ Book 16 or Sophocles, ‘Electra’.
- Homer, ‘Odyssey’ Book 22 or additional extracts from Sophocles, ‘Electra’ or Aristophanes, ‘Birds’.

Specification: AS Level

OCR: H044

Unit H044/01: Classical Greek Language (1 hour 30 minute exam)

- Unseen Greek prose, tested by translation into English (55 marks)
- Either unseen Greek prose comprehension questions or translation of English sentences into Greek (25 marks)
- 80 marks, 50% of total AS marks

Unit H044/02: Classical Greek Verse and Prose Literature (2 hour exam)

- One prescribed prose text (40 marks)
- One prescribed verse text (40 marks)
- 80 marks, 50% of total AS marks

Texts in 2028 will be selections from:

- Herodotus, Book 7 or Plato, ‘Crito’.
- Homer, ‘Odyssey’ Book 16 or Sophocles, ‘Electra’.

Latin (OCR)

In each year of the course, you will study one verse and one prose set text, which will enable you to acquire a detailed appreciation of writers whose influence on subsequent generations has been enormous: Virgil, Cicero, Ovid, Propertius, Tacitus, Tibullus, Seneca. The study of Latin offers entry into the astonishing achievements and rich intellectual landscape of the Romans. Like Greek, Latin beautifully complements all other A-level subjects and is an academic discipline held in the highest esteem by admissions tutors at university level.

Specification on following page →

Specification: A-level

OCR: H443

Unit H443/01 Unseen Translation (1 hour 45 minute exam)

- Unseen Latin prose, tested by translation into English (50 marks)
- Unseen Latin verse, tested by translation into English (50 marks)
- 100 marks, 33% of total A-level

Unit H443/02: Prose Composition or Comprehension (1 hour 15 minute exam)

- Either translate a paragraph from English into Latin or respond to a passage of unseen prose through comprehension, translation and questions on syntax and accidence (50 marks)
- 50 marks, 17% of total A-level

Unit H443/03: Prescribed Prose Literature (2 hour exam)

- Translation, comprehension, commentary and essay on passage(s) from the set texts (75 marks)
- 75 marks, 25% of total A-level

Unit H443/04: Prescribed Verse Literature (2 hour exam)

- Translation, comprehension, commentary and essay on passage(s) from the set texts (75 marks)
- 75 marks, 25% of total A-level

Texts in 2027 will be selections from:

- Cicero, ‘pro Roscio Amerino’ or Nepos ‘Life of Hannibal’.
- Additional extracts from Cicero, ‘pro Roscio Amerino’ or Tacitus ‘Annals’ XIV or Apuleius, ‘Metamorphoses’ Book 6.
- Virgil, ‘Aeneid’ Book 4 or Tibullus.
- Additional extracts from Virgil, ‘Aeneid’ Book 4 or Lucretius

Specification: AS Level

OCR: H043

Unit H043/01: Latin Language (1 hour 30 minute exam)

- Unseen Latin prose, tested by translation into English (55 marks)
- Either unseen Latin prose comprehension questions or translation of English sentences into Latin (25 marks)
- 80 marks, 50% of total AS marks

Unit H043/02: Latin Verse and Prose Literature (2 hour exam)

- One prescribed prose text (40 marks)
- One prescribed verse text (40 marks)
- 80 marks, 50% of total AS marks

Texts in 2027 will be selections from:

- Cicero, ‘pro Roscio Amerino’ or Nepos ‘Life of Hannibal’.
- Virgil, ‘Aeneid’ Book 4 or Tibullus.

Computer Science (OCR)

This A-level Computer Science course is an exciting door to the digital world we live in. It has been designed to help you develop your analytical skills and focuses heavily on problem solving and creativity.

Computational thinking is at the core of the course. This is the ability to look at problems with an open and creative mind and engage in the exciting process of finding efficient solutions to real life situations.

Computer Science is arguably one of the most essential disciplines of the 21st century and lies at the heart of the most recent advances in many fields. A background in Computer Science is guaranteed to provide you with extremely valuable abilities regardless of the career path you choose in the future.

An A-level qualification in Computer Science is highly regarded by universities and it is considered an excellent asset for careers in Medicine, Law, Business, Engineering or any of the Sciences.

Among other things, you will learn about:

- Programming. A skill that has been labelled as the 21st century universal language. Learning how to program demands discipline and patience but it can be very rewarding. Your capacity to solve problems by designing efficient algorithms will be an invaluable skill for your future.
- Digital devices. We are surrounded by microchips and it would not be an exaggeration to say that they have a life of their own. You will understand how computers work, including your mobile phone and many of the fascinating and complex devices that we normally take for granted.
- Networks. The 21st century citizen is a connected being. The Internet has changed our lives forever and it is crucial that we understand how it works and the deep transformations that it has generated in our society.
- Legal and ethical issues. Digital technology challenges our traditional understanding of some of our most ingrained beliefs about human intelligence, privacy, copyright, to mention just a few. In this course you will have the opportunity to learn about and discuss how digital technology is affecting our lives and explore the implications of these changes.

You are likely to do very well in this subject if you enjoy problem-solving activities and thrive when given the opportunity to approach tasks creatively. You may have developed these skills in a variety of subjects in the past, including Maths, Art and Science. A GCSE qualification in Computer Science will certainly make the transition to A-level easier, particularly when tackling the programming elements of the course with confidence. If you are keen to study Computer Science at A-level but have not had the opportunity to complete the GCSE course, please come and speak to us. We will be happy to recommend a programme of coding activities to complete over the summer, ensuring that you are fully prepared for September. If you have an inquisitive mind and you are interested in the digital world, problem-solving and computer programming, you should definitely consider Computer Science.

Specification on following page →

Specification: A-level

Subject content (OCR: H446)

- The characteristics of contemporary processors, input, output and storage devices
- Software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues
- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

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

Examination

Paper 1: Computer Systems (01)

- 2 hours and 30 minutes
- 140 marks (40% of total A-level)
- No calculators allowed

Paper 2: Algorithms and programming (02)

- 2 hours and 30 minutes
- 140 marks (40% of total A-level)
- No calculators allowed

Programming Project (Non-exam assessment)

- 70 marks (20% of total A-level)

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Sixth Form life at GHS

Subjects

Debating - ESB Level 3 Award

ESB Level 3 Award in debating is a qualification designed to promote clear, effective, confident oral communication. Having the ability to communicate ideas successfully is an essential life skill and debating allows learners to develop employability skills such as critical thinking, adaptability, teamwork and leadership.

This qualification will run as an enrichment option alongside students' A-level choices in the Lower Sixth year, helping them to build and deliver arguments, manage timing and signpost and link their ideas. It would be of benefit for any student looking to improve their oracy skills and enhance their confidence in speaking and listening, as well as supporting those studying subjects which require work involving the development of a sustained and convincing line of argument in written responses.

The final assessment will take place in groups of up to ten students in teams of three to five in one prepared debate, and is assessed by external assessors. Teams will prepare a debate on an agreed motion (their own choice) and each member of the team will have five minutes to build and deliver arguments which support or oppose the motion. Their specific role will depend on the order in which they speak in the debate, but each member of the team should also reply (rebut) or respond (with a point of information) to arguments put forward by the other team.

Learners are assessed in the following four areas:

- Content – the way in which a learner demonstrates evidence of research and understanding.
- Style – the way in which a learner communicates, both verbally and non-verbally.
- Structure – the way in which a learner structures their contribution to the debate (e.g. introductions, conclusions, linking etc.).
- `Listening and responding – the way in which a learner listens and responds to developments in the debate (rebuttal, points of information, etc.).

The award of this qualification also carries some UCAS Tariff points, depending on the final result achieved: Distinction (12), Merit (8), Pass (4).

Design and Technology: Fashion and Textiles (AQA)

A-level Fashion and Textiles offers an exciting opportunity to explore the dynamic world of fashion and textiles while equipping students with valuable skills relevant to future careers. Students gain a comprehensive understanding of the history of fashion and associated socio-economic issues; an understanding of fabric and fibres classifications, pattern drafting, decorative and construction techniques, materials technology, and modern industrial and commercial practice; and teaches them to apply their knowledge of mathematics to the design and manufacture of their garment. Studying A-level Fashion and Textiles also opens up diverse career opportunities. Graduates can pursue careers as fashion designers, garment technologists, textile artists, fashion buyers, or fashion stylists. Moreover, the subject provides a unique gateway to careers in materials science and technology within the industry. During the course, students can explore roles as textile technologists, contributing to sustainable fabric development and innovative materials.

Specification on following page →

Specification: A-level

Subject content (AQA: 7562)

Paper 1 - Technical principles

- Written exam: 2.5 hours.
- 120 marks, 30% of A-level.
- A mixture of short answer and extended response questions.

Paper 2 - Designing and making principles

- Written exam: 1.5 hours
- 80 marks, 20% of A-level.
- A mixture of short answer and extended response questions:

Section A

- Product analysis: 30 marks
- Up to 6 short answer questions based on visual stimulus of product(s).

Section B

- Commercial manufacture: 50 marks
- A mixture of short and extended response questions.

Non-exam assessment (NEA)

- Practical application of core technical principles, core designing and making principles and additional specialist knowledge
- Substantial design and make project: 100 marks, 50% of A-level.

Evidence

- Written or digital design portfolio and photographic evidence of final prototype

Technical principles

- Materials and applications.
- Classification of materials.
- Methods for investigating and testing materials.
- Performance characteristics of fibres, yarns, and fabrics.
- Smart and Technical Textiles.
- Methods of joining and use of components.
- Use of finishes and enhancement of materials.
- Modern industrial and commercial practice.
- Digital design and manufacture.
- The requirements for textile and fashion design and development.
- Health and safety.
- Protecting designs and intellectual property and feasibility studies.
- Design for manufacturing, maintenance, repair and disposal.
- Enterprise and marketing in the development of products.
- Key historical design styles, design movements and influential designers that helped to shape fashion and textile design and manufacture.
- Design styles and movements.
- Responsible Design.
- How technology and cultural changes can impact on the work of designers.
- Selecting appropriate tools, equipment and processes and accuracy in design.
- Critical analysis and evaluation.
- Design processes, Design for manufacture and project management.

Design and Technology: Product Design (AQA)

Product Design A-level is an excellent choice for students with an interest in Design, Technology, Computer and Material Science, Engineering and Architecture. It gives students the opportunity to express their individuality through creatively designing both products and packaging.

Students will use both traditional and innovative technology to develop design ideas. We have an exceptionally well-equipped workshop containing state-of-the-art computer aided machinery such as a 3D printer, A1+ laser cutter and vinyl cutter.

Students will learn how to use CAD programs such as Shapr3D, TinkerCAD and Google Sketch-up ,which will add an exciting and creative dimension to both presentation and finish of the final product.

The first year of the qualification will focus on learning the theoretical side of the course called Technical Principles, as well as enhancing knowledge in the workshop through small design and make tasks. Students will also start their major coursework in the Michaelmas term of Year 12 which will require students to establish their own context, liaise with a client and professional client to design a solution to a real problem. During the second year of the course, students will continue to develop their theoretical knowledge in Designing Principles, and they will also focus on completing their comprehensive coursework project which is submitted in March of Year 13. This freedom enables students to research, design, and manufacture a product which can fully focus on their interests and potential career paths in the future.

Specification on following page →

Specification: A-level

Subject content (AQA: 7552)

Paper 1 assesses technical principles

- Written exam: 2 hours 30 minutes
- 120 marks, 30% of A-level
- A mixture of short answer and extended response questions

Paper 2 assesses the designing and making principles

- Written exam: 1 hour 30 minutes
- 80 marks, 20% of A-level
- A mixture of short answer and extended response questions

Non-exam assessment (NEA) assesses the practical

- Application of technical principles, designing and making principles
- Substantial design and make project no set context.
- 100 marks, 50% of A-level

Evidence

- Written or digital design portfolio and photographic evidence of final prototype

Technical principles

- Materials and their applications
- Performance characteristics of materials
- Enhancement of materials
- Forming, redistribution and addition processes
- The use of finishes
- Modern industrial and commercial practice
- Digital design and manufacture
- The requirements for product design and development
- Health and safety
- Protecting designs and intellectual property
- Design for manufacturing, maintenance, repair and disposal
- Feasibility studies
- Enterprise and marketing in the development of products
- Design communication
- Modern manufacturing systems

Designing and making principles

- Design methods and processes
- Design theory
- • How technology and cultural changes can impact on the work of designers
- Design processes
- Critical analysis and evaluation
- Selecting appropriate tools, equipment and processes
- Accuracy in design and manufacture
- Responsible design
- Design for manufacture and project management
- National and international standards in product design

Links to Maths

- Confident use of number and percentages
- Use of ratios
- Calculation of surface areas and/or volumes
- Use of trigonometry
- Construction, use and/or analysis of graphs and charts
- Use of coordinates and geometry
- Use of statistics and probability as a measure of likelihood

Links to Science

- Describe the conditions which cause degradation
- Know the physical properties of materials and explain how these are related to their uses

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Sixth Form life at GHS

Subjects

Drama and Theatre Studies (EDUQAS)

Drama and Theatre at A-level requires high levels of both practical and written creativity and discipline, challenging students in multi-disciplined areas; academic, creative, organisational and planning - skills that equip them for undergraduate study and the workplace, as well as highly developed communication attributes that are prized in all future workplace situations.

You will blend practical exploration with theoretical and textual analysis of Drama and Theatre across a range of periods, cultures and genres. You will study contrasting texts that expand your knowledge of Drama across a range of literary works and theatrical practitioners and you will practically reinvent a text based on your knowledge and understanding of such influential people and texts.

Students work creatively in small groups and pairs and will be required to consider theatrical texts, styles and practitioners from the perspective of actor, director and designer – this ensures that you develop a rounded understanding of Drama and Theatre, attributes that past students are now demonstrating in a huge array of professions, including as leading young playwrights in the West End, successful actresses and comediennes, theatre managers and artistic directors. Many other students have successfully ventured into degrees and careers in law, English, public relations, journalism, radio, teaching and marketing, to name a few. In recent years, a number of our successful medicine applicants have chosen Drama as their third or fourth choices, recognising the confidence and poise that it develops. Additionally, biennially, all A-level students are given the opportunity to perform at the Edinburgh Fringe Festival.

Specification on following page →

Specification: A-level

EDUQAS: A690QS

Component 1: Theatre Workshop

Non-exam assessment: internally assessed, externally moderated. Students will be assessed on their performance skills. Students participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.

Students must produce:

- A realisation of the performance or design
- A creative log
- 20% of qualification

Component 2: Text in Action

Non-exam assessment: externally assessed by a visiting examiner. Students will be assessed on acting skills.

Students participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by EDUQAS.

- A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1)
- An extract from a text in a different style chosen by the learner.
- 40% of qualification

Students produce a process and evaluation report within one week of completion of the practical work.

Component 3: Text in Performance

- Written examination: 2 hours 30 minutes
- 40% of qualification

Sections A and B

- Open book: Clean copies (no annotation) of the two complete texts chosen must be taken into the examination.
- Two questions, based on two different texts, one written pre-1956 and one written post-1956

Section C

- Closed book: The extract of text required for answering the questions will be printed on the examination paper. A question based on a specified extract from: The Curious Incident of the Dog in the Night-Time, Mark Haddon, adapted by Simon Stephens
- Details of the 10 - 15 minute extract will be released during the first week of March, in the year in which the examination is to be taken.

AS Level specification on following page →

Specification: AS Level

EDUQAS: B690QS

Component 1: Performance Workshop

- Non-exam assessment: internally assessed, externally moderated by EDUQAS
- 60% of AS qualification

Students participate in the creation, development and performance of:

- An extract from a text of the student's choice
- A piece of theatre based on a reinterpretation of a second extract from a text from a different social, historical or cultural context using the techniques and working methods of either a theatre practitioner or theatre company

All students must produce:

- A realisation of both performances
- A written creative log for each performance
- An evaluation of the process of creating and realising (the reinterpreted extract only): 1200-1500 words

Component 2: Text in Context

- Written examination: 1 hour 30 minutes (externally assessed)
- 40% of qualification
- Open book: Clean copies (no annotations) of the set text chosen must be taken into the examination.

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Sixth Form life at GHS

Subjects

Economics (Edexcel)

Are you curious about the society you live in and the people around you? Do you enjoy current affairs?

Economics is a social science studying human behaviour. Economics asks big questions and helps us to understand how the world works and how to make it a better place. It is at the heart of understanding the major social problems of our time, including climate change, inequality, global poverty, health care, globalisation, the impact of technological change on employment and creative destruction from the growth of digital platform industries; effective solutions to these problems require economic insights.

Economics is at the centre of policy making by governments. It focuses on problem solving and analysing policies. It deals with ambiguity and as such will give you skills essential for later on in life.

Economics is:

- About the modern world around us; it is current, interesting and dynamic
- A problem solving subject and develops a range of academic and transferable skills: research, logical analysis, evaluation, communication and team-working.
- An academically rigorous subject and is highly respected by universities and future employers
- A great complement to all subjects including humanities and sciences
- A versatile subject and is an excellent basis for an exciting career in a number of different areas: working in business or the government and is also valuable support for a career in marketing, accountancy, law and media

Every year a number of Economics students choose to continue their studies in the subject, PPE, Management, and Finance at leading Russell group universities and Oxbridge. Some of these universities insist on A-level Mathematics as an entry requirement. Cambridge also insists on Further Mathematics. However please note that there are many top universities that do not insist on A-level Mathematics, especially if Economics is combined with Politics, Geography, Psychology, Management, a Modern Foreign Language or History.

Specification: A-level

Edexcel: 9EC0

Paper 1: Markets & Business Behaviour

- 2 hours
- A range of multiple-choice and short-answer questions (25 marks)
- One data response question broken down into a number of parts (50 marks)
- Choice of one from two essay questions (25 marks)
- 35% of A-level

Paper 2: The National & Global Economy

- 2 hours
- A range of multiple-choice and short-answer questions (25 marks)
- One data response question broken down into a number of parts (50 marks)
- Choice of one from two essay questions (25 marks)
- 35% of A-level

Paper 3: Microeconomics and Macroeconomics

- 2 hours
- Synoptic paper drawing on topics from across the syllabus
- 2 sections each comprising one data response question broken down into a number of parts, including choosing one from two essay questions (50 marks per section)
- 30% of A-level

Note: NO prior learning or knowledge of Economics is required to take A-level Economics. A grade 7 or better at I/GCSE Mathematics is required.

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Sixth Form life at GHS

Subjects

English Literature (Edexcel)

This course will allow you to develop a deep appreciation for the power of storytelling and the beauty of language. An A-level in English Literature will challenge you to expand your vocabulary, grapple with subtle nuances and enhance your critical appreciation of different genres and perspectives. You will be encouraged to develop your interests in literary studies through reading widely, independently, and critically. The course will hone your writing skills so that you can construct incisive arguments that debate texts with clarity and precision. The course offers a broad literary diet, including long-established and contemporary authors. We can't wait for you to get started!

Specification: A-level

Edexcel: 9ET0

Paper 1: Drama (30%)

You will study one Shakespeare play and a modern playscript by Tennessee Williams.

- 'Midsummer Night's Dream' by William Shakespeare
- 'A Streetcar Named Desire' by Tennessee Williams

Paper 2: Prose (20%)

You will study two novels: one pre 1900 and one post 1900. These are linked thematically:

- 'Tess of the D'Urbervilles', by Thomas Hardy
- 'Mrs Dalloway', by Virginia Woolf

Paper 3: Poetry (30%)

- You will study Poets of the Decade, an anthology of poems written post-2000.
- You will study a collection of Metaphysical poems by John Donne.

Paper 4: Coursework (20%)

- You will write an extended essay (2500 – 3000 words) comparing two texts. You will study 'The Great Gatsby' by F. Scott Fitzgerald and select a second text (from a pre-selected list) to work on independently. The task gives you the opportunity to work on critical material, reading academic responses to your texts. Excitingly, you will consider how your view on the text aligns or diverges from the critical position expressed.

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Sixth Form life at GHS

Subjects

English Language and Literature (Edexcel)

English Language and Literature incorporates the study of everything from screenplays, political interviews and travel writing to novels. This course will nurture skills of critical analysis, and independent thinking allowing you to express yourself with eloquence and opening the doors to diverse career paths. You will gain a deeper understanding of human experiences across different eras and build your empathic response to literature. You will learn about the varieties of non-fiction, as well as reading a stimulating range of literary works. Excitingly, you will also develop your skills as a creative writer of both fiction and non-fiction pieces. This A-level crafts the same critical skills as English Literature and is highly regarded by Russell Group Universities.

Specification: A-level

Edexcel: 9EL0

Paper 1: Voices in Speech and Writing (40%)

- Section A: Voices in Speech and Writing – The Anthology
- Section B: Drama – You will study: 'All My Sons' by Arthur Miller

Paper 2: Varieties in Language and Literature (40%)

- Section A: Unseen Prose Non-fiction Texts

You will study: 'The Bloody Chamber', Angela Carter, and 'Wuthering Heights', Emily Bronte.

One essay question on an unseen prose non-fiction extract from a choice of four. The unseen extract is linked to the studied theme.

Paper 3: Coursework (20%)

Two texts are studied: one fiction and one non-fiction text. You will study, 'The Great Gatsby' and 'Educated' by Tara Westover.

Students produce two assignments:

- Two pieces of original writing; one piece of fiction writing and one piece of creative non-fiction. (1500 - 2000 words)
- An analytical commentary reflecting on the two pieces they have produced. (1000 - 1250 words)

Extended Project Qualification (AQA)

The Extended Project Qualification (EPQ) is a standalone qualification designed to extend and develop students' skills in independent research and project management. The EPQ is awarded UCAS points worth half an A-level and is recognised by universities and employers; some leading universities, including Bath, Exeter, Cardiff and Leeds, have made reduced offers to GHS students undertaking an EPQ.

By taking responsibility for the choice and design of an individual project, students:

- Become more critical, reflective and independent learners
- Develop and apply decision-making and problem-solving skills
- Increase their planning, research, analysis, synthesis, evaluation and presentation skills
- Learn to apply new technologies confidently
- Demonstrate creativity, initiative and enterprise

The EPQ requires students to carry out research on a topic that they have chosen and is not covered by their other qualifications. They then use this research to produce a written report and, in the case of practical projects, an artefact or a production. A student can take inspiration from something studied in class or something completely unrelated to their studies. Students are required, with appropriate supervision, to:

- Choose an area of interest
- Draft a title and aims of the project for formal approval by the centre
- Plan, research and carry out the project
- Deliver a presentation to a non-specialist audience
- Provide evidence of all stages of project development and production for assessment

Students will have a supervisor, with whom they will have various formal and informal meetings to help to guide their progress and log the process. Students will receive tuition in the necessary skills throughout the Michaelmas Term.

Depending on the nature and topic of the project, taught skills might include:

- Research skills including the ability to search for and identify and evaluate suitable sources of information in the chosen subject area
- Skills or techniques that will be required for the safe and effective execution of the project which are not part of the candidate's course of study. E.g. conducting risk assessment, assessing the ethical principles of project proposals and research, safe laboratory or workshop technique, professional codes of practice, ethical guidelines, research methodology
- Project management skills including time, resource and task management
- The format and structure of accepted academic forms of research report
- Referencing, the evaluation of sources and the prevention of plagiarism
- Presentation skills

The remaining time is allocated for the student's independent work and the individual supervision and guidance received. In addition to a taught double lesson, students should spend two periods per week working independently on their EPQ, ideally in the library. The project requires strong time-management skills and needs to be worked on systematically throughout Lower Sixth. There are a number of interim deadlines and if these are missed, the student's grade will be affected and they may be unable to continue with the project. It is a considerable amount of work and, whilst it is a highly stimulating and rewarding process that will stand students in very good stead for university study, it is not to be undertaken lightly.

Geography (OCR)

Geography is a subject for those who are interested in the world around them. It equips us with the skills, knowledge and understanding to satisfy our curiosity about landscapes and cities, ecosystems and societies. With our planet and its people changing at an unprecedented rate, there has never been a better or more important time to develop a strong global awareness.

The A-level Geography course tackles a wide range of engaging issues, on scales ranging from the local to the global. In Physical Geography, we explore the evolution of coastal landscape systems, examine the fragile balance of the water and carbon cycles, and assess the risks posed by earthquakes and volcanoes. The Human syllabus considers how the identity of a place develops, the geography of disease, contemporary migration crises and global variations in access to human rights.

Fieldwork is an essential and enjoyable element of Geography and in recent years our pupils have benefited from trips to the Sussex coast and East London.

Specification: A-level

OCR: H481

Paper 1: Physical Systems (1 hour 30 minutes written paper)

- Landscape Systems (coasts)
- Earth's Life Support Systems (water and carbon cycles)
- 22% of total A-level

Paper 2: Human interactions (1 hour 30 minutes written paper)

- Changing Spaces, Making Places
- Global Connections (migration and human rights)
- 22% of total A-level

Paper 3: Geographical Debates (2 hours 30 minutes written paper)

- Disease Dilemmas (the geography of health)
- Hazardous Earth (managing risk from earthquakes and volcanoes)
- 36% of total A-level

Investigative Geography (coursework)

- Independent fieldwork leading to a 4000 word written report
- 20% of total A-level

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Sixth Form life at GHS

Subjects

History (OCR)

“Study the past if you would define the future.” - Confucius

History allows us to make sense of the world around us and understand how today’s society came to be. History gives us the knowledge and skills to contextualise the major events of our time, linking the past to the present. Fundamentally, History is a subject for people who are curious about the world, its people, and its past.

The A-level History course covers exciting and impactful periods of British, Italian, and American history. Our depth studies of the early Tudors and modern Italy involves learning about a range of significant topics including the Break with Rome and the rise of fascism under Mussolini. In the breadth study, we investigate American Civil Rights from 1865 to 1992, charting the changing status of women, Native Americans, trade unionists, and African Americans. Alongside the three taught units, pupils complete their coursework in the first term of the Upper Sixth, which provides them with the stimulating opportunity to develop independent study skills and research a topic of interest to them. In previous years, pupils have completed their coursework on topics including the Mid-Tudor Crisis, the fall of the Soviet Union, the European Witch Craze, the Russian Revolutions, Hitler’s rise to power, and the causes of the Cold War in Europe.

Aside from covering a range of fascinating topics, A-level History provides pupils with a range of skills that are invaluable at university and in the world of work, particularly for those considering careers in law, government and politics, journalism, and many others. The ability to handle evidence, craft convincing arguments, evaluate sources and interpretations, work independently, discuss and debate, and make connections are all fostered throughout the course.

Specification: A-level

OCR: H505

Unit 1: England 1485—1558: the early Tudors

- Henry VII, his government, threats to his rule and foreign policy
- Henry VIII, key developments in government, religion, and foreign policy across the reign
- Enquiry Topic: Mid Tudor Crises 1547–1558 – the stability of the monarchy, religious changes, rebellion and unrest
- 25% of the total A-level
- 1 hour 30 minutes written paper

Unit 2: Italy 1896—1943

- Italy 1896–1925
- Fascist Italy 1925–1943
- Foreign Policy of Mussolini 1922–1943
- 15% of the total A-level
- 1 hour written paper

Unit 3: Civil Rights in the USA 1865—1992

- African Americans
- Trade Union and Labour Rights
- Native American Indians
- Women
- Depth Studies on: the Gilded Age, the New Deal, and Malcolm X and Black Power
- 40% of the total A-level
- 2 hours 30 minutes written paper

Unit 4: NEA (coursework)

- An independently researched essay of 3000– 4000 words
- Internally assessed unit
- Previous topics have included questions on Tudor Rebellions, Russia and the Soviet Union, and the First Crusade
- 20% of the total A-level

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Sixth Form life at GHS

Subjects

Mathematics (Edexcel)

Why study Mathematics?

- Mathematics is everywhere; it is immensely relevant to the way we lead our lives, underpinning much we take for granted. It can also be enjoyed in an abstract way, where the proofs you learn and the links you discover have a pattern and beauty of their own.
- You will learn more about how a situation may be represented mathematically and understand about the relationship between 'real world' problems and mathematical models and how these are refined and improved.
- You will extend your ability to use Mathematics as an effective means of communication, an important skill in many fields of work as well as many areas of further study.
- You will develop an awareness of the relevance of Mathematics to other disciplines, to the world of work and to society in general.

Further Mathematics (Edexcel)

For those who love logic, problem solving and all things mathematical, an A-level in Further Mathematics can be taken in addition to A-level Mathematics. It is a fast-paced and challenging course, in which you will explore a wider range of concepts than you would meet in the single A-level. Those thinking about applying for degree courses in Mathematics, Physics, Engineering, Computer Science or Economics should certainly consider taking Further Mathematics A-level and, in some cases, it will be stipulated as a requirement for the course.

We recommend that all pupils studying Mathematics A-level have the same model of calculator, the fx-991 CW.

Maths Specification: A-level

Edexcel: 9MA0

Pure Mathematics (two papers each two hours)

- Proof
- Algebra and Functions
- Co-ordinate Geometry
- Sequences and Series
- Trigonometry
- Exponentials and Logarithms
- Differentiation
- Integration
- Numerical Methods
- Vectors

Statistics and Mechanics (1 paper, 2 hours)

- Statistics
- Statistical sampling
- Data presentation and Interpretation
- Probability
- Statistical distributions
- Statistical hypothesis testing
- Quantities and Units in Mechanics
- Kinematics
- Forces and Newton's Laws
- Moments

Further Maths Specification: A-level

Edexcel: 9FM0

Core Pure Mathematics (two papers, each 1 hour 30 minutes)

- Proof
- Complex Numbers
- Matrices
- Further Algebra and Functions
- Further Calculus
- Further Vectors
- Polar Coordinates
- Hyperbolic Functions
- Differential Equations

Further Mechanics (two papers, each 1 hour 30 minutes)

- Momentum and Impulse
- Work, Energy and Power
- Elastic Strings and Springs
- Elastic Collisions
- Circular Motion
- Centres of Mass
- Kinematics
- Dynamics

Modern Languages

“Language is the road map of a culture. It tells you where its people come from and where they are going.”
- Rita Mae Brown

In our increasingly multicultural world, the acquisition of one or more foreign languages is an extremely desirable addition to your skill base and one which will enhance career prospects and widen your opportunities. Anyone planning a career in journalism, finance, business, administration, marketing, politics, the arts or public speaking can benefit from the study of a language.

When studying a modern language to AS or A-level, you will build on your learning from GCSE, changing your focus from talking about yourself to talking about case studies from the countries where the languages are spoken. You will study a film in the Lower Sixth and a text in the Upper Sixth, as well as developing your speaking, listening, reading, grammar and translation skills. There is an exciting opportunity for Sixth Form students to become modern languages ambassadors, promoting languages, organising activities for the younger year groups and leading junior school assemblies.

Lower Sixth / AS Level exams:

Paper 1: listening, reading and translation to English

- 90 marks, 1 hour 45 minutes, 45% of overall grade

Paper 2: translation into French/ German/Spanish and an essay on the film

- 50 marks, 1 hour 30 minutes, 25% of overall grade

Paper 3: speaking on two of the textbook topics

- 60 marks, 12-14 minutes, 30% of overall grade

A-level exams:

Paper 1: Listening, reading and translation to/from English

- 100 marks, 2½ hours, 50% of overall grade

Paper 2: one essay on the film and one on the text

- 80 marks, 2 hours, 20% of overall grade

Paper 3: speaking on one of the textbook topics and the individual research project

- 60 marks, 18 minutes, 30% of overall grade

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Sixth Form life at GHS

Subjects

French (AQA)

French is spoken in many European countries and by 220 million people throughout the world, and is one of the official languages of the EU, the UN and the Olympic Committee. London is regarded as France's sixth biggest city in terms of population, with more French speakers than in Dijon!

The course ranges covers cultural, political and social issues and includes a visit to Paris for a busy weekend of cultural activities: visiting an art gallery, going to the theatre and working alongside volunteers at a charity. There are other enrichment opportunities such as the annual inter-school French debating competition.

Topics: A-level

AQA: 7652

Year 1

- Study of the film La Haine by Mathieu Kassowitz
- The changing role of the family in the French-speaking world
- Digital technology in the French-speaking world
- Volunteer work in the French-speaking world
- Regional and national heritage in France
- Contemporary francophone music
- Francophone cinema

Year 2

- Study of the novel Un Sac de Billes by Joseph Joffo
- Positive aspects of a diverse society
- Social marginalisation and criminality
- Protests, strikes and youth engagement in politics
- Politics and immigration
- Independent research project

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Sixth Form life at GHS

Subjects

German (AQA)

If we focus on Germany as Europe's largest economy, on its central political role within Europe, or the 100 million native speakers of German within Europe, then we risk overlooking Germany's role at the heart of European culture.

You will develop your language and research skills as well as your awareness of the German-speaking world's cultural and social diversity. You will be invited on a school trip to Germany, and can apply for study scholarships sponsored by the German government.

Topics: A-level

AQA: 7662

Year 1

- Study of the film Das Leben der Anderen by Florian Henckel von Donnersmarck
- The changing role of the family in the German-speaking world
- Youth culture and digitalisation in the German-speaking world
- Traditions and festivals in the German-speaking world
- Art and architecture in the German-speaking world
- Berlin

Year 2

- Study of the play Der Besuch der alten Dame by Friedrich Dürrenmatt
- Immigration, integration and racism
- Germany and the European Union
- Youth politics in the German-speaking world
- German reunification 1989 to present
- Independent research project

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Sixth Form life at GHS

Subjects

Spanish (AQA)

Spanish is the second most spoken language in the world after Mandarin Chinese, spoken by approximately 450 million people in more countries worldwide than any other language. Given the expanding markets in Latin America and the growing Hispanic presence in the United States, where over 10% of the population speak Spanish, proficiency in this language is becoming a much-sought-after skill.

Studying Spanish at this level offers the key to understanding the rich artistic and cultural heritage of Spain and Latin America. You will become familiar with Hispanic history, politics and society. Your linguistic fluency and grammatical awareness will heighten, and you will acquire the skill of summary writing as well as honing the skills of listening, reading and writing in Spanish. Trips are also frequently offered to Andalucía or Barcelona.

Topics: A-level

AQA: 7692

Year 1

- Study of the film Ocho apellidos vascos by Emilio Martínez Lázaro
- Modern and traditional values
- Cyberspace
- Equal rights
- Modern day idols
- Spanish regional identity
- Cultural heritage

Year 2

- Study of the play La casa de Bernarda Alba by Federico García Lorca
- Immigration
- Racism
- Integration
- Today's youth, tomorrow's citizens
- Monarchies and dictatorships
- Popular movements
- Independent research project

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Sixth Form life at GHS

Subjects

GCSE Portugese (Edexcel)

You will be amazed how quickly you can pick up a new language after completing your GCSE in French, German or Spanish. In the first term alone you will develop your Portuguese accent, use a range of verbs in two tenses and begin writing exam-style essays.

Not only is Portuguese useful if you intend to travel to any of the ten countries across four continents where the language is spoken, but the cultural aspect of the course will also open your eyes to the role Portugal has played in shaping the world as we know it today. There have also been Portuguese trips to Lisbon and Porto, with the students visiting the monuments they had studied in lessons and practising their language skills first-hand.

Portuguese is an ‘extra’ subject that is taught in three periods a week over one year. Anyone can opt for this subject, though this is a fast-paced course designed for those who love learning languages.

With over 215 million native speakers across South America, Europe, Africa and Asia, Portuguese is the world’s seventh most widely spoken language. England’s alliance with Portugal, dating back to 1386, is the world’s oldest, while British trade with Brazil grew by over 16% in 2023.

In the long term, speaking Portuguese could help you in a career opening new markets to your company or working in a multi-national corporation – Brazil is expected to overtake the UK and France to become the world’s fifth largest economy before long.

How is Portuguese assessed?

- An exam for each skill, each worth 25% of the overall grade, just like your current language GCSEs.

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Sixth Form life at GHS

Subjects

Music (Edexcel)

The Sixth Form courses allow students to study Music as a practical, intellectual and creative subject, developing performance skills, writing compositions and learning about harmony in a more advanced form. Aural and analytical skills develop through studying a wide range of set works. A-level course is excellent preparation if you intend to study Music at university, but is equally valuable if you wish to pursue other disciplines. Qualities demonstrated by musicians – creativity, flexibility, imagination, self-discipline, organisational skills and the ability to respond and learn quickly – are greatly respected in many careers.

Students can immerse themselves in the orchestras, bands, choirs and many other chamber ensembles. This practical approach helps to develop advanced aural skills and a greater knowledge of repertoire, being able to place it in context more easily than they would through attendance at lessons alone. Numerous concerts and services take place in prestigious venues.

Specification: A-level

Edexcel: 9MU0

Component 1: Performing (30% of the qualification). Externally assessed.

- The purpose of this component is to assess students' performing skills in a solo and/or ensemble context.
- Students must perform a minimum of one piece, performed live and uninterrupted as a recital in front of a (small) audience.
- Performance can be a solo, as part of an ensemble or a combination of these.
- Total performance time must be a minimum of eight minutes of music. Timing does not include the time taken to tune the instrument or any gaps between pieces.

Component 2: Composing (30% of the qualification). Externally assessed.

- One composition: either in response to a set brief, or a free composition, lasting at least four minutes.
- Completion of a Bach Chorale: harmonising a given melody with alto, tenor and bass parts.

Component 3: Appraising (40% of the qualification). Externally assessed.

This unit tests students' application of knowledge through the context of thirteen set works drawn from the following areas of study:

Vocal Music

- J.S. Bach, Cantana, Ein feste Burg
- Vaughan Williams, On Wenlock Edge

Instrumental Music

- Clara Wieck-Schumann, Piano Trio in G minor, Op. 17: movement 1
- Berlioz, Symphonie Fantastique

Music for Film

- Danny Elfman, Batman Returns
- Bernard Herrmann, Psycho

Popular Music and Jazz

- Kate Bush, Hounds of Love
- Beatles, Revolver
- Courtney Pine, Back in the Day

Fusions

- Debussy, Estampes
- Anoushka Shankar, Breathing Under Water

New Directions

- Kaija Saariacho, Petals for Violoncello and Live Electronics
- Stravinsky, The Rite of Spring

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Sixth Form life at GHS

Subjects

Physical Education (OCR)

If you are interested in discussing issues such as whether drugs should be legalised, can an understanding of psychology give you the edge in competitive sport, do host countries use the Olympics as a political tool and how biomechanics affects your technique and efficiency in Sport, then this subject is for you. The syllabus is made up of both theoretical and practical aspects of Physical Education and requires you to participate in one competitive sport. The specification creates confident, independent thinkers and effective decision makers who can operate as individuals or as part of a team – skills required to promote themselves in life.

Specification: A-level

Physiological factors affecting performance - 2 hours (30% of the A Level)

- Applied anatomy and physiology – skeletal and muscular systems, cardiovascular and respiratory systems, energy for exercise, environmental effects on body systems
- Exercise physiology – diet and nutrition, training methods and injury prevention
- Biomechanics - levers

Psychological factors affecting performance - 1 hour (20% of the A Level)

- Skill acquisition – types and methods of practice, theories of learning, guidance, transfer and feedback
- Sport psychology – personality, attitude, motivation, arousal, anxiety, aggression, groups and teams, attribution, self-confidence, leadership

Socio-cultural issues in physical activity and sport - 1 hour (20% of the A Level)

- Sport and society – development of sport in pre-industrial Britain to modern times, history of Olympic games and how it has been used as a political tool
- Contemporary issues in physical activity – ethics and deviance, commercialisation and the media, routes to sporting excellence, modern technology
- Ethics and deviance (drugs, violence and gambling)
- Commercialisation and the media
-

Performance in Physical Education - (30% of A Level)

- Performance or coaching in one sport
- Evaluation analysis of performance for improvement (EAPI)

Physics (Edexcel)

Physics tries to solve all of Science's biggest questions. The Edexcel A-level Physics course will challenge your imagination with new concepts like Quantum Physics whilst building on the fundamental concepts learnt at IGCSE including Mechanics, Waves, Nuclear Physics, Electricity and Magnetism to allow you to develop both breadth and depth in your understanding of natural scientific phenomena. Mathematics is integral to the study of A-level Physics and you will be introduced to how more sophisticated mathematical functions are applied in Science and you will develop and hone your numerical problem-solving skills. The course has an emphasis on practical work including 12 required practicals for the practical endorsement.

However, the breadth of experimental work will provide you with a good grounding in the experimental techniques needed for university and will introduce you to more detailed analytical skills. While practical work remains integral for the AS Level Course, there is not a practical endorsement.

Specification: A-level

Subject content (Edexcel: 9PH0)

Lower Sixth content

- Working as a Physicist
- Mechanics
- Electric Circuits
- Materials
- Waves and Particle Nature of Light

Upper Sixth content

- Further mechanics
- Electric and magnetic fields
- Nuclear and particle physics
- Thermodynamics
- Space
- Nuclear radiation
- Gravitational fields
- Oscillations

Examination

Paper 1: Topics 1 – 3, 6 – 8.

- 1 hour 45 minutes
- 90 marks, 30% of A-level

Paper 2: Topics 1, 4 – 5, 9 – 13

- 1 hour 45 minutes
- 90 marks, 30% of A-level

Paper 3: General (all topics) and Practical Principles in Physics Skills.

- 2 hours 30 minutes
- 120 marks, 40% of A-level

Specification: AS Level

Subject content (Edexcel: 8PH0)

- Working as a Physicist
- Mechanics
- Electric Circuits
- Materials
- Waves and Particle Nature of Light

Examination

Paper 1: Sections 1 - 3 plus Assessment of Practical Skills.

- 1 hour 30 minutes
- 80 marks, 50% of AS Level

Paper 2: Sections 1, 4 – 5.

- 1 hour 30 minutes
- 80 marks, 50% of AS Level

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Sixth Form life at GHS

Subjects

GCSE Astronomy (Edexcel)

Most people are fascinated by the night sky and are interested in stories about our continuing exploration of our Solar System and Universe. GCSE Astronomy allows students to build upon that interest giving a thorough introduction to the subject of Astrophysics, beyond that studied at IGCSE and A-Level Physics. A small amount of Mathematics is required but this is mostly GCSE standard Mathematics and where appropriate we go beyond the scope of the course making links to A-level Physics. The course is delivered in a more relaxed setting than the A-level courses and is largely based around discussion work. As a part of the GCSE you will have the opportunity to complete both naked-eye and telescopic observations over the duration of the course to support your understanding of the night sky and celestial objects.

Specification: GCSE

Edexcel: 1AS0

This course consists of two papers (1 hour 45 minutes) with eight topics assessed in each paper.

Paper 1: Naked-Eye Astronomy

- Planet Earth
- The Lunar Disc
- The Earth-Moon-Sun System
- Time and the Earth-Moon-Sun Cycles
- Solar system observation
- Celestial observation

Paper 2:

- Exploring the Moon
- Solar astronomy
- Exploring the Solar System
- Formation of Planetary Systems
- Exploring starlight
- Stellar Evolution
- Our place in the Galaxy
- Cosmology

Both papers contain a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations, graphical and extended-open-response questions.

In addition to the two papers and study for this qualification students should develop their observational skills.

Students must undertake at least one unaided and one aided observation. Students will need to use their knowledge and understanding of observational techniques and procedures in the written assessments.

Astronomical observations will require students to demonstrate their ability to design observations, make observations, analyse observations and evaluate their observations.

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Sixth Form life at GHS

Subjects

Politics (Edexcel)

Studying Politics at GHS is a stimulating experience, with classes structured to facilitate discussion and debate. Opinions are readily expressed by all and this creates an engaging environment. The topics studied are all relevant to contemporary politics and students are expected to use current examples to illustrate points in their examination papers. The remarkable changes and events that have characterised British and Global Politics in recent years mean that there has never been a more exciting time to study Politics.

In recent years, a large number of Politics students have gone on to university to study PPE at Oxford, HSPS at Cambridge, Politics at Durham, Bristol, Newcastle and International Relations at St Andrews, Bath, LSE, Stanford USA, and other prestigious universities.

Talks, such as visits from MPs and academics, and a visit to the Houses of Parliament, add greater depth, awareness and understanding of political issues.

Specification: A-level

Edexcel: 9PL0

The Edexcel Politics course consists of three externally examined papers. Students must complete all assessments in May/June in any single year.

Paper 1 involves studying UK Politics, covering democracy and participation, political parties, electoral systems, voting behaviour and the media (Section A) and core political ideas, covering conservatism, liberalism and socialism (Section B).

Section A includes one 30-mark question from a choice of two, with each question based on a source. There is also one other 30-mark question from a choice of two, which are traditional essays. Section B includes one 24-mark question from a choice of two.

Paper 2 involves studying the UK Government, covering the UK's constitution, parliament, prime ministers and their cabinets, and relationships between these (Section A) as well as a non-core political idea, nationalism (Section B). Each section is assessed in the same manner as Paper 1.

Paper 3(B) involves studying global politics covering sovereignty and globalisation, global governance, power and developments, regionalism and the European Union and comparative theories.

It is assessed through a 12-mark question from a choice of two, one compulsory 12-mark question focused on comparative theories and two 30-mark questions from a choice of three.

Psychology (AQA)

Psychology is the study of human behaviour from different perspectives including cognitive, social and biological factors. 'In the first year of the course, students explore traditional introductory topics in Psychology, with a particular emphasis on critically evaluating the classic studies that have shaped the discipline. Through this process, they develop an understanding of research methods and investigative techniques, as well as an appreciation of how psychological knowledge has evolved over time'

The course presents five of the conventional approaches to explaining human behaviour, from Freud to the Humanists, and everything in between. The History of Psychological thought can be tracked through examination of these approaches and applied to the various topics studied.

In the second year of the course, three chosen topic areas are studied in greater depth: the theories are applied to the topics of Cognition and Development (how thought processes change throughout childhood and early adulthood); Stress (the positive and negative effects of stress on humans and how to deal with prolonged stress) and Schizophrenia (the characteristics and symptoms of schizophrenia, biological and psychological explanations for its development, and the effectiveness of different treatments and therapies); Forensic Psychology (how psychological theories and research are applied to criminal behaviour, factors that influence offending, and the effectiveness of approaches used to reduce and prevent criminal behaviour).

Specification: A-level

AQA: 7182

The A-level examination at the end of Upper Sixth has three papers. The examination for each paper is 2 hours long and marked out of 96.

The papers are each worth 33.3% of the A-level qualification, and comprise multiple choice questions, short answer questions of 2, 3, 4 or 6 marks, and extended answers of 8 and 16 marks.

Paper 1: Introductory Topics in Psychology

- Memory
- Attachment
- Social Influence
- Clinical psychology and mental health

Paper 2: Psychology in Context

- Biopsychology
- Research Methods
- Approaches

Paper 3: Issues and Options in Psychology

- Issues and Debates
- Cognition and Development
- Schizophrenia
- Forensic Psychology

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Sixth Form life at GHS

Subjects

Philosophy, Ethics and Religion (Religious Studies) (OCR)

Have you ever wondered whether a business can be truly ethical? Have you ever questioned why we are here and the purpose of our existence? (There is not an app which can fully answer that one!). A-level Religious Studies offers you a chance to discuss and evaluate a whole variety of fascinating questions that are raised by our three strands of Philosophy, Ethics and Developments in Christian Thought. Studied over two years, this A-level will teach you to think independently, to formulate clear and persuasive arguments and to write with lucidity.

This course will enable you to enjoy debating a wide selection of philosophical, ethical and theological issues. Life will raise many questions; this course will help you to answer some of the most important ones.

Specification: A-level

Edexcel: 9RS0

Philosophy of Religion:

- Ancient philosophical influences: Plato and Aristotle
- Soul, body and mind in the thinking of Plato and Aristotle and metaphysics of consciousness
- Theological and Philosophical Developments: The nature or attributes of God
- Religious Language: Negative, analogical or symbolic
- Religious Language: Twentieth century perspectives: Logical Positivism
- Wittgenstein's views on language games, and Arguments relating to this: Flew, Hare etc.

The existence of God:

- Arguments based on observation: the teleological and cosmological arguments and challenges to these
- Arguments based on reason: the ontological argument
- God and the world
- Religious experiences including mystical and conversion experiences
- The Problem of evil

Religion and Ethics:

- Natural Law
- Situation Ethics
- Deontological and teleological theories
- Kantian ethics
- Utilitarianism

Applied Ethics:

- Euthanasia
- Business ethics
- Ethical Language: Meta-ethical theories: intuitionism, naturalism and emotivism
- Conscience: Aquinas' theological approach and Freud's psychological approach
- Sexual ethics: Premarital and extramarital sex, Homosexuality, and Application of ethical theories

Developments in Christian Thought:

- Insight: Augustine's teachings on Human Nature, Death and the Afterlife
- Foundations: Knowledge of God's existence, The person of Jesus Christ
- Living: Christian moral principles and Christian moral action: Bonhoeffer
- Development: Religious pluralism and theology / Religious pluralism and society
- Society: Gender and society / Gender and theology
- Challenges: The challenge of secularism and Liberation Theology and Marx

Assessment will take the form of three 2 hour papers, one for each of the areas studied. Each paper will contain four questions, with the learner choosing three out of the four to answer.

Thinking Skills (CAIE)

Thinking Skills is different from any other AS subject, as a skills based qualification it doesn't involve learning facts. In Critical Thinking you learn how to interpret, analyse and evaluate ideas and arguments, as well as how to write in a coherent and logical way. You will learn to read passages closely and respond to them in a logical manner, to identify parts of an argument and then evaluate its strengths and weaknesses by identifying and explaining a range of flaws in reasoning. You are required to analyse arguments presented in longer passages, to produce an analysis of the credibility of sources within a scenario, and to develop your own structured arguments to extend or challenge the arguments presented in a passage.

In Problem Solving you develop skills in using information to draw conclusions and make decisions. You will analyse numerical, graphical and diagrammatic information to derive solutions to real life problems. These will often involve numerical data but problem solving is not a test of mathematics. Rather the focus is on using modelling techniques, logic and reasoning to reach a solution.

The diverse range of skills that are developed in the Thinking Skills course will support most of the AS and A-level subjects and give a sound foundation for a wide range of careers, including Law, Scientific Research, Academia, Journalism, Medicine, Finance and Engineering.

Thinking Skills has proven extremely useful for students who have taken additional university entrance tests and we strongly encourage students who are aspiring to take these tests in the future to study AS Thinking Skills.

The content of the AS Thinking Skills course is directly assessed in the Thinking Skills Assessment (TARA), an entrance test used by Oxford University for a variety of courses including PPE, Geography and Human Sciences. The skills that are developed in AS Thinking Skills are also assessed in entrance tests for several other courses at Oxford and Cambridge universities as well as in the National Admissions Test for Law (LNAT), the BioMedical Admissions Test (BMAT) used for applicants to certain university medical schools, and the Clinical Aptitude Test (UCAT) used for applicants to certain university medical and dental schools.

You will follow a one-year course that will be completed towards the end of the Lower Sixth with two externally assessed examinations. It is taught in one double period and one single period per week, with half an hour's homework each week.

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