

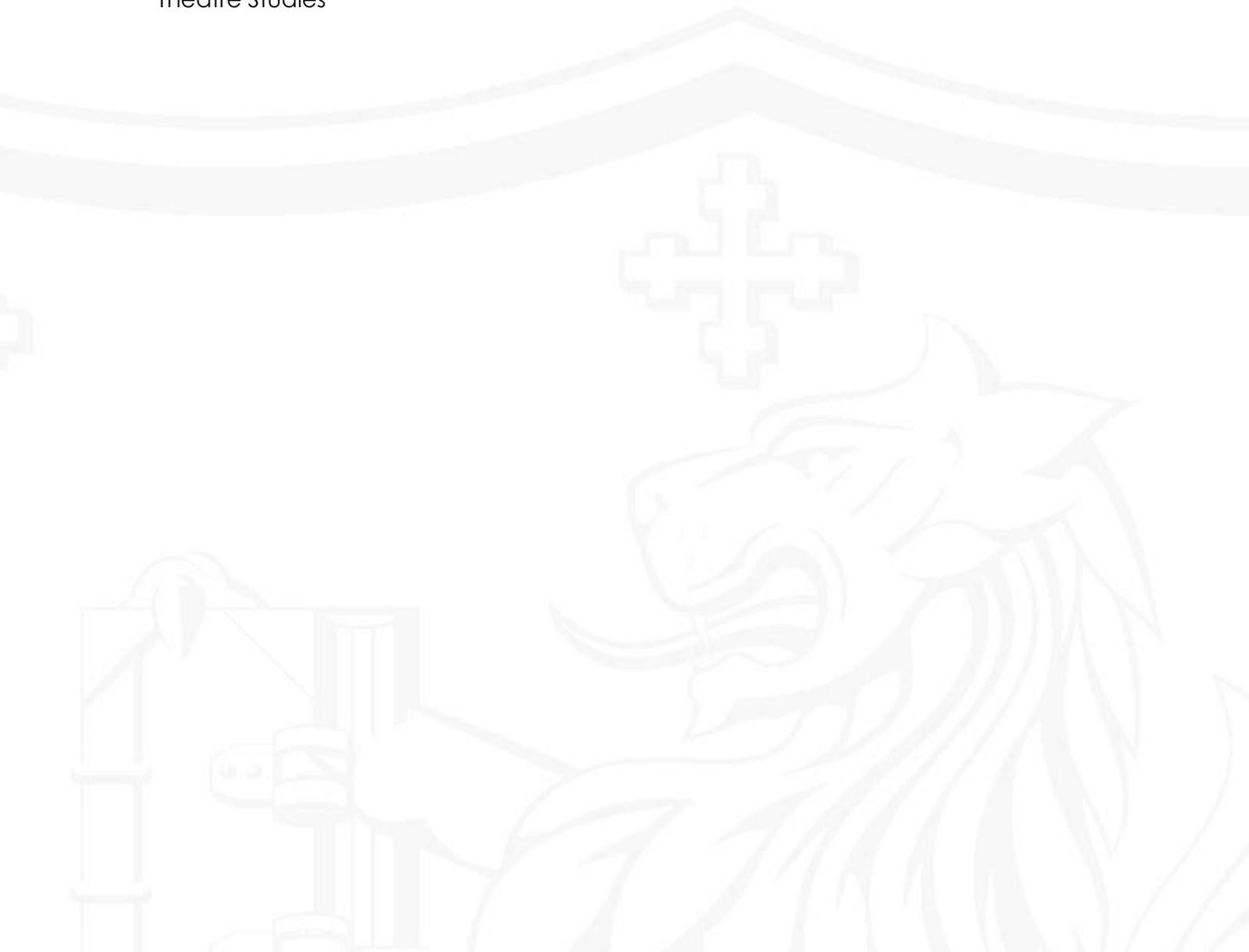
LEWES OLD GRAMMAR SCHOOL

A Level / AS OPTION BOOKLET

2018 - 2020

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Sixth Form Introduction

Lewes Old Grammar School's Sixth Form is a vibrant and intellectually challenging community that provides wonderful opportunities for success. It is large enough to offer a wide range of subjects and yet small enough to give support and individual focus to every student. Every year we help students build on their GCSE results. We welcome applicants with good GCSEs from our own Year 11 and from those outside the School, believing the blend of existing and new students creates a distinctive and fresh start for all.

At LOGS, programmes are tailored as far as possible to accommodate individual needs with students fully involved in discussions about the best A Level combinations for them. In addition, at LOGS we provide strong pastoral support and guidance, and a commitment to ensuring the overall development of each student to become a mature and responsible young adult, able to play their role in our community and the world outside.

Sixth Form students are under the supervision of a Personal Tutor who closely monitors their academic progress as well as developing their tutees' social and moral dimensions. They aim to ensure that all Sixth Formers reach their potential as citizens, academic students, leaders and team players. Ultimately all these qualities combine to fulfil the crucial aim of enabling progression into Higher Education, an area where we once again have proven experience and success.

I am pleased by the fact that LOGS Sixth Formers have an impressive self assurance by the time they leave and are confident in making their way in the world socially and professionally. Sixth Formers at LOGS tend to form close bonds and this only comes from a shared sense of purpose in an environment which is both stimulating and enjoyable.

At LOGS we offer a wide range of A Level options. Most pupils are encouraged to consider four subjects in the Lower Sixth, before narrowing down to three subjects once they are clear on which they enjoy most. Where appropriate a student can continue with four. The Extended Project Qualification (EPQ) is available to students wishing to add further to their academic Level profile and add additional UCAS Points. We also deliver BTEC qualifications as alternatives to A Levels. These courses are relatively small in number because we only offer courses that we believe represent real value. The choice between BTEC and A Level should be steered by the different methods of assessment. BTECs use continuous assessment as a significant part of the assessment process and this would definitely suit certain candidates whereas A Levels are in the main examined by a number of unseen papers at the end of the course.

Sixth Form study provides the opportunity for students to specialise in subjects in which they have a real interest and also to take on new subjects. We expect decisions about subjects and combinations to be made after considerable discussions with the widest possible consultation and advice being sought.

When making their choices, it is wise for students to consider the following questions:

- Which subjects do I enjoy?
- If I choose a particular combination, which doors would be closed to me either in higher education or as a career?
- Are all subjects viewed equally?
- How is each course assessed?
- What proportion is coursework?

The order of these questions is very important as academic success at in the Sixth Form will be very much more dependent on a student's own efforts and individual research than it was at GCSE. As most will be studying A Levels as a passport to a university place it is worth remembering that students will need three passes at grade B at the very least for most competitive courses. In addition students will, as a rule, get the highest grades in the subjects that they enjoy most.

It is sensible to ensure that a pupil's choice of A/AS Levels keeps open as many opportunities as possible. Universities are generally much more open-minded about subjects than they were and it is rare for them to be prescriptive in more than two subjects. A medical school, for example, will demand A Level Chemistry and possibly a second science such as Biology but will welcome applicants with a language or humanities subject as their third or fourth A Level.

Occasionally, individual institutions may be more prescriptive. Cambridge courses in engineering are highly theoretical and therefore more accessible to students with Mathematics, Further Mathematics and Physics. Potential architects may need Mathematics and Physics at Edinburgh, for example where other courses in Architecture may require Fine Art instead. Unusually, Cambridge medical students may still need two of Biology, Physics or Mathematics as well as Chemistry.

Arguably it is better to view the third or fourth A Level choice as grade accumulators rather than vocational choices; any subject is good providing students get the highest grades! It is important to recognise that an AS in a subject is not often a factor in opening access to courses.

A question often asked is 'are different A Level subjects viewed differently by universities?' Implicitly this is asking are some subjects seen as 'softer' options by universities whilst others viewed as 'harder'? For the most part we are not privy to the decisions made by admissions tutors at universities and there is only limited information made public. The most detailed information has been published by the Russell Group universities (Russell Group: Informed Choices May 2011), which includes Oxford and Cambridge who themselves have added greater detail. Their advice on the choice of subjects is fairly clear and emphasises that students need to be studying two 'traditional' A Level subjects with a high percentage of the course assessed by final examination to make a successful application to most courses at these competitive universities. They identify A Levels that they describe as 'facilitating' subjects in that previous subject knowledge is built upon in degree studies and, as a result, that subject must be studied at A Level to apply for a degree *in* certain disciplines — these subjects are Mathematics, Further

Mathematics, English Literature, Physics, Biology, Chemistry Geography, History and Modern Foreign Languages.

The Russell Group also identify 'softer' subjects as those having a strong vocational or practical bias — Media Studies, Art and Design, Business Studies for example — but they state that the choice of one of this type of subjects by a student will not hamper an application to a Russell Group university if the other subjects studied are 'harder' subjects. The Russell Group advice effectively means that the choice of third and fourth subjects by a student is therefore very wide. It is also well worth noting that not all top universities are in the Russell Group (e.g Bath) *and* that there are far more universities in the UK where the most important factor in the success of a student's application will be the final grades achieved at A Level irrespective of the subjects studied.



ART AND DESIGN

Head of Department: Ms J Dinmore

Specification:

EDEXCEL Advanced GCE in Art and Design: Art, Craft and Design 9AD0

Course Aims:

The course is designed to offer candidates the opportunity to study not only practical artistic skills, but also art and design in its various contexts.

The key aspects of the qualification are that it provides:

- Intellectual, imaginative, creative and intuitive powers.
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.
- Knowledge and understanding of art and design in contemporary society and in other times and cultures.

The Advanced GCE specification requires students to develop practical and theoretical knowledge and understanding of how artists generate and express / realise ideas on a personal level, as well as on a social and cultural level. Visiting museums and galleries is a vital part of the course.

The A level is made up of two components, one internal and one external.
The course is completed over 2 years.

Method of Assessment

Component 1 Personal Investigation Part 1: Practical Work – First year of course Part 2: Personal Study 1000 word –Second year of course	60% Total marks available: 90
Component 2 Externally Set Assignment Preparation for this exam is started in January of year 2 15 Hour Exam set over 3 days	40% Total marks available: 72

Assessment objectives

AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Qualities for Success:

It is important that students recognise the versatility of the course and how they can best use it to their advantage, to develop a personal visual language. Observational, abstract, expressive and imaginative drawing skills and their development are vital.

Application after School:

Entry to all Art and Design courses is by portfolio submission, so it is essential that those considering such courses whether at Art College or University should take Art and Design as one of their A levels. However, the course is not only intended for such students. Appreciation of the disciplines and insights of Art and Design and creative and personal experience of visual and tactile media can have positive benefits and applications throughout life.



BIOLOGY

Head of Department: Dr A Scott

Taught by: Dr A Scott, Mr McIver, Mrs Tilling and Mr Ferguson

Specification:

AQA AS 7401

A level 7402

These new Biology courses were introduced in September 2015. AS and A2 qualifications are separate and have completely different exams. The AS course is one year and is examined at the end of year 12 with two 90 minute papers. The A2 course covers 2 years work including the material studied at AS and is examined with 3 papers each 2 hours. Practical assessments have been divided into those that can be assessed in written exams and those that can only be directly assessed whilst students are carrying out experiments.

A level grades will be based only on marks from written exams with at least 15% of the marks for an A level Biology qualification requiring the assessment of practical skills.

A separate endorsement of practical skills will be taken alongside the A level. This will be assessed by teachers and will be based on direct observation of students' competency in a range of skills. A separate certificate from the school will be awarded to those students who have reached the Common Practical Assessment Criteria required by many universities to study Biology at a higher level. Practical fieldwork may be carried out at a field study centre and this may result in a cost to the student.

Course Aims:

AS and A Level Biology are designed to build on concepts and skills that will have been developed in the GCSE Biology specification, presenting Biology as exciting, relevant and challenging. This prepares students for either a career in a Science discipline or provides essential skills for a wide range of courses.

The course provides candidates with the opportunity to learn a number of important skills. Including demonstrating an understanding of scientific knowledge and being able to organise and communicate information in a variety of ways. The practical skills include recording observations and measurements with appropriate precision; analysis, interpretation, explanation and evaluation of the methodology and results and the impact of their own and others' experimental and investigative activities. These are skills applicable to a wide range of disciplines.

At AS Level, the course will stimulate the enthusiasm of students from the start bringing biology to life. It will emphasise the way in which biologists work and the contributions of biology to society in a way that underpins the content. The AS specification includes the study of biological molecules, cells, organisms, transfer of materials from their environments and genetic information and relationships between organisms.

A GCSE pass in Chemistry will be useful especially for the study of biological molecules.

At A Level the specification includes all the AS topics together with a study of energy transfer, responding to change, more in depth genetics, populations, evolution, ecosystems, and control of gene expression.

GCE Biology is a very versatile subject as not only is it a prerequisite for various university courses including Medicine and Veterinary Science but it also combines extremely well with all the Sciences, Geography, Psychology and PE. It provides skills which are invaluable for following careers in various disciplines including Maths, Business, Law and Environmental Science.

BUSINESS BTEC

Level 3 BTEC Diploma in Business

Overview

The BTEC Level 3 Diplomas are broadly equivalent to one/two or three GCE A Levels. The programme aims to provide students with an in depth understanding of the operations and structures of businesses and also to equip students with the skills required to succeed in employment or at university. The course will involve businesses in the public, private and voluntary sectors.

Students will cover a range of topics that include:

- Business Resources
- Business Environment
- Marketing
- Business Communication
- Business Accounting
- Human Resources
- International Business
- Business Retail
- Internet marketing
- Starting a Small Business
- Business Economics
- Market Research

Outcome

Extended Diplomas are delivered as two **one year** programmes:

Year 1 - Subsidiary Diploma (1.5 A Levels)

Year 2 – Diploma (2 A Levels) /Extended Diploma (3 A Levels)

Students are expected to satisfactorily complete the Subsidiary programme prior to being considered appropriate for a year 2 qualification.

Assessment

You will be assessed continually through practical project work, coursework, written assignments, time constrained assignments (external exams) and through giving presentations.

Awarding Body

Pearson EDEXCEL

Follow up courses/Progression

On successful achievement of this course you may wish to:

- Progress onto a Business related degree or Higher National Diploma.
- Go directly into employment in areas of growth in finance, administration and management.

Additional Information

Additional help and support is available for you should you require it.

Head of BTEC: Miss R Stone (StoneR@logs.uk.com)

CHEMISTRY

Head of Department: Mrs C.Lowden

Taught by: Mrs C Lowden, Dr David Turner and Miss Ivana Baric

Specification:

AQA AS 7404

A Level 7405

CHEMISTRY- AS and A'Level

These new Chemistry courses were introduced in September 2015. AS and A2 qualifications are separate and have completely different exams. The AS course is one year and is examined at the end of year 12 with two 90 minute papers. The A2 course covers 2 years work including the material studied at AS and is examined with 3 papers each 2 hours. The practical aspects of chemistry will be tested in these written papers.

"We come here to be philosophers, and I hope you will always remember that whenever a result happens, especially if it be new, you should say, "What is the cause? Why does it occur?" and you will in the course of time find out the reason."

Michael Faraday

Chemical reactions are at the heart of our existence. A sequence of chemical reactions keeps us alive. Chemical reactions heat and light our homes and cities, and provide much of the energy to transport us from place to place. Chemical reactions colour our world. Chemical reactions provide plastics, drugs, pesticides, explosives, building materials, clothing, food flavourings and additives and much more.

So, if you want to understand some of the most important and fundamental processes which occur on earth, then study chemistry.

If you enjoy practical laboratory work, and can cope with some Maths (at least a grade 6 at GCSE) then study chemistry. If you are intrigued by the science studied so far, and want to find out why some of the answers at GCSE seem incomplete, then study chemistry.

Chemistry is an essential qualification for many careers including medicine, veterinary science and dentistry together with environmental sciences, geology and food sciences. It is an excellent subject to study alongside other subjects as the wide range of skills developed and the challenging nature of much of the material make it a good preparation for university study in any course.

There is a substantial amount of memory work involved. You will do many experiments where you will learn to interpret and explain results. Sometimes you will need to make predictions and then carry out work to see if they do occur in practice. Chemistry will require an input from you. You cannot expect to sit back and be told all the answers. You will often have to try to discover them for yourself by experiment, by discussion and by research using books and the internet.

We shall be following the AQA's specification for Chemistry for AS and A Level. At both levels the course content is divided into Physical, Inorganic and Organic Chemistry. Practical aspects are examined in the written papers.

DANCE

Head of Department: Mrs J Lloyd

Specification:

AQA: AS Dance 7236

Course Aims:

This specification is designed to encourage candidates to:

- Think critically about Dance as an art form.
- Develop their knowledge for the study of Dance in Higher Education.
- Experience performance and choreography.
- Lead a healthy lifestyle.

Specification at a glance

At AS Level, this specification focuses on the development and performance of the candidate's own choreography and performance within a duo/trio. Candidates receive training on technique and the health and safety of the dancer. They begin to develop critical skills for the analysis of choreography and performance within their own work and in professional repertoire:

	Component 1	Component 2
What is assessed?	<ol style="list-style-type: none">1. Choreography and performance of a solo2. Performance in a duo/trio	<ol style="list-style-type: none">1. Knowledge, understanding and critical appreciation of two areas of study: one compulsory one optional area of study from a choice of four2. The reflection and understanding of own choreographic and performance practice
How is it assessed?	Practical Exam 80 marks 50% of AS level	Written exam (2 hours) 80 marks 50% of AS level
Other information	Non-exam assessment (NEA) marked by an external assessor from AQA during a visit to your centre or at a hub centre. Visits will normally take place between March and May.	Exam questions (3 sections): A) Short answer questions on own practice (15 marks) B) Short answer questions on compulsory area of study (15 marks) C) Two essay questions on both areas of study -compulsory essay (25 marks) and optional essay from a choice of four (25 marks)

Desirable Qualities for Success:

- Experience of performance and choreography in contemporary dance or ballet.
- GCSE Dance at B grade and above.

Students will be expected to attend a weekly choreography and technique class

Application After School:

AS Dance is suitable for anyone wanting to pursue the arts or dance in Further Education, or as support for any course requiring good communication and group work skills. In addition to performing, choreographing and teaching, this course might lead to such diverse careers in dance therapy or journalism.

DESIGN (3D)

Level 3 Diploma in Art and Design - Registrations open from September 2018

Course Leader: Mr Ashford/Ms Upton

Head of BTEC: Miss R Stone (StoneR@logs.uk.com)

Overview

This course is designed to introduce you to the main areas of 2D and 3D Art and Design. It provides practical experience as well as enabling students to focus on specific subject areas in greater depth. The course will also give students the opportunity to appreciate the work of other artists and designers and to learn about associated professional practice.

The Diploma in Art and Design is delivered as two one year programmes.

Year 1 - Subsidiary Diploma (1.5 A Levels)

Year 2 – Diploma (2 A Levels) /Extended Diploma (3 A Levels)

Students are expected to satisfactorily complete the Subsidiary programme prior to being considered appropriate for a year 2 qualification.

Optional units can be for two pathways Design Crafts or 3D Design

- Application, Exploration and Realisation in Art and Design
- Design methods in Art and Design
- Design principles in Art and Design
- Community Art
- Management of Art and Design Projects
- Setting up an Art and Design Studio
- Exploring Specialist Techniques
- Exploring Resistant Materials

Outcome

On successful completion of this course you will gain a BTEC Level 3 Subsidiary/Diploma/Extended in Art and Design qualification. This qualification is equivalent to 2/3 A Level grades A* - C.

Assessment

The units are assessed through project and assignment work. There will be two external units. Each unit is graded Pass, Merit or Distinction and then an overall grade of Pass, Merit, Distinction or Distinction* is awarded on completion.

Awarding Body

Pearson EDEXCEL

Follow up courses/Progression

The Extended Diploma in Art & Design is an ideal route for students looking for places at universities and colleges and careers in the creative industries. Alternatively, you could expect to be employed in the creative industries at junior level. You will have access to a range of career and further/higher education opportunities. Student's progress onto specialist courses at Degree, Higher National Diploma, or Foundation Degree level: you will be advised and supported in your UCAS applications with help on appropriate routes and portfolio preparation.

Additional Information

Additional help and support is available for you should you require it.

ECONOMICS

Head of Department: Mr R Blewitt

Specification:

AQA

- Why have the earnings of top bankers and Chief Executives caused so much controversy... can such high rewards be justified? What about the earnings of top footballers? Should a maximum pay level be introduced.
- What causes inflation? Why do we have an inflation target in the UK of 2%? How easy is it to achieve this target? What will inflation rising to nearly 4% do to our economy?
- How can we deal with the growing problem of traffic congestion... should the London Congestion Charge scheme be extended to all towns and cities?
- Why has the government introduced tuition fees for university courses? Are these fees justified... should they be higher?
- What is globalisation? Are the effects of globalisation beneficial or harmful? Should we welcome or worry about the growth in the economic power of countries like China and India?
- What influences the exchange rate? Is the lower £ against the \$ a good thing for the UK? How will BREXIT affect the UK economy?
- Was the government right to remove child benefit from higher tax rate payers? What further reforms to public spending are needed?

Whatever the problem - and there seems to be a never ending list of them – it is clear that Economics plays a very important part in understanding the issues that shape our everyday lives. Yet very few people have even an elementary understanding of these issues.

Although the emphasis throughout the course will be on understanding current economic issues and events, you will need to acquire a good understanding of the theoretical principles and techniques that Economists use to make sense of the economic events that surround you.

Your studies will also lead you to recognise the similarities and differences in the economic problems that confront individual consumers, workers, companies and countries whatever their stage of 'development'. An understanding of recent domestic and global events will help you become aware of the historical context that is so important for the rigorous analysis you will undertake.

You will become competent and confident in handling, interpreting and discussing economic data. The course will help you understand some of the complexities of the real world – you will find that there are no easy solutions. Economic problems, after all, are human problems and we know how unpredictable people can be! The course will be challenging and, at times, very demanding but it'll be a lot of fun too. Above all, the issues you study and techniques of thinking that you learn will be very relevant to you now and in your future careers.

Course Aims:

The purpose of the course is to provide a basis of factual knowledge of Economics and to encourage the development in the student of:

- I A facility for self-expression, not only in writing but also in using additional aids such as statistics and diagrams where appropriate
- II The habit of using works of reference as sources of data specific to Economics.
- III The habit of reading critically to gain information about the changing economy in which we live.
- IV An appreciation of the method of study used by the economist and of the most effective ways in which economic data may be analysed, correlated, discussed and presented.

Desirable Qualities for Success:

For those students who have not studied Economics for GCSE, a grade B in either History or Geography along with a grade C in Mathematics should be a minimum entry requirement. As the only applied social science studied at A Level, Economics plays a crucial role in nurturing the qualities of intellectual detachment which are essential to the disciplines of the Social Sciences. The study of Economics will develop empirical and investigative skills intrinsic to economic analysis and foster the ability to apply abstract intellectual concepts to concrete economic events.

Application after School:

The subject provides a useful introduction to a University and/or Business Study courses, while also providing a valuable intellectual training for all students who ultimately intend to pursue careers in Accountancy, Commerce or Industry.



ENGLISH LITERATURE

Head of Department: Ms Melissa Thompson

Specification:

AQA AS 7711
A Level 7712

Why study English Literature at A level?

First, and foremost, for pleasure! All of human life can be found in our literature; not the factual evidence of human activity, but the reality of what it feels like to be there and to share the experience of being there. It is often said that literature expresses universal themes: the innocence and growth of childhood, the joy and pain of being in love, the world of work, the suffering and horror of war and the inevitability of death in its many forms. When Wilfred Owen writes of the horrors of the First World War, he speaks to us directly from the trenches – death is no longer a statistic, it is a fearful, painful moment of personal suffering. When Dickens describes the childhood of David Copperfield or Oliver Twist, we are transported back to Victorian London as it was, with its teeming streets, its squalor, its noise and its vivid characters. When Shakespeare shows us men and women in love, we see indeed that “the course of true love never did run smooth”. Frequently we laugh, sometimes we share in their problems and often we understand their hurt, but what he always shows us is that the emotions felt by Elizabethans are no different from our own.

Academically, English Literature aims to broaden our appreciation of different periods and cultures through the study of different texts. Students who study English Literature at A Level will build on their understanding that no text exists in isolation but is the product of the time in which it was produced. Students will explore the relationships that exist between texts they will study and the contexts within which they are written, received and understood. As a result students will develop analytical skills in discussion and writing which can be applied in a broader sense to the world in which we live. In this sense, A Level English Literature helps develop self-awareness and confidence.

The course:

Students are required to - and should want to - read widely across a range of texts, going beyond those that are 'set'. Students will study a minimum of eight texts to include a play by Shakespeare as well as both pre and post 1900 poetry and novels

The course is assessed through two final exams and an extended critical comparative essay that forms the coursework.

Application Beyond A Level

A level English is considered an excellent academic qualification for most further education courses, as it reflects an ability to work effectively with the structure of language, whilst developing an imaginative and independent approach to study. Likewise, as it is clearly related to communication skills, English is a very valuable entry into the world of work in a wide variety of fields including business, the law, the media, the world of arts, leisure and tourism and indeed any activity which involves a sound command of language.

GEOGRAPHY

Head of Department: Mr W Ellis

Taught by: Mr W Ellis and Mr P Ticehurst

Specification:

Edexcel	AS	8GE0
	A Level	9GE0

Introduction and Course Aims:

Geography is an exciting, all-encompassing discipline which allows one to understand “the earth and everything in, under, over and on it. It encompasses our reminders of yesterday, realities of today and dreams of tomorrow” (Walford, 2001). Furthermore, it is a discipline which is more relevant today than at any other time since the days of Christopher Columbus. However, only at this time are we talking about the Geography of the 21st Century, a geography that gets to grips with some of the world's most important and pressing issues. The central aim of this is to develop well-rounded, passionate geographers, who will in turn become successful and responsible global citizens. Every day brings a story, in the newspapers or on our TV screens, to which geographers can bring their unique perspective to bear!

At AS and A level, students can expect to tackle key ideas and debates in our world today, such as climate change, globalisation, population migration urban regeneration and management of the world's resources. Students will explore a range of issues and examine potential solutions to them.

The two courses can be taught concurrently. The expectation is that all students opting for this course would be studying to A level; those wishing to study for just one year (AS) should discuss this with Mr Ellis.

The Course Itself

The A level course comprises four areas of study:

In Year 12 students will study:

Dynamic Landscapes Two topics: 1. Tectonic processes and hazards 2. Coastal landscape systems, processes and change	Dynamic Places Two topics: 3. Globalisation 4. Shaping/regenerating places
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The AS course comprises **areas 1 and 2 only**.

At the end of Year 12 students will have the option of sitting the AS paper, but if they continue onto the full A level their marks will not count towards their final A level grade, and these exams would have to be retaken at the end of Year 13.

In Year 13 students will study:

Physical systems and sustainability Three topics: 5. The water cycle and water insecurity 6. The carbon cycle and energy insecurity 7. Climate change futures	Human systems and geopolitics Two topics: 8. Superpowers 9. Global developments and connections
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Method of Assessment

The **AS Level** exam comprises two papers:

Paper 1 is 1 hour 30 minutes, and examines topics 1 and 2, geographical skills and physical geography fieldwork

Paper 2 is also 1 hour 30 minutes, and examines topics 3 and 4, geographical skills and human geography fieldwork

The **A Level** exam has four component parts: papers 1, 2 and 3 and coursework. Papers 1 and 2 each contribute 30% of the final grade, whilst paper 3 and the coursework each contribute 20%.

Paper 1 is 2 hours long, and examines topics 1, 2, 5, 6, 7 and geographical skills

Paper 2 is also 2 hours long, and examines topics 3, 4, 8, 9 and geographical skills

Paper 3 is 1 hour and 45 minutes long, and involves a synoptic investigation of a geographical issue

The **coursework** component is an independent investigation into a geographical issue. This written report should be 3000-4000 words in length.

Desirable Qualities For Success

Fundamental to success in Geography is a genuine interest in the subject, coupled with a desire to make sense of today's world, its challenges and issues. Students should have demonstrated their aptitude for Geography by attaining a Grade C or above at GCSE level. Even if you have not studied Geography at GCSE but are interested in the world around you, then this course should attract you. A sound knowledge of Science, Maths and English is also helpful. Students should be prepared to undertake a wide range of reading, including newspapers, journals and textbooks. Other sources of information include the Internet and video. We believe fieldwork to provide opportunity for the subject to come alive especially. With this in mind, students should expect to engage in fieldwork, planning and collecting information, as well as concluding and evaluating fieldwork and research findings. We consider fieldwork to be of great importance, both in Year 12 and also through our Morocco trip (an optional trip, giving a fascinating insight into life in an LEDC). We also encourage students to attend conferences, such as those held at Sussex University.



Our by annual trip to Morocco- a long way from home!



Exploring rivers – Geographical Investigation!

Subject Combinations

Geography is often regarded as the bridge between the Arts and Sciences. It combines particularly well with English and History, with Economics, Maths, Biology and Chemistry.

Application After School

This course provides you with excellent study skills in preparation for any further or higher education course, as the skills acquired are that of: analysis, communication, independent research, creative thinking and independent investigative work. You will develop strong personal, learning and thinking skills transferable to both university and the workplace.

In particular it will provide an excellent foundation for degree courses in: English, Law, Business, Media, Leisure and Tourism, Theatre & Journalism.

An A level in Geography is accepted by universities as an entrance qualification for Science, Social Sciences, Business Studies and Arts courses.

Geographers are much in demand today for their skills of analysis, communication, numeracy and graphicacy. These are useful in the financial services, management, retailing, banking, journalism and more directly in surveying, land management, leisure and tourism, conservation, town planning and landscape design.



GOVERNMENT AND POLITICS

Head of Department: Mr L Wakeham

Specification:

EDEXCEL : A Level 9PLO

Government and Politics must be the most up-to-the-minute subject on offer. Credit is given at every stage for awareness of – and participation in – contemporary political issues and debate. The subject has the advantage that it can stir up strong opinions, even emotions, while its range will inform the opinionated and dispassionate alike.

Course Aims:

- To make a detailed study of the UK's and USA's institutions, processes and ideas relating to government and politics.
- To develop students' powers of analysis and critical thinking in order to produce balanced and coherent arguments about the issues being studied.
- To foster awareness of and participation in society.

Method of Assessment:

The course is assessed in three components:

Component 1 UK Politics: two hour written examination and 33.3 % of qualification

Component 2 UK Government: two hour written examination and 33.3 % of qualification

Component 3 Comparative Politics: two hour written examination and 33.3 % of qualification

Each unit is equally weighted at 33.3% of the course and each is examined by means of a 2 hour written examination.

Component 1: UK Politics: This component is split into two sections. In the first, Political Participation, students will study democracy and participation, political parties, electoral systems, voting behaviour and the media. In the second, Core Political Ideas, students will study conservatism, liberalism and socialism.

Component 2: UK Government: This component is split into two sections. In the first, UK Government, students will study the constitution, parliament, Prime Minister and executive and the relationships between the branches of government. In the second, Optional Political Ideas, students will study one idea from the following: anarchism, ecologism, feminism, multiculturalism or nationalism.

Component 3: Comparative Politics: Students will study US Politics and Governance: This includes an examination of the US Constitution and Federalism, US Congress, US Presidency, US Supreme Court, Democracy and Participation and Civil Rights.

Desirable Qualities for Success:

A student does not need to have any prior knowledge of the subject. However, students that succeed are those that are enthusiastic and willing to actively engage in political debates and are interested in the world around them. It is important to read a serious British newspaper regularly and to adopt the habit of listening to or watching quality news broadcasts. The school will arrange for students to subscribe to 'Politics Review' online.

Application after School:

Government and Politics is regarded as a mainstream and rigorous A level by all universities and colleges. It clearly complements the humanities and social subjects, but it also sits very

comfortably alongside any other A level choices. For many students it offers a chance to study a new, exciting subject that also demonstrates to universities and employers their interest and understanding of the world around them.

Further information:

Further information about the course can be found at:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html>



HISTORY

Head of Department: Mr P Walton

Specification:

EDEXCEL AS 8HI0
A Level 9HI0

History A level offers the opportunity to develop a variety of skills and to gain knowledge and understanding of a range of significant events, individuals and issues. It allows you to look at these through different historical perspectives and to learn about the history of more than one country. It is a subject which encourages you to question events of the past and to draw your own conclusions. You will improve your confidence in arguing a case and reaching substantiated judgements through organising and communicating your historical knowledge.

Year 12

Topic: Democracies in change – Britain and the USA in the 20th Century

Paper 1 Britain Transformed 1918-97 – Breadth Study with interpretations.

2 Hour 15 mins – 30% of A level.

Assessment

Section A : One breadth essay answer/ Section B : One breadth essay answer/ Section C : One interpretations question.

Paper 2 The USA 1955-92 – Depth Study

1 Hour 30 mins - 20% of A level

Assessment

Section A: One source question / Section B: One depth essay answer.

Year 13

Paper 3

Britain and the experience of warfare 1790 - 1918

2 Hours 15 mins – 30% of A level

Assessment

Section A: One source question/ Section B: One depth essay answer/ Section C: One breadth essay.

Coursework

20% of A level

Researched enquiry on Historical Interpretations. 4000 word essay.

HOSPITALITY BTEC

Level 3 Diploma in Hospitality

Head of Department: Mrs D Ticehurst

Course Leader: Mrs D Ticehurst (TicehurstD@logs.uk.com)

Head of BTEC: Miss R Stone (StoneR@logs.uk.com)

Overview

This is an ideal course for you if you want to develop your hospitality skills and explore your opportunities within this industry. As part of this course you will learn how to develop ideas and concepts and bring them to life. It explores ways of ensuring excellent customer service, as well as teamwork and management in the industry. You will also take a more in-depth look at some important business and financial practices, such as planning, financial control and marketing. The Diploma will expand your knowledge and develop the practical, personal and communication skills you will need for a successful career in hospitality.

The Diploma in Hospitality is delivered as two **one year** programmes.

Year 1 - Subsidiary Diploma (1.5 A Levels)

Year 2 – Diploma (2 A Levels) /Extended Diploma (3 A Levels)

Students are expected to satisfactorily complete the Subsidiary programme prior to being considered appropriate for a year 2 qualification.

Units include:

- The Hospitality Industry
- Principles and Providing Customer Service
- Business Enterprise
- Financial Control
- Personal Selling and Promotional Skills
- Planning and Managing an Event
- Front Office Operations

Outcome

On successful completion of this course you will gain a BTEC Level 3

Subsidiary/Diploma/Extended in Hospitality qualification. This qualification is equivalent to 2/3 A Level grades A* - C.

Assessment

Students will be taught within the production environment, demonstrating skills within the kitchen and restaurant working alongside our team and delivering products and service to customers. Each unit is divided into various assignments which students have to complete. Theory lessons are diverse and include Written Reports as well as Presentations, Films and Group Work. The units are assessed through project and assignment work. Each unit is graded Pass, Merit or Distinction and then an overall grade of Pass, Merit, Distinction or Distinction* is awarded on completion.

Awarding Body

Pearson EDEXCEL

Follow up courses/Progression

On successful achievement of this course you may wish to lead to higher education or pursue a career in Hospitality.

Additional Information

Additional help and support is available for you should you require it.

INFORMATION TECHNOLOGY BTEC

Level 3 Diploma in Information Technology

The Level 3 Course Leader: Keith Rogers (RogersK@logs.uk.com)

Head of BTEC: Miss R Stone (StoneR@logs.uk.com)

in Information Technology has been designed to provide a highly specialist work-related programme of study. It gives learners the knowledge, understanding and skills that they need to prepare for employment. In addition to technical skills, such as website and multi-media development, you will also develop the ability to communicate and present yourself effectively within this industry. We offer the most up-to-date software, preparing you for the requirements of the workplace.

The Diploma in Information Technology is delivered as two one year programmes.

Year 1 - Subsidiary Diploma (1.5 A Levels)

Year 2 – Diploma (2 A Levels) /Extended Diploma (3 A Levels)

Students are expected to satisfactorily complete the Subsidiary programme prior to being considered appropriate for a year 2 qualification.

Units include:

- Computer Systems
- Object Oriented Programming
- Client Side Customisation of Web Pages
- Developing Computer Games
- Controlling Systems Using IT

Outcome

On successful completion of this course you will gain a BTEC Level 3 Subsidiary/Diploma/Extended in Information Technology qualification. This qualification is equivalent to 2/3 A Level grades A* - C.

Assessment

The units are assessed through project and assignment work. Each unit is graded Pass, Merit or Distinction and then an overall grade of Pass, Merit, Distinction or Distinction* is awarded on completion.

Awarding Body

Pearson EDEXCEL

Follow up courses/Progression

- Foundation Degree in a related subject
- BSc (Hons) Degree in Computing, Computer Forensics, Networking or related subjects
- Employment in the IT sector such as: System support, Web design, IT training, Software development, Telecommunications, Network engineer, Software engineer.

Additional Information

Additional help and support is available for you should you require it.

MATHEMATICS

Head of Department: Mr D Bioletti

Taught by: Mr D Bioletti, Miss S Price, Mrs C Ferreira and Mrs A Pearce

Specification:

Edexcel A level Mathematics

Course Aims:

The world needs problem solvers! Companies are crying out for people who can solve problems. A level Maths is all about solving more and more complex problems. You will learn to develop an understanding of Mathematics and its processes, developing logical reasoning and extending the range of skills and techniques for use in more difficult, unstructured areas. It also examines the relationship between 'real-world' problems and mathematical models.

Course Structure:

Throughout the Lower and Upper Sixth you will study Pure Mathematics (67%) and Mechanics and Statistics (33%). All of the A level content is now considered 'Core' with no modules or options from which to choose.

Method of Assessment:

The A level course will be evaluated via 3 paper sat at the end of the course.

Paper 1: Pure Mathematics

2 hours

100 marks

Paper 2: Pure Mathematics

2 hours

100 marks

Paper 3: Mechanics and Statistics

2 hours

100 marks

There is an option to sit an AS level Mathematics at the end of the first year. This is a stand-alone qualification that does not count towards the full A level.

Desirable Qualities for Success:

Students must have gained at least a grade 7 in GCSE Mathematics, studied at the higher level. Students should have an interest in and aptitude for Mathematics, skills in algebra and be prepared to work hard. A student who has mental tenacity, plus logic in thought and presentation, will find the course stimulating and challenging.

Application beyond A level:

Apart from going on to read Mathematics and related courses at university, Maths is valued in most areas of further study, particularly engineering and science, but also subjects as varied as social sciences, geography, economics, archaeology and media studies (to name but a few!). Professions welcome and respect people with A level Mathematics.

Further Mathematics

Many top Maths, Economics and Engineering courses at University give preference to students who study Further Mathematics.

We offer Further Mathematics at A level. The course comprises 4 units: Further Pure 1 and Further Pure 2 are compulsory units, plus two applied units chosen from Further Pure Mathematics, Further Mechanics, Further Statistics and Further Decision Mathematics.

A level Further Mathematics has to be taken in conjunction with A level Mathematics and an AS level qualification can be sat at the end of one year.



MODERN LANGUAGES

FRENCH, GERMAN AND SPANISH

Head of Faculty: Mrs Susana Prada-García

Miss Valérie Rosin: Head of French

Miss Kara Alpers: Delivers As and A level German

Mrs Susana Prada-García: Head of Spanish

Specification:

EDEXCEL	French:	A Level 9FRO	AS Level 8FRO
	German:	A Level 9GNO	AS Level 8GNO
	Spanish:	A Level 9SPO	AS Level 8SPO

- Do you want to work abroad or with companies with international links?
- Do you want to broaden your choices of AS?
- Do you enjoy language learning, and learning about other cultures?
- Do you want to work in an international context?
- Do you want to go to a good university and maybe have a gap year?
- Do you want to develop opinions about current affairs?
- Do you want to have an interesting and well-paid job in an international firm?
- Do you want to communicate with speakers of a foreign country?

If your answer to these questions is "yes" then studying a foreign language at AS or A' Level is the right, and the only choice for you.

READ ON!

The advanced level course in French, German or Spanish is the logical progression of the GCSE you are studying for. You need ideally an A grade to be able to start the course confidently.

The content of the AS (one year) or the A Level (2 years) courses is entirely language-based and tests proficiency in the skills of listening, reading, speaking and writing. The course aims to develop in students the ability to discuss issues at a broader level than at GCSE, and this necessarily entails the development of oral confidence in the target language. Students will also learn more complex aspects of grammar, in order to allow them to express a more sophisticated level of thought. Texts drawn from journalistic and literary sources, many of them concerning prominent contemporary issues, provide material for reading and for oral discussion in the target language. Listening exercises based on authentic contemporary radio and television broadcast also form a significant part of the course, as does regular conversation practice.

Students are required to study literary texts or a film in the target-language. At the same time students continue to study issues of great contemporary significance, for example environmental problems, technological advancements and social issues, as well as further extending their understanding of advanced grammar.

The second year provides the opportunity for more in depth research on aspects of the history, politics, sociology, culture and art of the target language countries. This will be based upon 2 literary texts or one literary and the study of a film in the target-language. At the same time students continue to study issues of great contemporary significance, for example

environmental problems, technological advancements and social issues, as well as further extending their understanding of advanced grammar. Students' oral skills will continue to develop in terms of conversational spontaneity and the ability to sustain an argument.

Both AS and A level are assessed through three units, an oral exam, as well as an exam that combines Listening, Reading and Writing and Translation skills as well as some grammar exercises. The A Level oral consists of 2 parts: one discussion of a theme and one presentation and discussion on the student's independent research.

Students who embark on this exciting course must be committed, hard-working and have linguistic abilities. The course is demanding and students should have a genuine interest in the culture and society of the target language country.

An AS or A' level in a language offers a range of opportunities. Some students choose to do a degree in languages, in which case they seek employment in industry, Civil Service, Business or Journalism others choose to pursue a Higher Education course in another subject but choose a language option alongside it, for example Law with a language or Science or Engineering combined with a language. Whatever the option students choose, one or more Languages will be an asset and increase employability. It shows open mindedness, flexibility and is an excellent step towards achieving student's goals.

"Learning French has enabled me to understand my own language much more" Helen, Durham University

Languages give more options in life" Kathy (studied French, German and Spanish A' level)

"I always wanted to study medicine but I also loved German so I took it at A' level and it gave me the edge when I went for interview at UCL" Roz, now a GP

"Doing an A level in Spanish gave me the confidence to do my year abroad in Spain and study law in Toledo" Lucy, studying Law in Kent

"Studying 3 languages at A-level was amazing!"

Jack Arscott, who was awarded a first class degree in French and German with a Spanish component in Leeds and now works in Hamburg.

"Being able to discuss current affairs in 3 languages is fulfilling"
Amy Finnegan who studied French, German and Spanish at A Level.

MUSIC

Head of Department: Miss A Abis

Specification:

Eduqas A Level

Entry requirements for students:

Students must have passed ABRSM grade 5 theory and a minimum of grade 5 for an instrument or singing to start the course and must be confident to perform. A GCSE pass of A is also required. In order to do well on the course, pupils should be highly self-motivated, active musicians who are engaged in a wide range of music making both at school and outside of school, attending concerts and performing and creating music regularly. This will enable them to approach the challenges of the Eduqas A Level with a wide range of knowledge and experience to inform their studies.

Component 1: Performing

Option A: Total duration of performances: 10-12 minutes Option A: 35% of qualification
Option B: Total duration of performances: 6-8 minutes Option B: 25% of qualification

Non-exam assessment: externally assessed by a visiting examiner

Component 2: Composing

Option A: Total duration of compositions: 4-6 minutes Option A: 25% of qualification
Option B: Total duration of compositions: 8-10 minutes Option B: 35% of qualification

Non-exam assessment: externally assessed by examination board

Component 3: Appraising Written examination

2 hours 15 minutes 40% of qualification

There are three areas of study. One compulsory and two optional. Optional areas of study will be chosen by the teacher, who will select the most appropriate choice.

Area of study A (compulsory): The Western Classical Tradition (The Development of the Symphony 1750-1900)

A choice of one area of study from:

- Area of study B: Rock and Pop
- Area of study C: Musical Theatre
- Area of study D: Jazz

A choice of one area of study from:

- Area of study E: Into the Twentieth Century
- Area of study F: Into the Twenty-first Century

PHYSICS

Head of Department: Mr W Tabary-Peterssen

Taught by: Mr W Tabary-Peterssen, Mrs V Frost and Mrs L Roberts

Specification:

AQA	AS Physics	7407
	A level Physics	7408

These new Physics courses were introduced in September 2015. AS and A Level qualifications are separate and have completely different exams. The AS course is one year and is examined at the end of year 12 with two 90 minute papers. The A Level course covers 2 years work including the material studied at AS and is examined with 3 papers each 2 hours. The practical aspects of Physics will be tested in these written papers with a particular focus on these in paper 3 (A-level). Separately, a certificate of endorsement from the school will be awarded to those students who have reached the Common Practical Assessment Criteria required by many universities to study at a higher level.

Course Aims:

To sustain and stimulate the students' enjoyment of, and interest in, Physics.

To recognise the quantitative nature of Physics and learn how scientific models develop. To encourage the students' curiosity and ability to solve problems.

At AS level we study Measurements and their errors, Particles and Radiation, Waves, Mechanics and Materials and Electricity. Practical work is a very important part of this course. All students are expected to carry out set tasks and keep records of their work. They will be assessed on their practical skills in the written paper.

The A level course covers all of the above and also Further Mechanics and Thermal Physics, Fields and their consequences, Nuclear Physics and an optional topic of Astrophysics.

We have strong links with the Physics outreach department of the University of Sussex, and enjoy working with university students both in school and at the university. We also attend lectures hosted by the University of Sussex under the auspices of the Institute of Physics. Topics have varied from Cosmology and Astronomy, Anti-matter and Time Reversal to Soap Bubbles and research into Artificial Bone. We also plan to attend lectures further afield.

Desirable Qualities for Success:

The A level Physics course is a continuation and extension of the GCSE course and for those with a logical and enquiring mind it is a stimulating and thought-provoking subject.

Competence in Mathematics is essential. At least 40% of the marks in the new Physics exams will require the use of Mathematics. We advise candidates to study AS Maths alongside Physics. Candidates should have achieved at least a 6 at GCSE in this subject with a 6/7 or higher preferable. A similar grade in Mathematics would be expected.

Application after School:

The course is frequently a prerequisite for further studies in Mathematics, Geophysics and Astronomy, Engineering (Civil, Mechanical, Aeronautical, Electrical, Medical and Environmental), Architecture, Physiotherapy and Radiotherapy, Veterinary and Medical studies and Aviation. Those following biological courses have also found Physics very useful. Many Physics graduates go into Industry (research and development), Management or Accountancy, and Teaching. Physicists are also much in demand in computing.

PSYCHOLOGY

Head of Department: Miss L Burns

Taught by: Miss L Burns, Miss I Jensen

Specification:

OCR A Level H567

Overview of A Level in Psychology (H567)

<u>Content Overview</u>	<u>Assessment Overview</u>	
Planning, conducting, analysing and reporting psychological research across a range of experimental and non-experimental methodologies and techniques.	Research methods (component 1) Written paper - 2 hours - 90 marks	30% of total A level
Introduces some of the central areas of investigation in psychology organised in key themes. Each key theme is represented by a classic and a contemporary core study.	Psychological themes through core studies (component 2) Written paper - 2 hours - 105 marks	35% of total A level
Learners will also study two out of the following applied options: Child psychology, Criminal psychology, Environmental psychology, Sports and exercise psychology.	Applied psychology (component 3) Written paper - 2 hours - 105 marks	35% of total A level

Research Methods (Component 1)

Learners will need to be familiar with the four main techniques for collecting/analysing data. These are: <ul style="list-style-type: none">•self-report•experiment•observation•correlation	Learners will also need to be familiar with the following: <ul style="list-style-type: none">•planning and conducting research•data recording, analysis and presentation•report writing•science in psychology. Learners will be expected to carry out their own small scale practical activities and will reflect on their experiences.
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Psychological themes through core studies (Component 2)

Learners will need to be familiar with the ten key themes, alongside the classic and contemporary core studies located within each.	Learners will also need to be familiar with the following:
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	<ul style="list-style-type: none">• areas and perspectives in psychology• methodological issues relating to the core studies• debates in psychology.
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Applied psychology (Component 3)

Learners will need to be familiar with one compulsory section, Issues in mental health, which provides an introduction to the topic of mental health.	Learners will also study two out of the following applied psychology options: <ul style="list-style-type: none">• Child psychology• Criminal psychology• Environmental psychology• Sports and exercise psychology. Learners will need to be familiar with the issues and debates that run through this component.
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RELIGIOUS STUDIES

Head of Department: Mr Moore

Taught by: Mr Moore and Miss Jensen

Specification:

Eduqas (WJEC)

Course Aims:

Religion permeates all aspects of humanity and culture and has always influenced history, politics, economics, literature, art and music. Religious Studies is therefore an exciting and rigorous subject that allows students to explore and engage with a wide range of disciplines. This course is a dynamic study of religion, which will nurture an enquiring and critical approach to its study.

Students are not required to have taken RS at GCSE to study this A Level course; however, those who took RS GCSE will have the opportunity to take their acquired knowledge to a much higher level. The course will appeal to anyone who has a genuine interest in religious thought and practice, philosophical and ethical perspectives and provides an excellent basis for continued study at university.

Course Content

The Eduqas (WJEC) A Level is assessed entirely by (3 x 2hr) examinations and consists of a study of the following three components:

- **Philosophy of religion**
- **Ethics**
- **Christianity**

Studying the Philosophy of Religion. Students will explore the philosophy of religion underpinning faith and the challenges posed by secular philosophy. They will examine questions about the nature and existence of God and consider whether belief in God is philosophically viable. They will also study the meaning and analyse the value of religious language, the problem of evil and suffering in the world and the nature of religious experiences and if such experiences can be proven.

There will be four themes within this component: arguments for the existence of God; challenges to religious belief; religious experience; religious language.

ASSESSMENT OF THIS COMPONENT: 1X 2 HR EXAMINATION

Students will be expected to answer one question from Section A out of a choice of two and one question from Section B out of a choice of three in this component.

Questions can be taken from any area of the specification.

Studying Ethics. Students will begin by considering the basis for ethics in the first place – does it originate with divine commands, qualities of character (the Aristotelian virtues) or some form of self-interest (egoism)? This will eventually lead to metaethical questions of whether there really are objective things that we call “good” and “bad” or whether they are simply human constructs. Students will explore key ethical theories such as Natural Law, Situation Ethics and Utilitarianism. Within this, we will consider whether there are any absolute rights or wrongs or whether ethical values are relative to time and place. There will be opportunity to apply theories to contemporary issues such as abortion, euthanasia, homosexuality, animal experimentation and medical research. We will also explore questions related to free will and determinism – are we really free to make our own ethical decisions or is this really just an illusion?

There will be four themes within this component: ethical thought; deontological ethics; teleological ethics; determinism and free will.

ASSESSMENT OF THIS COMPONENT: 1X 2 HR EXAMINATION

Students will be expected to answer one question from Section A out of a choice of two and one question from Section B out of a choice of three in this component.

Questions can be taken from any area of the specification.

Studying a religion. Students will build on their appreciation of religious belief and practice by exploring Christianity in a far more meaningful, satisfying depth and breadth than at GCSE. This will include a study of relevant and contemporary issues, (e.g. an exploration of feminist theology, a study of the relationship between the chosen religion and secular society, post-Holocaust theology, liberation theology etc.)

There will be four themes within each option: religious figures and sacred texts; religious concepts and religious life; significant social and historical developments in religious thought; religious practices and religious identity.

ASSESSMENT OF THIS COMPONENT: 1X 2 HR EXAMINATION

Learners will be expected to answer one question from Section A out of a choice of two and one question from Section B out of a choice of three in this component.

Questions can be taken from any area of the specification.

Religious Studies A Level is a very flexible qualification. It is a highly recognised academic Humanities subject (put in Cambridge's top subject group) and many of our RS students Russell Group universities in order to read for a wide range of subject related degrees. In addition, positive research has demonstrated the esteem in which employers hold the subject, due to the breadth of the required analytical, critical and independent research skills. Religious Studies complements a wide-range of other A level subjects from the Humanities and Modern Languages to Maths and the Sciences.

There is no minimum entry requirement to study RS A level at LOGS. Students should be aware, however, that there is a large volume of extended reading and writing necessary, much of which is completed independently, to achieve success in this subject.



SPORT BTEC

Level 3 Diploma in Sport - Registrations open from September 2017

Course Leader and Head of BTEC: Miss R Stone (StoneR@logs.uk.com)

Overview

Do you want to turn your passion for sport into a career? Through blending theory and practice, you'll learn the science and physiology of fitness; explore training methods and play various sport to enhance your understanding of the rules, regulations and the physical requirements of different activities. This is an excellent springboard to prepare you for degree level study or work in the sport industry.

The Diploma in Sport is delivered as two **one year** programmes.

Year 1 - Subsidiary Diploma (1.5 A Levels)

Year 2 – Diploma (2 A Levels) /Extended Diploma (3 A Levels)

Students are expected to satisfactorily complete the Subsidiary programme prior to being considered appropriate for a year 2 qualification.

Units include:

- Technical and Tactical Skills in Sport.
- Sports Nutrition.
- Outdoor Adventurous Activities.
- The Athlete's Lifestyle.
- Work Experience in Sport.
- Organising Sports Events.
- Sports Injuries.
- Rules, Regulations & Officiating in Sport.
- Instructing Physical Activity & Exercise.

Outcome

On successful completion of this course you will gain a BTEC Level 3 Subsidiary/Diploma/Extended in Sport qualification. This qualification is equivalent to 2/3 A Level grades A* - C.

Assessment

The units are assessed through project and assignment work. Each unit is graded Pass, Merit or Distinction and then an overall grade of Pass, Merit, Distinction or Distinction* is awarded on completion. The course is highly practical so you will be expected to perform, coach & officiate in a variety of sports as well as participate in a number of fitness sessions.

Awarding Body

Pearson EDEXCEL

Follow up courses/Progression

On successful achievement of this course you may wish to:

- Lead to higher education and careers in sport psychology, fitness and sport therapy, sport and exercise science, physical education teacher, nutritionist, gym instructor, physiotherapist and other related sports careers / courses.

Additional Information

Additional help and support is available for you should you require it.

DRAMA and THEATRE STUDIES

Head of Department: Mrs M Gunn

Specification:

WJEC A level

Component 1: THEATRE WORKSHOP. Students participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text supplied by the board. They choose to be assessed as performers or lighting, sound, set or costume designers. The piece is developed using the techniques and working methods of either an influential theatre practitioner or theatre company. The practical work is supported by a creative log of their devising process.

This component is worth 20% of the qualification. It is assessed by the teacher and moderated by the board.

Component 2: TEXT IN ACTION involves the students in the creation, development and performance of two pieces of theatre based on a stimulus provided by WJEC. Students choose whether to be assessed as performers or designers. They must create a devised piece of another influential theatre practitioner or company and also an extract from a text in a different style.

Students must also produce a report that evaluates the process.

The component is worth 40% of the qualification. It is assessed by a visiting examiner.

Component 3: TEXT IN PERFORMANCE, is a written examination of 2 hours and 50 minutes.

SECTIONS A and B of the examination are based on a choice of set texts provided by WJEC. One text is from a list of plays from before 1956. The second text is from a list of plays written and first performed post 1956.

SECTION C is a question based on the set text, "The Curious Incident of the Dog in the Night-Time."

Candidates will be asked questions on all sections from the point of view of performer, director and designer.

N.B. This course does involve frequent visits to see live theatre productions, both locally and in London. It will also involve after school and some weekend rehearsals.

Students completing the course successfully will have a thorough understanding of drama and theatre, highly toned analytical and creative skills and an ability to communicate effectively with others.