

# Maiden Erlegh S C H O O L



## Sixth Form

Prospectus 2019



# Welcome to Maiden Erlegh Sixth Form

Dear Students and Parents

Thank you for the interest which you have shown in our Sixth Form. We are very proud of the opportunities at Maiden Erlegh, and of our students and their achievements.

Maiden Erlegh is among the best schools and sixth forms in the country. Students here overwhelmingly meet or exceed their potential at A level, indeed progress is typically well above average. As a result, students go on to their chosen university courses, including Oxbridge and other prestigious establishments, but also increasingly they are securing advanced and degree level apprenticeships.

*“Teachers have strong knowledge of their subjects. They skilfully explain ideas and tasks so students can learn well.”*

Ofsted 2015

We are a large Sixth Form but we work with students as an individual as they embark on their 16-19 Study Programme. They will have their own individual learning plan based on their personal aspirations for the future. For students, the main part of this plan is taken up with A level and/or Technical courses and the independent study underpinning them. Our responsibility is to ensure students have the information and skills necessary to secure the best destination for them when they leave us, and that they are equipped and confident to go forwards into your adult life. To this end, the individual learning plan includes a programme of sessions and events which will help them prepare for life beyond the Sixth Form.

This includes work related learning, enrichment, PSMSC (Personal, Spiritual, Moral, Social and Cultural Education) and a period of work experience which we expect all students to undertake.

In addition to this formal plan, students will have extra-curricular and student leadership opportunities which we encourage all students to participate in. Student Committees are lively and active in decision making as well as in arranging social events. The Head Boy and Head Girl and their deputies liaise regularly with senior staff to ensure the student voice is heard. Through opportunities such as these, not only will students grow in confidence and develop a range of “soft” skills ready for life after the Sixth Form, they will also meet fantastic people, give back to the school community and have fun!

We offer a formal induction programme to help students make the transition from school as we recognise that young people need a different type of care and support in the Sixth Form. They will have a personal tutor who will review their

*Anne Cheshire, Head of Sixth Form*





## Key dates

individual learning plan with you on a regular basis and they can access a range of additional support as appropriate including academic mentoring, expert advice on post-18 applications, careers guidance and a range of other support eg: counselling.

Please take time to read the prospectus carefully, as the choices made are not just important now, but will also affect university and careers options.

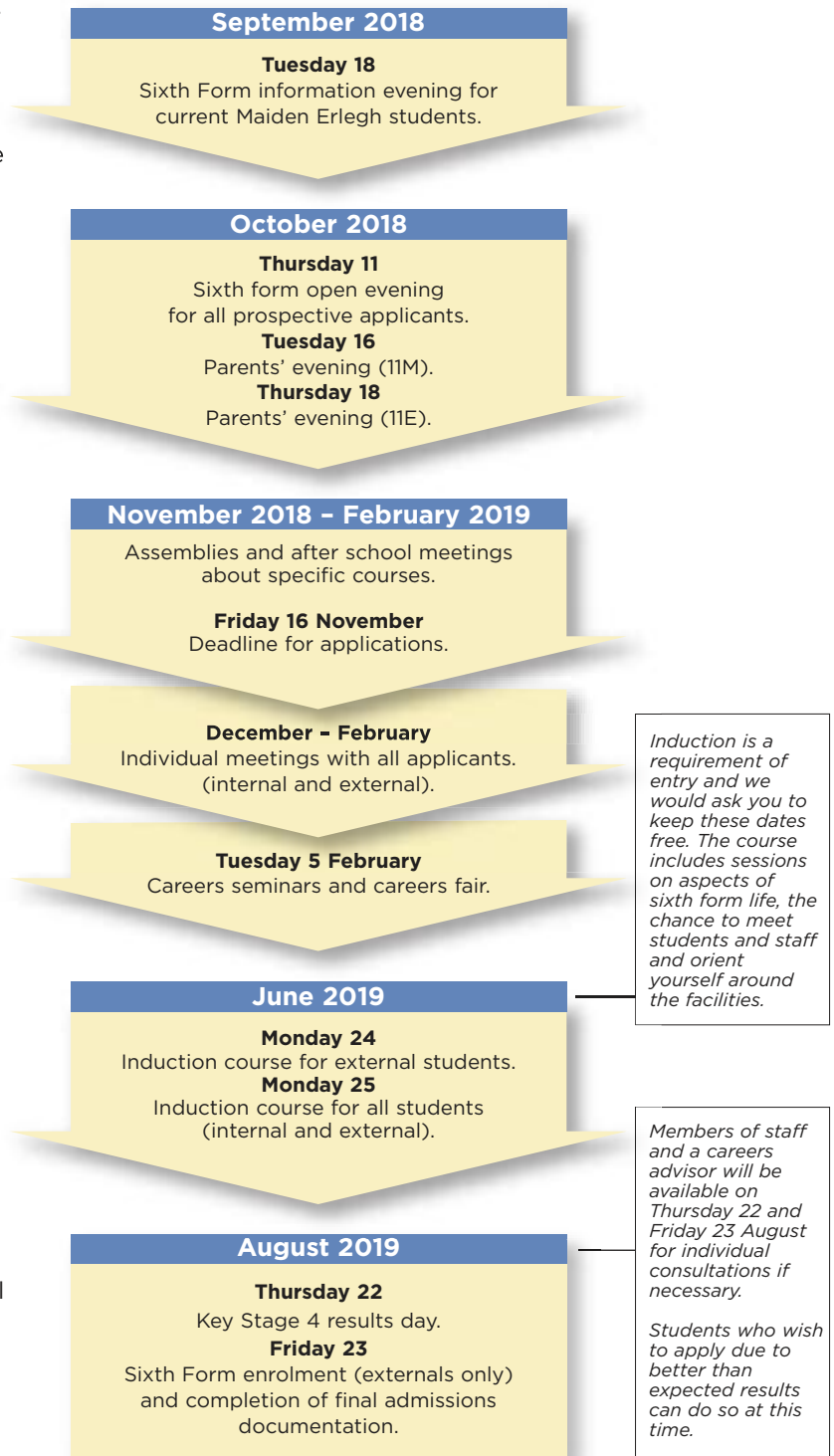
Like me, the students at Maiden Erlegh are extremely proud of their Sixth Form and we look forward to meeting you to discuss any questions which you might have about the Sixth Form at Maiden Erlegh and also to receiving your application.

Yours sincerely,

**Anne Cheshire**  
Head of Sixth Form

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# Sixth Form life and culture

We expect students to contribute to our culture and ethos of purposeful and professional working, where people present themselves well, are kind and respectful to others, and whom younger students can aspire to become in the future.

## Good Sixth Form study habits

The key requirements for success are motivation, enthusiasm and to contribute to the life of the Sixth Form and wider school; the key skills are self-discipline to work very hard, resilience and the willingness to listen and respond to advice and feedback. Studying for a post-16 course is demanding and in order to be successful, students should expect regular supervised study and homework from each of their courses. In general we suggest that students match timetabled hours for each subject with study outside the classroom.

## Dress code and appearance

The dress code mirrors what is appropriate for an adult, professional working environment and distinctively different from the uniform worn in the rest of the school.

The colours for boys and girls are black, dark grey or navy and in short, students should wear suits or suit-style combinations with matching tailored jackets and skirts/trousers.

Boys must wear suit shirts and ties and girls' skirts and tops must be modest and professional looking.

Where students wish to wear a cultural adaptation to our dress code, we can accommodate this but would ask that colours and style remain professional.

## Equipment

There is an expectation that students bring the equipment, folders, notes and books they need for each day. We provide a range of resources but students are expected to provide their own stationery and purchase their own text books in some cases.

## Registration and attendance

In almost all cases, individual learning plans are based on a commitment to full time education. This means students must attend school each day and arrive on time for school and for each timetabled session. Students are expected to be



in the Sixth Form area at 8.35 am and register personally with tutors not later than 8.40am. We ask students not to make commitments outside school before 4.00pm and to keep part time work to a maximum of 12 hours a week, reducing their hours at examination times. Medical appointments, driving lessons, and other similar commitments should be arranged outside the school day and holidays should not be taken during the school terms.

As part of our safeguarding procedures we ask that parents/guardians notify the school of a student absence by telephone or email by 9am on the day of absence and that this is followed up with a letter once the student returns to school.

## Identification

All Sixth Form students are required to wear a photographic identification badge. This is for their own safety but also for the safety of all students as in that way all people on site can be easily identified as having a right to be there. We will provide all students with a badge and lanyard which they must wear every day. If they forget or lose their badge, they will be required to pay for any subsequent badges.

*“A strength of the Sixth Form is treating Sixth Formers more like adults and giving us our own responsibilities.”*

Sixth Form Student



### **Study Area**

The Study Area is a purpose-built space for use solely by the Sixth Form between 8am and 5pm. It is an area where students work independently and silently on tasks set by their teachers or ones they have identified will help them improve. For certain periods students will be timetabled in this area and those sessions are a compulsory part of their Individual Learning Plan. Students who are free and wish to study are welcome to use the facility and take up any free spaces.

### **Technology**

Every Sixth Former is entitled to bring their own device into school and have access to the school network and the school's WIFI. Once activated they can then use their devices in the Study Area and Common Room as well as in the Dining Rooms and in lessons where teachers permit it.

### **Free time**

Students will work very hard while they are with us, but their time here will include free time. During that time they can relax in the Common Room with friends, use the time to volunteer in school or do extra-curricular activities. They can of course do extra study or, if appropriate, use it for work experience.

### **Progress monitoring and student support**

Every student is allocated to a Tutor Group and their Tutor will be the person who guides them through the two years and helps review progress through their Individual Learning Plan. Students'



progress is closely monitored to ensure that all are on track to meet or exceed their potential.

Tutors also deliver parts of the Personal Development Programme which covers such topics as careers and recruitment skills, destinations post-18, health and wellbeing, preparing for adult life and managing relationships.

Students also have access to our counselling and/or School Nurse services and we can source external mentors too where appropriate.

### **Financial assistance**

The Post 16 Bursary is available to students on free school meals as well as those who are struggling to cover costs associated with attending Sixth Form eg: transport, books and trips. For more information please see our website.





# Opportunity, diversity and success for all



## Student leadership and representation

Each year a Head Boy and a Head Girl are appointed, following applications to the Headteacher and a series of formal interviews. They are supported by a Deputy Head Boy and Girl and a senior team who take on a range of leadership roles. Responsibilities include leading the School Council and Sixth Form Committees, representing the school on formal occasions, hosting events, charity fundraising and participating in the appointment of new staff.

Senior students meet regularly with the Head of Sixth Form and Headteacher to discuss new initiatives as well as offering their views on current practice and policy.

The Social Committee is voted for by each of the twenty four tutor groups to liaise with the Head of Sixth Form to plan social and charity events.

The Common Room Committee is elected by the student body and is responsible for the upkeep of the common room. They have a budget and, in consultation with the Head of Sixth Form, have established student guidelines for the use of the common room.

## Extra-curricular activities

Sixth Form students have the opportunity to become involved in a wide range of activities, such as sport, music, drama, debating and public speaking. Students who have particular interests

are encouraged to organise new societies.

Examples of Sixth Form societies and events are:

- Debating Society
- Amnesty International
- Environment club
- Sporting tournaments
- Maiden Erlegh's Got Talent
- Peer Mentors.

Trips last year included: physics trip to CERN, business trip to New York, work experience in France and/or Germany, geography and biology field work, drama and music performances, art and trips to museums. We also have a World Challenge expedition going to Malaysia and Borneo in 2019.

## Special Educational Needs and Disabilities

Where students have special educational needs or disabilities (SEND) they would work with our inclusion team who would advise teachers about reasonable adjustments which can be made to support their progress through their Individual Learning Plans. Concessions staff will also work with staff, students and parents to understand if examination access requirements are applicable and which ones reflect students' successful usual ways of working.

## Provision for the more able

All students are challenged and supported to be aspirational for themselves and then to reach or indeed exceed their potential. We recognise that more able students sometimes need specialist guidance especially as they move into the Sixth Form and as they make their choices and apply to university or apprenticeships. Maiden Erlegh has an excellent reputation for our work with the more able both in class and outside. More able students succeed because they follow an academic curriculum which is delivered by inspiring experts. Nevertheless, it is essential that the students themselves also display a hunger for learning and passion for their subjects which goes beyond the taught course. We provide them with, and signpost them to, enrichment activities and wider reading. We also help them to develop highly effective learning skills and habits. We expect them to embrace all of these opportunities



and we will work closely with them so they can then progress to a destination of their choice. Where necessary we provide individual coaching and mentoring and also provide support for entrance exams and interviews where necessary. Over a third of our applicants go to Russell Group universities, including Oxbridge, and every year we have students who go on to highly competitive courses such as medicine, veterinarian science, law and engineering. We also frequently have students who secure places in well-known art and performing arts colleges.

### **Equality**

We are very proud of how inclusive and cohesive our Sixth Form is. Students in Years 12 and 13 work and socialise with each other and they also model this to the younger students. Students will be expected to share these values and show respect to others at all times.

### **Destinations information, advice and guidance**

We start our 'Future Pathways' process in Year 12. We organise a series of Careers Seminars led by professionals from a wide range of sectors. We also hold an annual Careers Fair, which has representatives from local Further Education providers, some universities and local apprenticeship employers.

In the Summer term, we start the formal process for those aspiring to university or advanced or degree level apprenticeships. Our specialist advisors lead on a programme of support and guidance so that students can make successful applications.

The tutor is responsible for writing the student's UCAS, apprenticeship or work reference and they will also provide coaching on the writing of personal statements and application letters.

### **Work experience and work related learning**

We expect all students to undertake formal work experience, usually in Year 12. It must be approved by us as part of the wider scheme of work related learning. We strongly recommend that students arrange their own work experience placements. This will ensure that students will benefit from developing important employability skills such as good communication, presentation skills and writing a CV. Students will also gain a better understanding of the application, interview and recruitment process. Information, advice and guidance will be offered throughout the process. If a student is unable to find a placement despite their best efforts, the school can arrange it on their behalf.

### **Personal, Spiritual, Moral, Social and Cultural Programme (PSMSC)**

In addition to sessions preparing students for applying for places after the Sixth Form, the programme is not only designed to provide students with a range of information about how to keep themselves safe and well, both now and as they move on, but also to raise awareness in students about important social issues.

Topics covered include: financial awareness and budgeting, mental wellbeing, healthy lifestyles, tolerance, study skills, cyber-literacy and cyber awareness, life in Modern Britain.

The programme is delivered through a mixture of tutor-led sessions on Friday mornings, assemblies, outside speakers and off-site events.

*“Students are supported well to make the right choices for their next steps in learning and employment. Individual careers interviews, careers education in lesson time and a yearly careers fair all contribute to this. All Years 11, 12 and 13 students who left the school last year went on to further study or training.”*

Ofsted 2015

# Admissions

Students entering the Sixth Form must pass at least five courses successfully at the following levels: GCSE at grades 9-4 or grades A\*-C or the equivalent at Level 2 technical qualifications. These must include either English or mathematics at grade 4 or C or above. Thereafter, each course has specific entry requirements and many require a GCSE grade 4 or C pass or higher in that subject or related subject. Please consult the subject pages for details.

Students through their individual meetings with the Key Stage 5 pastoral team will be guided to one of two pathways, outlined below.

## Pathway 1 – Level 3 courses

### Entry criteria for Year 12

Students who have achieved the minimum entry requirement of 5 A\*-C or 9-4 grades largely through Level 2 technical courses and who have not achieved a grade 4 in either English or mathematics.

### Pathway description

Three Level 3 courses and English and mathematics GCSE resit. Work experience linked to their vocational courses and/or career aspirations is provided.

### Entry criteria for Year 13

Students whose half termly progress data and pre-public examination results suggest they would fail two or more courses would mean that transition into Year 13 would not be recommended. Level 3 courses are two year courses and students must complete the necessary coursework in Year 12 and achieve a minimum of a pass in order to continue into Year 13.

## Pathway 2 – Three A levels/Level 3 courses

### Entry Criteria for Year 12

Students who have achieved at least 5 A\*-C or 9-4 grades including English and/or mathematics at Grade 4 or above.

### Pathway Description

Students will choose three or four Key Stage 5 courses at A level. Work experience opportunities are offered to all students and we recommend students complete some work experience during Key Stage 5. The Extended Project Qualification (EPQ) is available for students with capacity to undertake it successfully but it is optional.

### Entry criteria for Year 13

Students whose half termly progress data and pre-public examination results suggest they would fail two or more courses would mean that transition into Year 13 would not be recommended. Level 3 courses are two year courses and students must complete the necessary coursework in Year 12 and achieve a minimum of a pass in order to continue into Year 13.

Applications from students who have taken GCSE examinations elsewhere or equivalent qualifications are welcome. These applications are subject to the same entry criteria as those from students in Year 11 at Maiden Erlegh. In the event that places have to be limited for particular courses (e.g. due to health and safety regulations regarding numbers of students in laboratories or workshops, or due to teaching capacity available), places for internal students will be allocated on the basis of the total GCSE point score in the relevant GCSE subject. External applicants are referred to our Oversubscription Criteria on page 6 of our Admissions Policy which can be found on the school website.

*Please note that due to reduced student uptake in some subjects, we reserve the right to reduce the teaching hours to 2 or 3 hours per week, and/or combine Year 12 and 13 classes to enable students to have access to this subject.*

*We reserve the right to withdraw a Year 12 course if there is insufficient uptake.*



# Making your choices

## Courses

**Art (Fine Art, Photography)**

**Biology**

**Business Studies**

**Chemistry**

**Computer Science**

**3D Design**

**Economics**

**English Language**

**English Literature**

**English Language GCSE Resit**

**French**

**Geography**

**German**

**History**

**Law**

**Further Mathematics**

**Mathematics**

**Mathematics (Using and Applying)**

**Mathematics GCSE Resit**

**Music**

**Philosophy and Ethics**

**Physical Education**

**Physics**

**Product Design**

**Psychology**

**Sociology**

**Spanish**

**Theatre Studies**

Entry to the Sixth Form is dependent on achieving certain grades at Key Stage 4. Entry onto specific courses is based on students meeting the professional recommendations for course entry criteria. This is because our professional experience has shown us that specific foundations are necessary to do well on different courses. Some courses are limited in number and priority will always be given to students meeting the full entry criteria. Our examination results over the years show that Maiden Erlegh Sixth Formers succeed.

Students who have not gained a Grade 4 in English or mathematics are expected to attend retake lessons and to resit the examination until a Grade 4 is achieved.

The majority of students will select three courses which they will continue throughout Year 12 and 13. It is important that they are committed to these subjects. A levels are linear courses and that means that they will not be taught or assessed in modules and that the majority of the final grade will come from a final examination. Students will, therefore, be required to build up knowledge, understanding and skills over time and potentially use them all with a great deal of precision by the end of Year 13.

If a student wishes to enter an AS examination, we will support them to do so independently but they will need to prepare and pay for it themselves.

Before students make their choices they need to ask themselves some key questions:

- How well will I do in my GCSE examinations?
- Which pathway will I most likely be on? (page 8)
- Which are my favourite subjects?
- Which subjects am I best at?

- Am I aiming for Higher Education, apprenticeship or training at the age of 18? (The UCAS website will tell you if you need particular qualifications to get access to Higher Education courses at 18.)
- What sort of career am I likely to be interested in when I start looking for work?

Students may be aiming to carry on with subjects that they have studied at GCSE but there are some post-16 courses of which they will have no experience.

- Find out as much as you can about the content of the courses you are interested in.
- Talk to teachers and students who have experience of the courses.
- Read the details in the prospectus.
- Visit the examination board web sites to find out more.
- Make sure you take advantage of additional opportunities in lessons, assemblies and after school meetings to find out about Sixth Form courses.
- Talk to teachers who are closely involved with the work of the Sixth Form.

Useful websites:

AQA: [www.aqa.org.uk](http://www.aqa.org.uk)

EDEXCEL: [www.edexcel.org.uk](http://www.edexcel.org.uk)

OCR: [www.ocr.org.uk](http://www.ocr.org.uk)

UCAS: [www.ucas.com](http://www.ucas.com)

*“My teachers are passionate about their subjects and have good understanding and so are able to help students well.”*

Sixth Form Student



## Message from the Headteacher

As the new Headteacher of Maiden Erlegh, I am extremely proud of what our Sixth Form offers to students. As well as ensuring they reach their full potential, we offer a range of opportunities to ensure that students are ready for the next stage of their life. I hope this prospectus will give you a taste of our Post 16 provision.

The Sixth Form is an integral part of our whole school and many students carry out leadership roles within the Sixth Form team and beyond. Our students are regarded as role models for the rest of the school and, as a result, are offered many exciting opportunities, both in school and outside of school.

Maiden Erlegh's motto is "opportunity, diversity and success for all" and no matter what your background, you are most welcome here. We understand that education, at any level, depends on understanding the strengths, aspirations and needs of the whole student body. Our holistic study programmes are key to ensuring that we deliver this rounded education in our sixth form. Students joining us have a range of diverse interests and aspirations, which enrich our Sixth Form and make it even stronger and even more vibrant.

One of the benefits of being a large Sixth Form is the chance to offer a broad curriculum. This allows students to specialise in subjects which may not be available elsewhere. Lessons are delivered by subject specialists who know what students need to do to achieve the top grades. All Sixth Form students are allocated a tutor to support them academically and pastorally. They work with their students, to ensure they are enjoying sixth form life and managing their studies and wellbeing. Tutors also play a pivotal role in ensuring their tutees make progress, by monitoring their Individual Learning Plans with them, advising on finding work experience placements, and supporting applications for university, employment or apprenticeships. It is very important to us that students develop an understanding of how to combine hard work with other activities in a balanced way, and the tutor plays a key role in supporting their tutees in this. We make no apology for having high expectations

of our Sixth Form students. Our pursuit of excellence has led to exceptional examination results year on year, with many students going on to prestigious universities and courses, or to high quality apprenticeships. We expect sixth formers to share our aim for excellence and look to them to be role models for other students, both in the way they work and present themselves and the school.

One of the best character traits of our students, is that they rise to challenges and seize opportunities. A key aim for us is to prepare students for a rapidly changing world and we are highly successful in creating adaptable and forward thinking students.

In a recent survey, 96% of our sixth formers said they feel regularly challenged by their work, and 94% said the feedback they received helped them to understand what they need to do to improve and empowered them to act on it.

Mary Davies, CEO of Maiden Erlegh Trust has spoken of how impressed she is by the calibre of our Sixth Form students, the overwhelming majority of whom participate in the wider school community and take up leadership or ambassador roles within the school. This is part of the reason our Sixth Form and the school as a whole is such a vibrant community. It is a community which also enables young people to develop a range of other skills that cannot be taught in a classroom. Maiden Erlegh's Sixth Form students are highly successful, ambitious and positive. They go on to a diverse range of courses and careers, and frequently come back to share their experiences with current students. Throughout their time with us we help students to develop their character, resilience and skills, to ensure they become well rounded young adults who are fully prepared for their next steps, whatever they may be.

I would like to take this opportunity to thank you for showing an interest in our Sixth Form and I hope to be welcoming you in to our community very soon.

**Paul Gibson**  
**Headteacher**



## Why study art and design?

All the art and design courses provide the opportunity to develop a reflective and personal approach to aesthetic awareness and expression. In addition the courses provide a valuable foundation for further study and career development in a wide range of areas: architecture, animation, digital imagery, film, special effects, make-up, fashion, footwear, textiles, graphic design, product design, theatre design, jewellery, millinery, printmaking, photography, visual communication, art history, fine art, ceramics, surface decoration, stained glass, fashion marketing or journalism, conservation, museums and galleries curating, bookbinding, illustration, landscape design, interior design, furniture design.

## Background needed

A GCSE pass in art and design at grade 4 or above is needed to take an A level course. Students who have not studied art at GCSE will be asked to present a portfolio of work which will be used to assess their ability to pursue an A level course. Prior knowledge of the use of image manipulation software, such as Photoshop, is an advantage for the photography course. Sketchbooks will be used in all three options, as drawing underpins every aspect of art and design. Sketchbooks will include written analysis of the work of artists, designers and photographers. Students need to be independent and resourceful in developing an individual, intuitive and creative approach in response to set projects. Every student is expected to develop their own visual identity and teaching will include tutorials with individuals. There will be workshops at the start of the course where the class will be experimenting with the use of media, processes and techniques. Students are expected to become responsible for their own learning and should show initiative in directing their study.

## Subject content

There are three titles to choose from; (i) Fine art (ii) photography (iii) art craft and design.

### Fine art

This deals with art for its own sake and involves studying artists' work and the ideas and concepts behind it. The messages, which may be implied or conveyed in the work, might deal with issues about society today. Traditional examples of fine art include painting from the figure, the portrait, still life, abstraction, architecture and landscape. Understanding of pictorial space and the elements of composition form an important part of the study. Media and techniques to be explored will include: drawing, painting, printmaking, photography, sculpture, film, and installation. Written analysis of the work of other artists, both contemporary and of the past, is essential as are visits to major galleries and museums.

### Photography (lens-based and light-based media)

This course encourages students to develop their aesthetic, intellectual, creative, imaginative and intuitive powers through the use of lens-based media. As in the other endorsements students are expected to show an understanding of art, craft and design in contemporary society and in other times and cultures; sketchbooks and journals are essential for recording this information. Students will need to develop their lens-based skills in order to record experiences and observations in visual form. It is necessary to work in one or more of these areas: portraiture, landscape, still life, documentary, photo journalism, experimental imagery, photographic installation, video, TV and film. It will be important to learn to make appropriate choice of camera types and their application together with being able to use image manipulation software. An understanding of techniques related to the developing and printing of photographic images, presentation, layout and mounting is sought. The interpretation of ideas, feelings and meanings are explored in the context of chosen areas of photography. Historical and contemporary styles and genres will be examined. This course will use digital photography and students will need to have their own camera.







## Art, craft and design

This is a broad-based course and candidates are expected to explore a range of media, processes and techniques. The examination board stipulates that candidates should produce work associated with two or more of the titles, i.e. fine art, graphic communication, textile design, 3-dimensional design and photography. E.g. a student may try one outcome in ceramics, another in photography and another in painting a portrait or creating a wall-hanging in textiles. Any media, techniques or processes may be used including drawing, painting, photography, sculpture, ceramics, textiles, fashion, graphic design, film, animation and installation. Written analysis and contextualisation of the work of other cultures, artists, designers, photographers, and architects is essential as are visits to galleries and museums.



## Assessment



**Component 1** is worth 60% of the A level grade. Students are expected to develop a personal investigation based on an idea, issue, concept or theme leading to a final outcome. This may be a finished single outcome or a series of related finished outcomes. The personal investigation includes a written communication of 1-3000 words and must be in continuous prose.

**Component 2**, is the final 15 hour externally set assignment and is worth 40% of the A level grade. Within each component there are four assessment objectives: A01 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. A02 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as

work develops. A03 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. A04 - Present a personal and meaningful response that realizes intentions and, where appropriate, makes connections between visual and other elements.

## Opportunities for enrichment

The department runs trips and visits to major national galleries, museums and sculpture parks throughout the year.

Extra curricular classes are run in life drawing and students are offered workshops in printmaking and other aspects of the curriculum. Students are also encouraged to take part in the wide range of community arts courses on offer both as participants and assistants.

## What the students say

*Students say that they enjoy the initial workshops in Year 12 as these give them a good grounding in many areas of the subject and a chance to explore new ways of working. In Year 13 they like having their own bay in the Sixth Form studio, in which they have a "home" for all their work.*

*"We enjoy a sense of independence whilst also being supported by staff. We are lucky to be able to create our own individual learning journey."*

Contact for further information:

**Miss K Wragg, Head of Department**

# Biology

## Why study biology?

This course encourages students to sustain and develop their enjoyment of and interest in biology. It is a stimulating and modern course, which serves the needs of students who are keen to pursue their study of biology and also those of the prospective University candidate. Many of the skills acquired on this course will be important to the student in any future endeavours or occupations. Some students will pursue biology related studies and occupations in for example: medicine, veterinary science, dentistry, physiotherapy, nursing, radiography, horticulture, crop sciences/management, pest control, soil science, food sciences, biochemistry, pathology, microbiology, conservation, environmental health.

## Background needed

Students applying to study biology in the Sixth Form must have achieved a grade 5 in biology or a grade 5 in combined science. Students must also gain a grade 5 in both GCSE English and mathematics. Those who intend to pursue biology or related subjects in Higher Education are also advised to study chemistry at A level.

## Course content

Studying biology aims to develop an awareness of advances in technology for example genetic engineering, a recognition of the value of biology in society and an appreciation of the relationship between different aspects of the subject. Students gain an appreciation of the physiology of human digestive, gas exchange, transport and control systems. The impact on human health of non-communicable diseases relating to lifestyle is also considered. The extensive variety of life is studied in terms of the similarities and differences in biochemical basis, cellular organisation and

adaptations in organisms. We examine the influence of genetic and environmental factors on living things and study how variation in DNA results in genetic diversity. Topics will include; human biology and diseases, genetics, biochemistry, plant biology and ecology.

An understanding of scientific methods is emphasised and throughout the course different kinds of investigations will provide students with experience in designing experiments, handling quantitative information and evaluating their practical work.

## Assessment

The A level will be assessed through three two-hour examinations. Examination papers will consist of written theory papers and assessment of practical skills.

A level examination papers will consist of a mixture of short and long answer questions including comprehension and synoptic questions, which will include an essay question.

Students will carry out a number of assessed practicals. Understanding of practical skills and investigations will also be assessed in the written examination papers.

## Opportunities for enrichment

The A level course covers many principles underlying the maintenance of ecosystems. The ecology component of the course will be taught during a Field Course at Dale Fort Field Centre in Pembrokeshire. This will provide valuable experience for the students and also an opportunity for them to build up their practical skills. The cost will be approximately £320.

Some of our Y13 students take part in the biology Olympiad competition organised by the Institute of Biology.

## What the students say

*"The teachers are really helpful, they say we can go round and see them whenever we need to."*

Contact for further information:

**Mrs C Bell, Head of Department**





# Business Studies

## A level

### Why study business studies?

After leaving full-time education many students will work in business. Whether they set up their own company or work for a large multinational, it is important that students understand how it works. business studies at A level offers this opportunity in a structured, stimulating and interesting way. Universities offer a wide range of courses in many different areas by studying A level business studies students will gain an insight into which specific area interests them most. Above all, studying business studies allows students to understand how businesses make decisions and why these are made. The business studies department believe in a business like work ethic. Lessons are innovative and interesting, based on a wide range of teaching and learning styles which help to bring the subject alive.

### Background needed

Students will require at least five grade 4 or above at GCSE or equivalent; sound mathematics and English language skills, coupled with a strong ability to work independently are desirable. Sound mathematics is particularly important for the accounting and finance aspects of the course. A level business studies is open to anyone regardless of whether or not they have studied the GCSE course.

### Course content

The course follows the AQA syllabus and studies a variety of contexts e.g. Large/small, UK focused/global, service and manufacturing firms.

It considers:

The importance of the context of the business in relation to decision making.

The interrelated nature of business activities and how they affect competitiveness.

The competitive environment and the markets in which businesses operate.

The influences on functional decisions and plans including ethical and environmental issues.

How technology is changing the way decisions are made and how business operate and compete

Use of quantitative and non-quantitative data in decision making.

### Assessment

The exams will measure how well students have achieved the following assessment objectives.

AO1: Demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues.

AO2: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues.

AO3: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences.

AO4: Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues.

### Opportunities for enrichment

The business studies department offers extra curricular activities including a trip to New York to explore the business capital of America.

### What the students say

*"A level business studies broadens knowledge of the subject area and helps develop skills in business generally. The teachers help to ensure we have a very good understanding of the subject and make it enjoyable to learn."*

*"The course is stimulating, it provokes thought and gives a deeper understanding of how the business world works."*

Contact for further information:

**Mr D Jones, Head of Department**



# Chemistry

## Why study chemistry?

As well as being a compulsory requirement for such courses as medicine, dentistry, forensic science and pharmacy, chemistry is a highly regarded qualification, which complements a large number of other disciplines. Chemicals like cosmetics, foods, medicines, fertilisers and fuels all play a very important role in our lives, and therefore generate numerous interesting employment opportunities. By helping to develop analytical thought it is a real asset to those seeking careers in such areas as law and business management. The course is designed to stimulate and sustain interest in chemistry. It shows the inter-relationship between the development of the subject and its application to our lives. It illustrates its value to society and how it may be used responsibly. It fosters imaginative and critical thinking as well as the acquisition of knowledge. Through practical work, skills in laboratory procedures and techniques are developed, and some of the concepts underlying the subject are discovered.

## Background needed

Students applying to study chemistry in the Sixth Form must have achieved a grade 5 in chemistry or a grade 5 in combined science. Students must also gain a grade 5 in mathematics.

## Course content

Students follow the OCR A syllabus. The course content takes familiar themes from GCSE and develops them further, as well as introducing new ideas.

The programme of study is as follows:  
Module 1 – Development of practical skills in chemistry: this module is taught in context throughout the two years.

## Year 12

Module 2 – Foundations of chemistry: structure of an atom; bonding; chemical calculations; acids and bases; redox reactions.

Module 3 – Periodic table and energy: modern periodic table; periodicity; group 2; halogens; enthalpy changes; rates of reaction; chemical equilibrium.

Module 4 – Core organic chemistry: basic concepts; alkanes; alkenes; alcohols; haloalkanes; analysis.

## Year 13

Module 5 – Physical chemistry and transition Elements: further rates of reaction; further chemical equilibrium; further acids and bases; thermodynamics; redox and electrode potentials; transition elements.

Module 6 – Organic chemistry and analysis: aromatic compounds; carbonyls and carboxylic acids; amines, amino acids and polymers; organic synthesis; further analysis.

## Assessment

Paper 1 – Periodic table, elements and physical Chemistry (2.25 hrs, modules 2, 3 and 5).

Paper 2 – Synthesis and analysis (2.25 hrs, modules 2, 4 and 6).

Paper 3 – Unified chemistry (1.5 hrs, all modules).

Students must complete a minimum of 12 core practical tasks. The concepts met in these will be assessed through examination questions in all three papers. Students also receive a stand-alone grade for their practical competency (pass/fail), which does not contribute to their overall A level grade.

## Opportunities for enrichment

Each year some of our Year 13 students take part in the British Chemistry Olympiad. We are also encouraging Year 12 students to take part in the online Cambridge chemistry challenge. We have links with Reading University, and students have attended Careers Fairs and Spectroscopy Master Classes there.

## What the students say

*“Lessons have been relaxing and undeniably fun due to the enthusiasm of the staff. They are willing to help students in every way possible.”*

*“Chemistry is a synoptic subject through and through which, surprisingly, makes it easier to understand, and pleasantly challenging.”*

Contact for further information:

**Mr R Tait, Head of Department**



# Computer Science

## Why study computer science?

This course will mostly suit students wishing to pursue a career in software engineering and/or games development but will develop a range of skills that are transferable to many other career paths. Students will learn to devise systems and programs for a range of applications. In addition to gaining a strong theoretical knowledge of the science of computing and programming, students will develop their problem solving skills through tasks that require them to provide real solutions to real problems, such as writing computer games, applications of artificial intelligence or developing mobile apps. Whilst students will obviously develop their Computer Science skills further through studying this course, they will also gain important experience of working independently, planning and managing their time effectively and their written communication skills. Computer Science is an exciting, interesting and highly relevant course for A level students.

## Background needed

Grade 6 in GCSE Maths and Grade 5 in GCSE Computer Science/Computing. Students must be highly logical and have an analytical approach to problem solving. They must overall be patient and never give up on trying to solve problems.

## Course content

This course will test your ability to program, as well as your theoretical knowledge of Computer Science. There are two exam papers and an assignment covering a range of topics, including:

- Fundamentals of programming, data structures, data representation and databases
- Systematic approach to problem solving
- Theory of computation
- Fundamentals of computer systems, computer organisation, functional programming and architecture
- Consequences of uses of computing
- Fundamentals of communication and networking
- Big Data

## Assessment

There are two exam papers which account for 40% of the marks each. The NEA accounts for 20%. For the exam papers you will be expected to answer a series of short questions and write/adapt/extend programs. You will also be given preliminary material, a skeleton program and test data for use in the exam.

## Assessment (NEA)

This is fundamentally a computer project. The project will allow you to develop your practical skills in the context of solving a realistic problem or carrying out an investigation. The project is

intended to be as much a learning experience as a method of assessment; you have the opportunity to work independently on a problem of interest over an extended period, during which you can extend your programming skills and deepen your understanding of Computer Science. The most important skill that will be assessed through the project is your ability to create a programmed solution to a problem or investigation.

## Opportunities for enrichment

The department offers conference trips on specific topics within the A level to UCL. There are additional trips or points of interest advertised on Google Classroom or on our department Twitter feed: @METCompSci.

Students are encouraged to take part in the Computer Science after school club and to attend additional classes after school, allowing students access to the network to explore additional languages or topics.



Contact for further information:

**Miss F Brooke, Trust Lead for Computer Science**



# 3D Design

## Why 3D design?

This course is an art and design course with an emphasis on 3D form. This course is delivered by the Design and Technology department.

This course provides the opportunity to develop a reflective and personal approach to aesthetic awareness and expression. In addition the courses provide a valuable foundation for further study and career development in a wide range of areas: architecture, graphic design, product design, theatre design, visual communication, design history, marketing or journalism, museums and galleries curating, illustration, landscape design, interior design and furniture design.

## Background needed

A GCSE pass in design and technology or art and design at grade 4 or above is needed to take an A level course. Students who have not studied art or DT at GCSE will be asked to present a portfolio of work which will be used to assess their ability to pursue an A level course. Prior knowledge of the use of image manipulation software, such as Photoshop, is an advantage for the photography course. Sketchbooks will be used in the course, as drawing underpins every aspect of art and design. Sketchbooks will include written analysis of the work of artists, designers and photographers.

Students need to be independent and resourceful in developing an individual, intuitive and creative approach in response to set projects. Every student is expected to develop their own visual identity and teaching will include tutorials with individuals. There will be projects at the start of the course where the class will be experimenting with the use of media, processes and techniques. Students are expected to become responsible for their own learning and should show initiative in directing their study.

## Course content

This course deals with design and form, involving studying artists' and designers' work and the ideas and concepts behind these. The work reflects areas of interest to the students and can provide a great start to a career in the field of design. Media and techniques to be explored will include: model making, drawing, painting, sculpture and installation. Written analysis of the work of other artists and designers, both contemporary and of the past, is essential as are visits to major galleries and museums.

## Assessment

Within each component there are four assessment objectives:

A01 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

A02 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

A03 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

A04 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Component 1 is worth 60% of the A level grade. Students are expected to develop a personal investigation based on an idea, issue, concept or theme leading to a final outcome. This may be a finished single outcome or a series of related finished outcomes. The personal investigation includes a written communication of 1-3000 words and must be in continuous prose.

Component 2, is the final 15 hour externally set assignment and is worth 40% of the A level grade.

## Opportunities for enrichment

The DT department work closely with the art department who run trips and visits to major national galleries, museums and sculpture parks throughout the year.

Visits to Art galleries and museums such as; The Tate Modern, The National Gallery, The National Portrait Gallery, The Saatchi Gallery, The V and A museum, The Photographers' Gallery, The Cass Foundation (Goodwood Sculpture Park), Roche Court Sculpture Park are all recommended depending on your personal theme being studied.

These galleries, museums and sculpture parks all have book shops where you might purchase books relevant to your area of interest.

Contact for further information:

**Mr J Nash, Head of Department**



# Economics

## Why study economics?

A level economics is a rewarding intellectual experience, offering highly marketable skills in a way that is both stimulating and analytically rigorous. We encourage students to take a varied interest in current affairs and an understanding of what is going on around them within electronic and printed media. This course provides students with an insight into key issues in the news affecting everyday life. Why are oil prices so high? Why does the government provide free education for people up to 18? Why do economies experience recessions? Why is unemployment so high in some countries and what can be done about it? The study of economics provides us with answers to these questions and many more. Economics is at the heart of what drives many decisions in our modern world.



## Background needed

Students will require at least five grades 4 or above at GCSE or equivalent including at least a grade 5 in mathematics. Sound English language skills coupled with a strong ability to work independently are also desirable for this course. Therefore, students should have achieved at least a 5 grade in English language or literature. In addition to this, a natural interest in current affairs and the economy would be an advantage. A level economics is open to anyone regardless of whether or not they have studied the GCSE course.

## Course content

Students will cover the following four key themes:

**Theme 1:** students will study microeconomic concepts. Students will develop an understanding of the nature of economics, how markets work, market failure and government intervention.

**Theme 2:** students will study macroeconomic concepts. Students will develop an understanding of the measures of economic performance, aggregate

demand, aggregate supply, national income, economic growth and macroeconomic objectives and policy.

**Theme 3:** this theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of business growth, business objectives, revenues, costs and profits, market structures, the labour market and government intervention.

**Theme 4:** this theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of international economics, poverty and inequality, emerging and developing economies, the financial sector and the role of the state in the macroeconomy.

Students build knowledge and understanding of core economic models and concepts in Themes 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4. Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies.

## Assessment

Students will sit three A level papers. Paper 1 will assess microeconomics and questions will be drawn from Themes 1 and 3. The paper is worth 35% of the overall qualification. Paper 2 will assess macroeconomics and questions will be drawn from Themes 2 and 4. This paper is also worth 35% of the overall qualification. Paper 3 will assess content across all four themes. Students are required to apply their knowledge and understanding, make connections and transfer higher-order skills across all four themes. This paper is worth 30% of the overall qualification.

## Opportunities for enrichment

The Business Studies department offers many extracurricular activities to enrich the course. Such activities include a trip to New York to explore the economic capital of America.

## What the students say

*"Economics plays a key role in all aspects of life and is an important subject worth knowing more about."*

Contact for further information:

**Mr D Jones, Head of Faculty**

# professional edu·ca·tion training and inst

## English Language

### Why study English language?

English language encourages students to develop their interest and enjoyment in the use of English, through learning more about its structures and functions. They learn to express themselves in speech and writing with increasing competence and sophistication. By learning about the concepts and linguistic frameworks for the study of language, they are able to investigate their own and others' use of speech and writing. English language is a subject for those who are intrigued by written and spoken texts in all forms, and develops linguistic, analytical and investigative skills.

### Background needed

Students should have followed GCSE courses in English language and English literature, and gained grade 4 in English literature and at least a grade 5 in English language. An enthusiasm for discussion and writing, and an interest in the way language is constructed for different audiences and purposes, are important attributes to bring to the course.

### Course content

We are following the Edexcel English language Specification. In component 1 (language variation) students will explore how and why language varies depending on mode, field, function and audience; they will also learn how and why language has changed from 1550 to the present day. In component 2 (child language), students will explore how children learn to speak and write English up to the age of 8, and develop an understanding of some of the key theories of children's language development. Component 3 (investigating

language) allows students to develop their research and investigation skills, selecting a topic in which to develop their personal language specialism.

Component 4 (crafting language) is the NEA: students will produce two pieces of original writing in the same genre for different audiences and an accompanying commentary reflecting on their linguistic choices.

### Assessment

Examinations (three papers) 80%  
Non-Examination Assessment 20%.

### Opportunities for enrichment

Students are encouraged to attend the English Language Conference.

### What the students say

*"The subject is interesting and intriguing ... it is fascinating to see how language works and changes in so many different contexts."*

*"I find myself actively learning outside school because of what I've studied on the course."*

*"Coursework allows you to be really independent and creative."*

Contact for further information:

**Miss E Roberts, Assistant Headteacher,  
Strategic Head for English**



*"Students' behaviour around the school site is exemplary. They conduct themselves in a calm and orderly manner and are courteous and considerate of others."*  
Ofsted 2015



# English Literature

## Why study English literature?

The course focuses on the connections that exist between texts within a literary genre. In this way, students can gain a solid understanding of how texts can be connected and how they can be interpreted in multiple ways in order that students can arrive at their own interpretations and become confident autonomous readers. Genre study is at the heart of English literature and we choose to focus on tragedy. Working with genre involves looking at ways in which authors shape meanings within their texts. It also involves thinking about a wide range of relevant contexts, some of them to do with the production of the text at the time of its writing, some (where possible) to do with how the text has been received over time, and most of all in this specification contexts to do with how the text can be interpreted by readers now. Looking at texts as generic works involves connecting individual texts with others, as the whole idea of genre is a connective one. And finally, because genres and their qualities are not fixed, this means that interpretation is not fixed, and that multiple interpretations are possible.

## Background needed

Students should have followed GCSE courses in English language and English literature, gaining at least grade 5 in English language and English literature. An enthusiasm for the oral aspects of English lessons and a genuine enjoyment of prose, poetry and drama are important attributes to bring to the course. *Students must be prepared to read extensively.*

## Course content

We are following the AQA English literature B specification. Students will study a range of texts on the course.

For Paper 1 (Literary Genres - Tragedy), students will cover three texts: a Shakespeare play (currently

*Othello*), another drama text (currently *Death of a Salesman*) and one further text (currently *Tess of the D'Urbervilles*).

For Paper 2 (Texts and genre - political writing), students will again cover three texts: one post-2000 prose text (currently *The Kite Runner*); one collection of poetry (currently 'William Blake' *Songs of Innocence and of Experience*) and one further text (currently *The Handmaid's Tale*). The non-exam assessment or coursework (Theory and Independence) requires the students to produce two essays, one on poetry and one on prose, informed by the study of a critical anthology.

## Assessment

Examinations (two papers) 80%  
Non-Examination Assessment 20%.

## Opportunities for Enrichment

Evening theatre trips may be arranged, which may or may not be directly related to the plays being studied.

## What the students say

*"It's really challenging and enjoyable ... I love the discussions in lessons."*

*"Studying such great texts has really helped me develop analytical, critical and evaluative skills."*

*"It gives you the chance to embrace your inner bookworm!"*

Contact for further information:

**Miss E Roberts, Assistant Headteacher,  
Strategic Head for English**





# English GCSE Resit

## Background needed

Students should have followed a GCSE course in English language to enter as a re-sit candidate. Students will continue to consolidate and develop their skills in reading, writing and speaking and listening, with the aim of ensuring that they are able to gain a strong pass in the resit in November.

The curriculum will focus on improving language skills, reading novels, short stories, plays, poetry and a range of non-fiction. The literature will include 19th, 20th, and 21st century texts. Students who study English often go on to study it at University or pursue careers in Journalism, TV and advertising and acting.

## Course content

**Component 1:** Fiction and Imaginative Writing (40% of the total GCSE).

For Section A, students will study a range of fiction and develop the skills to analyse and evaluate 19th century prose extracts.

For Section B, students will develop imaginative writing skills and learn to use spelling, punctuation and grammar accurately.

**Component 2:** Non-fiction and Transactional Writing (60% of the total GCSE).

For Section A, students will study a range of 20th and 21st century non-fiction texts (including literary non-fiction) and will develop the skills to analyse, evaluate and compare non-fiction extracts.

For Section B, students will develop transactional writing skills for a variety of forms, purposes and audiences. They will learn to use spelling, punctuation and grammar accurately.

Spoken Language: students will develop presentational skills for a talk to an audience on a topic of their choice.

## Assessment

Paper 1: Fiction and Imaginative Writing  
Section A - Reading: questions on an unseen 19th-century fiction extract.

Section B - Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.

The total number of marks available is 64.  
Assessment duration 1 hour and 45 minutes.

Paper 2: Non Fiction and Transactional Writing  
Section A - Reading: questions on two thematically linked, unseen non-fiction extracts.

Section B - Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.

The total number of marks available is 96.  
Assessment duration: 2 hours 05 mins.

*Please note that examination results for the November series are not released until the following January. Students will need to continue attending lessons in the interim in case they need to be re-entered for the examination in the summer series.*

Contact for further information:

**Miss E Roberts, Assistant Headteacher,  
Strategic Head for English**



# French

## Why study French?

The study of French offers students the opportunity to learn one of the world's key languages, spoken by more than 220 million people on five continents. French is also the only language, alongside English, that is taught in every country in the world and the official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. The ability to communicate in French, therefore, gives you an advantage on the job market and opens the door to working for French and francophone countries globally. In terms of travel, France is a major tourism destination in its own right, and speaking French will enhance your enjoyment of travel across the francophone world. And finally (and perhaps most importantly) French is the language of love, reason and culture ....

The study of A level French will not only develop linguistic fluency through the study of grammar, syntax and vocabulary, but will also introduce you to different elements of French and francophone culture, society, politics, and art. You will perfect a variety of skills including summary, prose and translation as well as comprehension and essay writing.

A key element of the new course is research skills and presentation. In addition you will study film and literature in general but through two key pieces of work. It is a stimulating and fascinating subject in its own right, but an excellent complement for a range of other subjects, academic and technical.

## Background needed

In order to cope with the rigours of A level French some linguistic competence is essential, but it is not the preserve of the most able linguists. We expect students to have gained at least a grade 5 at GCSE but also a passion for language and meaning and a desire to experiment with new vocabulary and grammar. You will need to be disciplined in working independently as well as collaboratively and have an ability to commit language to memory accurately.

## Course content

We have opted for the AQA A level course. A range of generally contemporary topics are studied eg:

- The changing nature of family
- The 'cyber-society'
- The place of voluntary work
- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated
- A culture proud of its heritage
- Teenagers, the right to vote and political commitment
- Demonstrations, strikes - who holds the power?
- Politics and immigration.

Students also study a French film (eg :Au Revoir les Enfants) and a literary work (eg: Boule de Suif by Maupassant).

Please note that where numbers are small, we teach this as a combined course for Years 12 and 13.

## Assessment

AO1: Understand and respond:

- in speech to spoken language including face-to-face interaction
- in writing to spoken language drawn from a variety of sources.

AO2: Understand and respond:

- in speech to written language drawn from a variety of sources.
- in writing to written language drawn from a variety of sources.

AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.

AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

Across assessment objectives AO1 and AO2, no more than 10% of the total marks for the qualification may be used for responses in English, including translation into English

## Opportunities for enrichment

Exchange with school in Brittany. Speaking practices.

## What the students say

*"Speaking French and German has offered me huge advantages in life: I have been able to find a wide variety work in France and Germany - a second language is a/so vital for finding a job in an increasingly multicultural world. More importantly, my time spent improving my language skills by integrating into a foreign society has led me to appreciate various different cultures and to make life-long friends on every continent. This time also represents the greatest and most enjoyable challenge of my life, and has taught me that there is much more to the world outside the borders of the United Kingdom."*

Contact for further information:

**Miss C Brayle, Head of Department**

# Geography

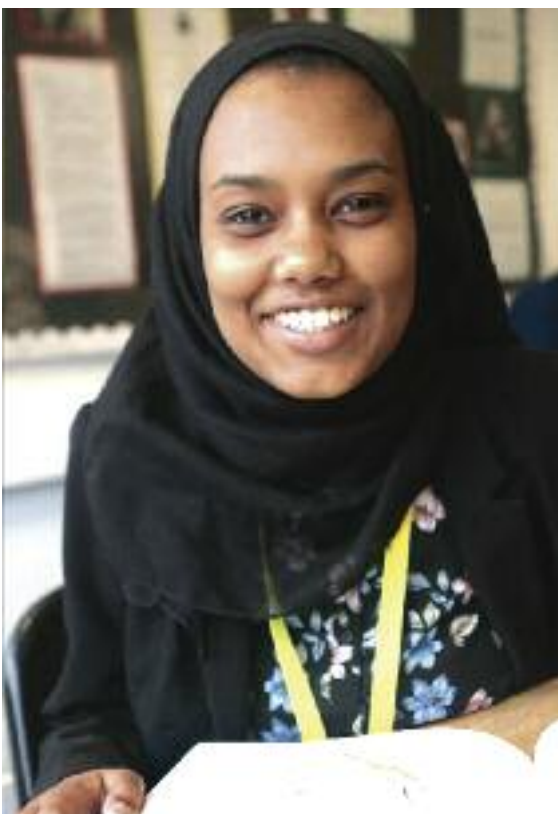
## Why study geography?

Geographers have a unique viewpoint combining political and economic aspects with an understanding of the physical processes. Geography develops the ability to combine scientific principles with economic awareness, environmental concern with an appreciation and tolerance of peoples' attitudes and values. Geography gives a balanced viewpoint, which is great preparation for the world of work.

Geographers are trained to be excellent decision makers who look at all aspects of a situation. Some jobs make direct use of geographical knowledge such as those in tourism, town planning and environmental management and teaching. Geography is also useful for law, journalism, medicine and working in the media for example because it combines the understanding of the facts of the sciences with the perception of the arts.

## Background needed

The most important attributes for good geographers are an inquisitive mind and a wish to learn more about the world around us. This course is suitable for students who gained a grade 4 or above in GCSE geography and you should ideally also have a grade 4 or above in GCSE English and mathematics. Geographical skills are assessed throughout the A level. Geographical skills is where students will develop cartographic, graphical, statistical and ICT skills with particular reference to fieldwork.



## Course content

A level will consist of three components:

Component 1 is physical geography paper (2hr 30mins) worth 40% of the A level.

- Water and carbon cycles
- Coastal systems and landscapes
- Hazards (volcanic, seismic, and storm hazards).

Component 2 is human geography paper (2hr 30mins) worth 40% of the A level

- Global systems and governance
- Changing places
- Contemporary urban environments.

Component 3 is a geographical investigation where a student will write a 3,000-4,000 word project on one part of the course, linked to fieldwork worth 20% of the A level.

## Assessment

Components 1 and 2 will both be assessed at the end of year 2 with two examinations worth 80% of the A level. The geographical investigation is worth the last 20% and is marked by teachers and moderated by the exam board and is started in the summer term of year 1.

## Opportunities for enrichment

All students are required by the exam board to undertake fieldwork in relation to processes in both, physical and human geography. Students must undertake four days of field work during their A level course. This is an opportunity to learn many new skills both subject related and personal.

Currently we offer the following fieldtrips:

- Investigation of the Urban Heat Island effect along a transect from Tilehurst to Winnersh and across the centre of Reading.
- Coastal trip to Milford-on-sea on Christchurch bay to study coastal transportation and deposition.
- Study of redevelopment of Bracknell town centre and the impact of the new Lexicon
- Fourth day is to collect data for their NEA, so will be dependent on the project title.

## What the students say

*"I really enjoy geography. I chose it for A level because I loved it at GCSE. Everything in this subject relates to things you see around outside."*

Contact for further information:

**Mr T Hutchinson, Head of Department**



# German

## Why study German?

Students enjoy learning German as it is logical, ordered and distinct. Working out the meanings of long compound nouns or simply words which resemble the English can be rewarding. In fact, students of German are known to acquire good vocabulary skills, a better understanding of the English language, have improved literacy and higher reading achievement, as well as enhanced listening and memory skills. Clearly, becoming linguistically aware develops higher thinking skills and improves the interpersonal skills required in everyday life and in any career.

Studying German at A level certainly gives students an edge. It is regarded as an academic subject and an extremely useful language by universities and employers alike and as Germany's role in Europe and in business increases, German has never been so important.

Particularly in business, it should not be assumed that everyone speaks English; they do not. Foreign business partners feel at ease when conversing in their own language and meetings flow more easily, therefore being able to offer German in a competitive market is sought after.

A level German equips the student with a firm grasp of the language and an understanding of the culture and socio-political issues. Students find that it complements a wide range of other A levels and can also be linked well with numerous degree subjects such as law, business, politics, history and of course with French or a new language from scratch.

## Background needed

In order to cope with the rigours of A level German some linguistic competence is essential. We expect, therefore, students to have gained at least grade 5 GCSE in German. Students should also be keen to deepen their knowledge of the language and their understanding of the culture and society of the German speaking world.

## Course content

We follow the AQA course and the textbook we use is called 'AQA German A level' published by Oxford University Press. Students not only have access to the book but also the e-book including listening activities, online grammar activities and comprehension tasks including answers to check afterwards.

Topics in the first year of the course include the changing state of the family, the digital world, youth culture: fashion and trends, music and television, festivals and traditions, art and architecture and cultural life in Berlin, past and present. In the second year of the course, the following topics are studied:

immigration, integration and racism, Germany and the European Union, politics and youth and German re-unification and its consequences. We also study a book and a film and make sure students have rigorous grammar practice.

## Assessment

### Year 13

Assessment consists of three papers:

- a listening, reading and writing paper (50% of the A level)
- a writing test (20% of the A level) on a film and a book which have been studied over the two years.
- a speaking test (30% of the A level) on an individual research project and on one of the general topics covered in lessons.

*"Teachers have strong knowledge of their subjects. They skilfully explain ideas and tasks so students can learn well."*

Ofsted 2015

## Opportunities for enrichment

In the past we have been able to offer a unique opportunity to take part in a work experience exchange trip to Worms in Germany.

This year there may be an opportunity to go to Berlin on a study trip. In January we will be going to The Museum of Leicester for a workshop on their German Impressionist Art followed by a trip to a German restaurant for lunch. Speaking practices.

## What the students say

*"German is a great subject to take, especially at A level. The lessons are challenging but very rewarding, and there are lots of exciting opportunities, such as the exchange."*

*"I am really looking forward to the work experience exchange."*

Contact for further information:

**Mrs E Peduru, Head of Department**

# History

## Why study history?

History gives you a broad understanding of why so much of the world is as it is today. As you go through life it is important to be able to understand current affairs and the reasons behind contemporary situations. History encourages pupils to conduct independent research, to identify the problems inherent in a question, to assess the arguments and evidence of others, to analyse primary data, and last, but not least, to construct coherent arguments in an accessible and persuasive way. These are all key skills highly valued by universities and employers. History provides a distinctive education by providing a sense of the past, and an awareness of the development of differing values, systems and societies. Apart from being enjoyable, history also enables students to learn about the past and through it, come to a far better understanding of the present.

## Background needed

To undertake A level history students will have obtained a grade 4 or above in GCSE history or English literature. Students must be motivated, organised and committed, willing to work independently and as part of a group, but above all have a high level of interest and enjoyment in history.

## Course content

### Year 12

Students study two units:

- England 1547-1603: the later Tudors
- Democracy and dictatorships in Germany 1919-1963

### Year 13

Year 13 students study two units:

- Civil rights in the USA 1865-1992
- NEA (Elizabeth I)

All four units are assessed in the A level.

## Assessment

Assessment at A level is through three written examinations all taken at the end of Year 13. There is also one piece of internally assessed, board approved NEA, which is then externally moderated. This is a 3,000-4,000 word essay.

## What the students say

*“Studying history is extremely interesting, allowing you to see things from different perspectives.”*

*“History is an imaginative and interesting subject that is both engaging and exciting.”*

Contact for further information:

**Mr T Stewart, Head of History**





# Law

## Why study law?

Studying Law gives students an understanding of the role of Law in today's society and raises their awareness of the rights and responsibilities of individuals. Students will debate and discuss key issues about topics that affect all of us everyday, such as how laws are made and applied, how disputes are remedied and the mechanisms that are in place to keep the law consistent and just. By learning about legal rules and how and why they apply to real life, students also develop their analytical ability, decision making, critical thinking and problem-solving skills. They will develop their extended writing and presentation skills as well as their ability to offer supported argument using a variety of methods. All these skills are highly sought after by higher education and employers both within and outside the legal professions.

## Background needed

Students should have gained grade 4 or above in English. There will be a requirement to undertake some in depth reading around the topics being studied and a willingness to do this and a good memory are essential. An enthusiasm for discussion and writing, and an interest in current affairs and especially those related to criminal and civil law, are important attributes to bring to the course.



## Course content

Students will follow the AQA A level specification (7162), which covers a range of topics from the nature of law, how laws are made and applied through the legal system, to criminal law, the concept of liability in both criminal and civil law and the different ways cases are remedied. Four units are covered over the two year course:

1. The nature of law and the English legal system
2. Criminal law
3. Tort
4. Human rights

## Assessment

The Law A level will be assessed through three two-hour examinations. Each paper will consist of a combination of multiple choice, short answer and extended writing questions. Throughout the course students will be assessed through the quality of their notes, milestone assignments and presentations.

## Opportunities for enrichment

There will be opportunities to visit local law courts (such as Reading Crown Court) and the High Court and/or Old Bailey in London. Students may also be able to participate in national competitions for mock trials.

## What the students say

*This is the first time Law A level has been offered at Maiden Erlegh but research suggests that it is a highly regarded and enjoyable course to study and will open many doors within but also beyond the legal professions.*

Contact for further information:

**Mrs P Moon, Head of Department**



# Mathematics

## Why study Mathematics?

Following an A level course in mathematics enables students to develop the skills of mathematical reasoning; to extend their knowledge of mathematical theory and techniques; to become confident and competent in applying their skills to a variety of situations, including some encountered in other subject areas. Students will become resourceful in problem solving and appreciate the importance of mathematics in other academic disciplines and the wider world. Mathematics is of interest and practical use to a wide variety of students. Students studying any of the sciences, economics, design & technology, computing or geography may well benefit from building up their Pure Mathematics skills, as well as the statistics and mechanics content. Mathematics fits comfortably into most combinations of A level subjects and is a valuable qualification both for Higher Education and future employment.

## Background needed

It is essential that students have a sound foundation of mathematical skills and knowledge. This should be reflected in a good GCSE result. Students must provide evidence to show that they have been consistently working at grade 6 or above throughout Year 11. A grade 6 is required as most topics in A level mathematics involve algebraic manipulation. A strong grasp of all areas of algebra is essential for you to succeed on this course.

## Course content

A level Mathematics includes Pure Mathematics, Statistics and Mechanics, with a two-thirds weighting towards Pure Mathematics. In Pure Mathematics students are introduced to analytical and logical processes and a range of problem solving techniques, which include the development of a high level of competence in algebraic manipulation. Topics studied include mathematical proof, geometry, trigonometry, exponentials and logarithms, calculus and vectors. These are developed in the second year with a focus on trigonometry and calculus but also introducing sequences and series, and numerical methods for solving equations. With advanced skills in trigonometry, students will be able to solve a wider range of equations, and by linking in calculus, will solve problems with rates of change and areas enclosed by curves. The solution of differential equations is introduced, and working with 3-dimensional vectors.

In Statistics, students study statistical sampling, presenting and analysing data, modelling data using statistical distributions, statistical hypothesis testing and probability theory. A large, real-life data-set is used to appreciate the challenges of working with real data. The emphasis is on analysis and decision making based upon statistical techniques. Students will need a calculator with the ability to compute summary statistics and access probabilities from standard statistical distributions.

In Mechanics, students learn about quantities and units in mechanics, kinematics, forces and Newton's laws of motion. They develop an appreciation of mathematical modelling and its applicability and limitations in different situations. The mechanics content complements work done in Physics (if the student is studying it) but with the emphasis on mathematical problem solving.

## Assessment

Throughout the course, students will be set assignments on a regular basis, and are expected to consolidate classroom learning through further practice between lessons. In addition there will be formal assessments at appropriate intervals conducted under examination conditions. External assessment is based entirely on three terminal examinations of two hours each, two on Pure Mathematics and one on Applied Mathematics (statistics and mechanics).

## Opportunities for enrichment

Students are invited to participate in the UK Senior Maths Challenge which takes place in November each year and is open to both Year 12 and Year 13. Over recent years many Year 12 students have enjoyed the annual Maths Inspiration lectures at the Hexagon in Reading.

## What the students say

*"If you want a challenge, give it a go".*

Contact for further information:

**Mrs S Gibbs, Assistant Headteacher,  
Strategic Head of Mathematics**

# Further Mathematics

## Why study further mathematics?

For students who enjoy mathematics, the study of Further Mathematics provides additional challenge, and the opportunity to explore new mathematical concepts. Students enhance their skills of analysis and mathematical reasoning. Further Mathematics forms a bridge to degree courses with a mathematical foundation such as the sciences, engineering, computing, economics, or, of course, mathematics itself. It develops a rigour of logical argument that is beneficial for success in many other disciplines at University level. Students of Further Mathematics also find that it reinforces and consolidates skills required for the standard mathematics A level, and find it a rewarding and enjoyable subject to study.

## Background needed

It is essential that students studying this course have a considerable interest and appreciation for mathematics, together with a proven aptitude for the subject. They should be conversant with all aspects of the higher tier GCSE course, which needs to be reflected in a grade 7, 8 or 9.

## Course content

Further Mathematics A level includes topics in pure mathematics (about 50% of the course), as well as statistics and mechanics (about 25% each). In pure mathematics students are introduced to aspects not previously encountered, such as complex numbers, matrices and further methods of mathematical proof. The course also builds upon skills introduced in A level Mathematics in the fields of vectors, calculus and functions. In the second year of study we develop these ideas further and introduce additional techniques such as polar coordinates, hyperbolic functions and differential equations.

In Further Mechanics students extend their skills from the mathematics course, covering topics such as momentum and impulse, collisions, centres of mass, work and energy, elastic strings and springs. These complement work they are doing in Physics (if they are studying it) but approach the subject from a more mathematical, problem solving direction.

Further Statistics includes linear regression, discrete and continuous statistical distributions, correlation, statistical hypothesis testing and chi-squared tests. These are all extremely useful techniques for students who may need to do statistical analysis of data in other subjects or in the future.

The combination of the techniques studied in pure mathematics, and their application in statistics and mechanics allow students to use mathematics to model some quite sophisticated real-life situations



and gain the satisfaction of predicting results that actually work, as well as appreciating the applicability and limitations of mathematical models.

## Assessment

Throughout the course, students will be set assignments on a regular basis, and are expected to consolidate classroom learning through further practice between lessons. In addition there will be formal assessments at appropriate intervals conducted under examination conditions. External assessment is based entirely on four terminal examinations (two on pure mathematics and one in each of statistics and mechanics).

## Opportunities for enrichment

Students are invited to participate in the UK Senior Maths Challenge which takes place in November each year and is open to both Year 12 and Year 13.

Over recent years many Year 12 students have enjoyed the annual Maths Inspiration lectures at the Hexagon in Reading.

## What the students say

*"Further maths gave me the confidence and inspiration to take on maths at university."*

Contact for further information:

**Mrs S Gibbs, Assistant Headteacher,  
Strategic Head of Mathematics**

# Using and Applying Mathematics



## Why study Using and Applying Mathematics?

U&A Mathematics is a new course designed for post-16 students who want to continue studying mathematics but not at A level. This new mathematics qualification will help you retain, deepen, and extend your mathematical skills to be better prepared for higher education and employment.

The qualification merits UCAS points the same as AS level and will be completed in one year.

U&A Mathematics will help you understand and apply clear mathematical reasoning to real-life problems, analyse and interpret data in various contexts and confidently deal with everyday financial mathematics. This course includes a financial management element helping you to understand the impact of interest rates on loans and investments.

These practical mathematical skills will also help you with other A level subjects such as sciences, geography, business studies, psychology and economics.

Universities have already come out in strong support of U&A Mathematics qualifications (generally known as "Core Maths"); even subjects such as history now recognise the importance of the statistical and critical analysis and problem solving skills learned on this course. Employers from all different sectors are also firmly behind U&A Mathematics qualifications. Many roles in today's workspace require high levels of budget management and problem-solving skills which are valuable assets in today's working environment. U&A Mathematics will help equip you with these skills.

## Background Needed

You will need a grade 5 or above in mathematics at GCSE. An aptitude for, and interest in problem solving and using mathematics in real life contexts will enable you to attain the higher grades in this course.

## Course content

Building on skills from GCSE we look at calculating with percentages, such as interest calculations and Retail Price Index and Consumer Price Index. Data analysis techniques are used to summarise and compare data sets. Estimation is an enjoyable and practical topic that uses the technique of Fermi Estimation to come up with rough estimates of complex problems based on assumptions, such as the amount of water needed to supply a town.



Maths for Personal Finance covers interest on loans and savings, and specifically how mortgages and student loans work. For the second paper we study Critical Analysis, in which we look at a set of calculations that have been done and consider the validity of assumptions and conclusions that have been made. Further statistical techniques are studied including using the Normal Distribution, calculating correlation coefficients, linear regression, and confidence intervals.

## Assessment

We are studying the course from AQA entitled Level 3 Mathematical Studies (1350). This is examined through two terminal papers. There is no coursework.

## Opportunities for enrichment

Over recent years many Year 12 students have enjoyed the annual Maths Inspiration lectures at the Hexagon in Reading.

Contact for further information:

**Mrs S Gibbs, Assistant Headteacher,  
Strategic Head of Mathematics**



# GCSE Mathematics Resit



## Background needed

Students should have followed a GCSE course in Mathematics in order to enter as a re-sit candidate. We are following the Edexcel Mathematics course but students who have previously been entered for other examination boards may be accommodated, subject to the agreement of the Head of Subject. A commitment to achieving a grade 4 or higher in the subject is definitely required.

## Course content

Students will sit three examinations in the November and/or summer series. The assessments will cover the following content headings:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Two tiers are available: Foundation and Higher (content is defined for each tier).

Each student is permitted to take assessments in either the Foundation tier or Higher tier.

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. All three papers must be at the same tier of entry and must be completed in the same assessment series.

## Assessment

- Paper 1 is a non-calculator assessment.
- Paper 2 and Paper 3 are calculator papers.
- Each paper is 1 hour and 30 minutes long and contains 80 marks.

*Please note that examination results for the November series are not released until the following January. Students will need to continue attending lessons in the interim in case they need to be re-entered for the examination in the summer series.*

Contact for further information:

**Mrs S Gibbs, Assistant Headteacher,  
Strategic Head of Mathematics**

# Music

## Why study music?

A music qualification is highly regarded in many occupational areas. Apart from leading to specialist careers in music and the arts, this qualification can highlight other attributes: the capability to work independently and as part of a group and the ability to show initiative as well as developing practical and academic skills. The Edexcel syllabus is popular because of its variety, it covers all the key musical skills and involves a wide range of musical styles from classical to pop, rock to opera and jazz to world music. The course is suited to anyone who has a keen interest in creating and listening to different styles of music and who wishes to broaden their experience and deepen their understanding of both live and recorded music.

## Background needed

At the start of the course the ability to play an instrument to at least grade 5 is essential for the practical demands of the course. Candidates who can read music and who have at least a GCSE grade 5 in music are more likely to succeed at A level.

## Course content

### Unit 1 - Performing

The purpose of this component is to assess students' performing skills in a solo and/or ensemble context. They will be given the opportunity to rehearse and refine performances on their chosen instrument or voice, developing technical control, expression and interpretative skills in both year 12 and 13. They will regularly complete practice performances and receive feedback using the Edexcel mark scheme.

### Unit 2 - Composing

Year 12

Students will start to create a "composer's toolkit" by completing short composition tasks in different styles, learning about different melodic and harmonic features and 4-part SATB writing. Students will start working on their free composition.

Year 13

Students will complete their free composition and chorales (4-part SATB).

### Unit 3 - Appraising

Year 12

Students will start the course by studying the elements of music in detail and learn the key terminology associated with element and the set works.

Year 12 and 13

Across the two years, students will study six different areas of study each containing three set works. They will analyse each of the pieces and listen to a variety of pieces related to the set works.

Areas of study:

1. Vocal music
2. Instrumental music
3. Music for film
4. Popular music and jazz
5. Fusions
6. New directions

## Assessment

### Performing (30%)

Students have to perform (either solo and/or ensemble) for a minimum of eight minutes at A level. The expected standard level is grade 7.

### Composing (30%)

Students must compose two pieces, one in response to the free choice brief/free composition and one in response to a brief assessing technique. The two pieces must have a combined duration of at least six minutes.

### Appraising (40%)

The content of musical elements, musical contexts and musical language is taught through the context of six areas of study, each containing three set works. This is assessed through a 2 hour written exam.

## Opportunities for enrichment

The Music Department regularly organises trips to see concerts and musicals to enrich the students' learning. As an A level music student, it is expected that you will regularly participate in at least one extra-curricular activity at school each week. This could be as a performer, a conductor, an accompanist or a coach for the younger years activities. There are plenty of extra-curricular opportunities to choose from and you are encouraged to start your own groups too. Our extra-curricular programme includes: senior and junior bands, samba band, choir, woodwind and strings groups, and brass band. A level music students are also expected to perform in the termly concerts.

## What the students say

*"A level is very different to GCSE Music. It requires more independent study and there are lots more opportunities for developing your performing skills..."*

*"You get to do a whole range of different activities for A level music. You learn about different musical influences and learn new skills. There is a wide choice of music to study..."*

Contact for further information:

**Miss J Pitman, Head of Department**

# Philosophy & Ethics

## Why study philosophy, ethics and religion?

Philosophy, Ethics and Religion explores the way we view the world and how we understand human nature. Ethical issues dominate the newspapers and questions concerning the right and wrong way to behave are pertinent in every area of life. During lively lessons, students are encouraged to question, discuss and present their own arguments, comparing and contrasting these with the theories of great thinkers. The skills developed are applicable in careers such as medicine, law and business, as well as being valuable preparation for university.

This subject is also highly regarded by Russell Group universities.

## Background needed

Whilst it is a help, it is not necessary to have a GCSE in Religious Studies. Candidates will need at least a GCSE at Grade 4 in English. In addition to an interest in the subject, students will need to have a positive attitude towards background reading and developing a fluent essay writing style.

## Course content

### Year 12

In philosophy, students will appreciate ancient philosophical influences and then evaluate the success of several classical arguments for the existence of God. The authenticity of religious experience will be questioned and finally the challenge of the problem of evil will be explored. In Ethics, students will look at normative ethical theories and begin to apply these theories to contemporary moral dilemmas. Students will also discover Buddhist ideas about human nature and sources of religious authority.

### Year 13

Students will delve into the nature of the soul, mind and body, the possibility of life after death, the nature of God and issues surrounding religious language. In Ethics, the nature of ethical language will be analysed, alongside debates surrounding conscience and free will. Finally, students will explore the background of Buddhism and analyse a range of Buddhist world views.

## Assessment

Three examinations will take place at the end of the course, with each exam lasting two hours.

## Opportunities for enrichment

There is a wealth of excellent enrichment available to students on the internet, including access to original source texts and podcasts from philosophers. Regular exposure to current affairs is to be encouraged and A level students have been given the opportunity to attend a conference in Oxford Town Hall which enriches their study of philosophy, ethics and religion. In addition, a local Buddhist nun holds a seminar for students to enrich their understanding of religion.

## What the students say

*"Philosophy and Ethics helps you think about things in depth and gives you space to think about the reasons for your existence".*

*"Philosophy and Ethics is a subject that everyone can take part in... You learn things that are relevant to you either now or in the future. It is a fascinating subject".*

Contact for further information:

**Miss S Jones, Head of Department**





# Physical Education

## Why study physical education?

A level PE allows students to explore a number of completely different aspects of sports participation. It is this breadth, together with the nature of the syllabus that allows us to offer a range of teaching and learning styles; students will often find themselves engaged in practical activity in order to further their understanding of theory. They will combine their practical performances, in one chosen activity, with academic assessments in pursuit of a strong overall grade. Our large indoor sports hall, two designated classrooms and an AstroTurf pitch provide for a thoroughly enjoyable learning experience. A level physical education is recognised by all Universities as a scientific-academic qualification and is particularly useful in the pursuit of places on sports science, physiotherapy and sports related teaching courses.

## Background needed

A grade 4 (or better) is required in GCSE PE or a grade 4 (or better) in GCSE Combined Science and a letter of recommendation from an individual or team coach stating that you participate in a sport at an advanced level. A level Physical Education is an academic qualification. Prospective students must be regular participants in at least one competitive activity.

## Course content

The syllabus currently has three strands, each of which allows students to study an entirely different aspect of sports participation and surrounding issues. The contemporary studies module offers students the chance to explore a range of issues surrounding the modern day sporting world. It is during this time that students will consider sociological elements such as football hooliganism and sponsorship and their impact on the development of selected, high profile sports. Physical Education students will also study anatomy and physiology. Following a brief section based around the workings of the bones and muscles in the human body, movement analysis projects become prevalent. The Acquisition of Skill component of the syllabus focuses upon how humans learn. In particular, students will consider the coaching methods and learning environments that are beneficial to particular groups of individuals in a sporting context. In the History of Sport component students will consider the factors in the development of several different competitive sports. For example, the Industrial Revolution, associated developments in transport links and the need for a release from the monotony of working life are considered in relation to the development of

Association Football. Exercise physiology focuses on how the body prepares itself for and recovers from exercise. Sports psychology gives students an insight into how they can mentally prepare themselves for big events and ensure that peak physical conditioning is not undermined by anxiety and negative psychological factors.

## Assessment

Assessment of the course is completed by written examination, a formal analytical task and practical assessment of one chosen sporting activity.



## Opportunities for enrichment

A level physical education students will benefit from participating in a variety of sporting fixtures.

## What the students say

*"The PE A level was a fantastic experience; I really enjoyed it! The teachers were very enthusiastic and delivered lessons that were entertaining and fun. This subject is very enjoyable and I would certainly recommend taking it."*

*"I thoroughly enjoyed studying A level physical education, as it was an interesting, but challenging subject, taught by a team of enthusiastic and lively teachers."*

Contact for further information:

**Mr J Flynn, Head of Department**

# Physics

## Why study physics?

Physics is the most fundamental of all of the Sciences. The work covered at A level will allow you to understand and analyse the most important fundamental questions about how the universe functions from the tiniest sub-atomic particles to the largest supernova and the heaviest black holes. A background in physics is a springboard to many careers, from chocolate production to cosmology, from financial services to engineering. Additionally, an A level in physics is an affirmation of a sound intellect for many other courses, such as medicine, and research suggests that students with physics A levels will more likely enter higher wage professions upon entering the world of work.

## Background needed

The most important attributes for a good physics student are an inquisitive mind and a desire to learn more about the world around us. You should have gained a grade 5 or above in GCSE Physics or Combined Science. Importantly, you should be numerate and have also gained a grade 6 at GCSE mathematics. You will be at an advantage if you are also studying mathematics at A level, and indeed most university courses that require physics, would need mathematics also, such as engineering or physics itself.

## Course content

### Year 12

Students will build on the material already covered at GCSE. Students will be re-introduced to forces and mechanics, but this will be studied in more depth, and be required to analyse more complex situations. Students will also develop their understanding about how electric circuits work and be introduced to new ideas, linked to engineering, regarding the behaviour of materials. Topics such as waves and atoms will be studied with links being made between these subjects through particle and quantum physics.

### Year 13

Students will study further mechanics topics that are necessary to explain the natural world such as simple harmonic motion and circular motion. Magnetic and electric fields will also be studied and related to how particle accelerators work. Further work on gravitational fields will help explain the motion of the planets and stars. The topic of thermodynamics will be covered as well as how  $E=mc^2$  can be used to explain the processes of nuclear fission and nuclear fusion, the latter of which will be linked to the life of a star, and evolution of the Universe.

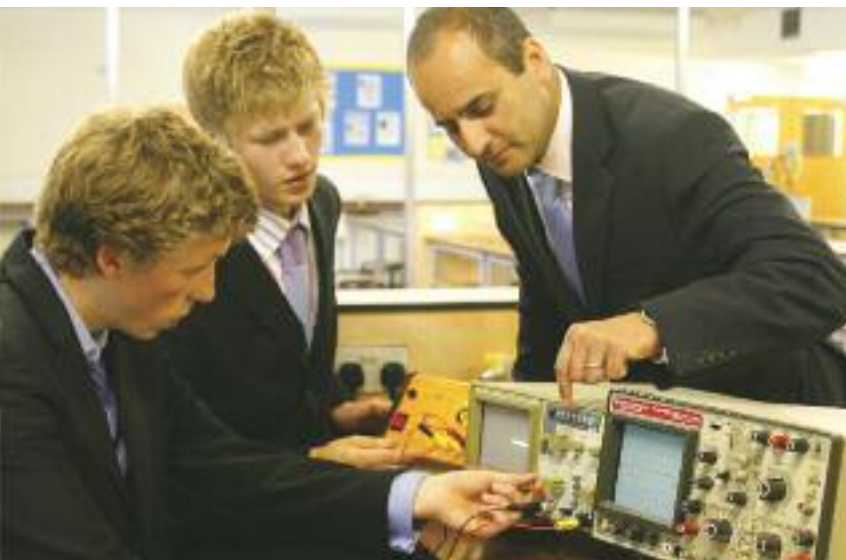
There is an optional unit that can be chosen during the second year of the course. In previous years, students have opted to follow the Astrophysics or Engineering Physics unit. Throughout the course, links between different areas of the syllabus become more apparent.

## Assessment

For A level, students will sit three two-hour examinations. They will consist of a variety of multiple choice questions as well as questions that require short and long answers.

## Opportunities for enrichment

Students have in the past taken part in a variety of extra-curricular visits, such as to the Large Hadron Collider at CERN and the Medical Physics department at the Royal Berkshire Hospital. Students have been encouraged to lead on extra-curricular clubs, such as engineering club.



## What the students say

*"Every lesson I come out thinking 'wow' "*

*"Melting glass and ice, blowing up capacitors, firing guns: What more do you want?"*

Contact for further information:

**Mr J D'Cruz, Head of Faculty**



# Product Design

## Why product design?

With a qualification in product design you could go on to higher education, further education in a very broad range of degree courses or work in the design, engineering, or manufacturing industries. Former students who have followed this course now work in such diverse industries as jewellery, formula one car design, general automotive design, domestic products, interior design, electronic goods, architecture and special effects design and manufacture.

## Background needed

Students will require five grades 4 or above at GCSE or equivalent. Other subjects which would go well with design & technology are physics, mathematics, art or other subjects that involve creativity or a problem solving approach. The AQA product design (3-D design) specification builds on the experience of GCSE and allows you to further your studies through product design. You will have the opportunity to study, propose and realise prototype solutions to designing and making opportunities closely linked to the real world of product manufacture.

## Course content

The AQA product design course is a linear course students will study for two years. During the first year they will start an NEA, (Non Examination Assessment), worth 50% of the final A level. This project is based on a design context set by the examination board. In the second year students complete a second NEA but this time have the freedom to design and make a product of their own choosing. The final 50% of the marks are available in two equally weighted two hour final examinations. 15% of the examinations will refer to scientific and mathematical questions. The examinations are a mixture of short answer questions, multiple choice, extended responses, product analysis based on visual images of products and two extended response questions based on commercial manufacturing questions.

It is possible for a student to finish the course a year earlier and complete a terminal AS examination but this option will be tailored to the needs of the individual rather than the majority.

## Assessment

Both the Non Examination Assessments are substantial design and make tasks, worth 100 marks each, they should take 40 hours of work to complete. Assessment is split between exploration, designing, making and evaluation.



## Opportunities for enrichment

Additional classes and opportunities are offered after school. On most Tuesdays and Thursdays, open workshop sessions allow students to continue with their work. On Wednesdays, an optional one hour taught session prepares students for examination success, with past paper questions and analysis.

Although it is a new course it broadly follows the previous syllabus and the department is well equipped to teach the new course and adjust to deliver the new content expected in the courses evolution. The sentiment given by the student who wrote this still rings true.

## What the students say

*"The subject is a hard but enjoyable course in which you learn new skills that you can use in the future. It is such a broad subject where you get to learn about products in the market place and ways the market works. The development of products and the factors that need to be taken into place for the product to suit the market place. The course gives you a range of general knowledge and skills that you can use with many other subjects you may take in the Sixth Form."*

Contact for further information:

**Mr J Nash, Head of Department**



# Psychology

## Why study psychology?

Psychology is the scientific study of the mind and human and non-human behaviour. Psychologists observe and conduct experiments to find out more about the way people act and interact. They try to understand what motivates, challenges or changes us and use this understanding to help us tackle personal and social problems. If you study psychology you'll be able to hone your analytical and organisational skills and learn about scientific research methods, including collecting and working with data.

Learning about human behaviour can also help to build your communication skills and improve your teamwork and leadership skills. Psychology is useful for any job that requires lots of interaction or an understanding of human behaviour and development.

People with skills in psychology are sought after in business, management, teaching, research, social work and careers in medicine and healthcare.

Psychologists can work in social care, mental health, education, business, research and sports.

## Background needed

Psychology A level is scientific and research based. It requires a good understanding of biology and a willingness to develop this further. It involves the use of mathematics and the ability to read around topics (a mixture of scientific and other research texts). It also involves writing academic essays.

Typically, students will have:

Grade 4 in English Language or Literature

Grade 4 in Mathematics

Grade 4 in Single Science or Combined Science

## Course content

Students will follow the A level AQA specification linear programme. The A level consists of three papers. The following content will be covered over the two years:

### Paper 1

Introductory Topics in Psychology:

- Social Influence
- Memory
- Attachment
- Psychopathology

### Paper 2

Psychology in Context:

- Approaches in psychology
- Biopsychology
- Research methods with inferential statistics

### Paper 3

Issues and debates and other options:

- Psychology of relationships
- Forensic psychology
- Schizophrenia
- Issues and debates

## Assessment

- Students will be examined on each paper. Each written exam will be two hours, 96 marks in total and each paper is worth 33.3% of the A level. The paper will consist of each topic and they are assessed out of 24 marks.
- Questions will consist of multiple choice, short answer and extended writing.
- The skills that will be assessed are knowledge/understanding, analysis/evaluation and application.
- Paper 1: Introductory Topics in Psychology  
Paper 2: Psychology in Context  
Paper 3: Issues and Options in Psychology

## Opportunities for enrichment

Behind Bars conference will give the opportunity for students to enhance their understanding of criminal behaviour with talks from ex-offenders, prison wardens and a forensic psychologist. Furthermore, visits to museums, universities and listening to key speakers will bring psychology to life.



Contact for further information:

**Mrs P Moon, Head of Department**

# Sociology with Criminology

## Why study sociology with criminology?

Sociology is the study of human societies. Sociologists ask questions such as why do people behave in the way that they do? Why do some individuals break society's rules? How are societies held together and broken apart? Sociology is a new subject for most candidates, providing them with analytical skills to enable them to apply sociology to an understanding of modern societies and their own experiences. It deals with issues that are relevant and interesting and it broadens students' understanding of their world and their place within it. Sociology provides a good preparation for many careers. Criminology, in particular, is a new and interesting area which many students like to pursue at university and into the work place.

## Background needed

No previous study of Sociology is required, but applicants need to read widely, take an active interest in current issues and be able to write essays fluently. Candidates must have at least a grade 4 in English language or English literature.

## Course content

### Year 12

The topics studied in year 12 will include families and households, which will address issues such as: Why is divorce on the increase? Why are more people wanting to live alone? and How might the family be harmful to its members? The study of the education system includes: What are schools for?, Why do girls out perform boys? and Does home life influence achievement? The study of sociological methods within the education unit involves exploring how sociologists conduct research and how they collect the evidence which they then use to inform their research.



### Year 13

The topics studied will include: Beliefs in society, which will address issues such as Why do people join sects and cults?, Why is church attendance declining? and Is there a future for religion? The study of crime, deviance and criminology includes: Who commits crime and why?, How can the media increase crime rates? and Can crime statistics be trusted? Theory and methods will underpin the study of units in year 13.

## Assessment

There are three examinations at the end of year 13: Paper 1 (X2 hours): Education with Theory and Methods  
Paper 2 (X2 hours): Families & Households; Beliefs in Society  
Paper 3 (X2 hours): Crime and Deviance (Criminology) with Theory and Methods.

## Opportunities for enrichment

Sociology students are encouraged to visit Reading Crown Court, which provides them with an interesting and informative insight into how the British Criminal Justice System operates. They can watch real cases taking place! This trip compliments the Crime, Deviance and Criminology unit which is studied in year 13. We also often invite guest speakers into school as part of the Beliefs in Society unit in year 13.

## What the students say

*"I have thoroughly enjoyed studying sociology... the topics have all been interesting and I plan to study sociology with psychology at university."*

*"I would recommend studying Sociology as you'll learn how people interact with each other in society, along with all sorts of unusual facts and theories about human behaviour."*

Contact for further information:

**Mr B Garner, Head of Department**

# Spanish

## Why study Spanish?

Speaking and understanding another language is an invaluable skill which can be useful in many ways throughout life. In the future, you will be competing for jobs on a European and world level and your knowledge of another language and culture will really make you stand out. Students who have studied Spanish at A level go on to have careers in a variety of sectors including teaching, translating, sales and marketing, travel & tourism, journalism, fashion, work in the foreign office or secret service, interpreting, banking.

Spanish is the second most widely-spoken language in the world with over 400 million speakers. It's also one of the most spoken languages in Europe. Being able to speak Spanish can provide you with numerous academic and career opportunities. It will provide you with the opportunity to work and travel in Europe, Central and South America, and other Spanish-speaking countries. Through learning the language, you will be able to access the Spanish and Latin American cultures, which are rich in areas such as dance and literature.

Language skills alone are already an advantage in potential employers' eyes, but Spanish even more so, as it's so widely spoken. Many British and American companies conduct business in Spanish-speaking countries, and with over 30 million Spanish speakers in the US alone, it's a great skill to have if you're looking to work abroad.

South America is a huge agricultural producer, producing a large quantity of the world's coffee, sugarcane and bananas. Being able to speak Spanish could open up opportunities to work for global export companies. Similarly, in Spain, the manufacturing and textile industries are strong, providing further opportunities.

## Background needed

In order to cope with the rigours of A level Spanish some linguistic competence is essential, but it is not the preserve of the most able linguists. We expect students to have gained at least a grade 5 at GCSE but also a passion for language and meaning and a desire to experiment with new vocabulary and grammar. You will need to be disciplined in working independently as well as collaboratively and have an ability to commit language to memory accurately.

## Course content

We have opted for the AQA A level course. Students must study the following themes and sub-themes in relation to at least one Spanish-speaking country

- Aspects of Hispanic society
- Multiculturalism in Hispanic society
- Artistic culture in the Hispanic world
- Aspects of political life in the Hispanic world.

In addition,

- Literary texts and films

Students must study either one text and one film or two texts. Abridged editions should not be used. Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where Spanish is spoken. They must select relevant information in Spanish and demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

Finally,

- Various aspect of the Spanish grammar.

## Assessment

Assessment objectives (AOs) are set by Ofqual and are the same across all A level Spanish specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives.

AO1: Understand and respond:

- in speech to spoken language including face-to-face interaction
- in writing to spoken language drawn from a variety of sources.

AO2: Understand and respond:

- in speech to written language drawn from a variety of sources
- in writing to written language drawn from a variety of sources.

AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.

AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

Across assessment objectives AO1 and AO2, no more than 10% of the total marks for the qualification may be used for responses in English, including translation into English.

## Opportunities for enrichment

Looking at work experience or exchange with schools in Spain.

Contact for further information:

**Mr G Raso, Head of Department**



# Theatre Studies

## Why study theatre studies?

Our specification inspires students to become independent theatre makers with the skills they need to go on to higher education, whether that is to study a course in drama and theatre or another subject. It is varied, demanding and very rewarding, encouraging you to develop your own interests and skills relating to the world of theatre. Past students have gone on to Oxford, Cambridge, Bristol Old Vic Theatre School, Central School of Speech and Drama and Goldsmiths University, London, to name but a few of the institutions that acknowledge the merits of this course. Career paths are as varied as acting or directing, lighting and sound technicians, teaching, working in the media, in personnel, or management – all careers where employers value the confidence and maturity this course engenders.

We want students to have an inspiring experience of A level Drama and Theatre. This qualification emphasises practical creativity alongside research and theoretical understanding. Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically and devise and work on performances.

Students choose to develop as a:

- performer
- designer (lighting, sound, set, costume, puppets)
- director
- combination of these.

This qualification is linear. Linear means that students undertake all non-exam assessment (NEA) in the certification year and sit the written exam at the end of the course.

## Background needed

Applicants should have good literacy skills, as well as a genuine interest in the study of plays and theatre. Applicants should have a minimum Grade 4 in English language or literature. GCSE drama is highly desirable, but not essential. A good work ethic is of prime importance, as is a commitment to group practical work. Visits to the theatre and rehearsals out of school hours will be regular features of this course.

## Course content

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The subject content for A level Drama and Theatre is divided into three components:

1. Drama and theatre
2. Creating original drama
3. Making theatre

In the practical components students may specialise in performing, lighting, sound, set, costume, puppets and/or directing.

## Assessment

There is one three hour examination, one devised piece, a working notebook, performance of an extract and a reflective report at the end of Year 13

## Opportunities for enrichment

Involvement in extra-curricular drama is a key feature of life for Theatre Studies students at Maiden Erlegh School. They can expect to become involved in all or some of the following: school production, visits to theatres and from theatre companies, backstage tours and workshops with professional actors, helping out and/or running lower school drama and directing clubs, assisting in drama lessons.

## What the students say

*"Theatre Studies is hard work, yet the teaching methods and the teachers make the course fun and accessible for the individual."*

*"I did Drama at Maiden Erlegh and am now studying at Oxford University. Theatre studies was fun, exciting and character building."*

Contact for further information:

**Ms I Pravda, Head of Department**



# Examination Results Summer 2018

## A Level and BTEC

Subject	Entries	A*	A	B	C	D	E	U	% A - E	% A & B
Art & Design	5	0	0	3	1	1	0	0	100.0	60.0
Biology	46	2	11	6	15	7	5	0	100.0	41.3
BTEC Applied Forensic Science	4	0	1	0	3	0	0	0	100.0	25.0
BTEC Business	6	0	0	0	4	0	1	1	83.3	0.0
BTEC Creative Digital Media	6	0	2	0	4	0	0	0	100.0	33.3
Business Studies	54	1	5	13	18	9	5	3	94.4	35.2
Chemistry	37	0	4	10	7	7	7	2	94.6	37.8
Chinese	1	0	1	0	0	0	0	0	100.0	100.0
Computer Science	3	0	2	0	1	0	0	0	100.0	66.7
Design & Technology	8	0	0	2	4	1	1	0	100.0	25.0
Economics	25	2	6	7	8	2	0	0	100.0	60.0
English Language	28	0	3	7	8	9	1	0	100.0	35.7
English Literature	15	2	5	2	1	4	1	0	100.0	60.0
Fine Art	5	0	4	1	0	0	0	0	100.0	100.0
French	3	0	1	1	1	0	0	0	100.0	66.7
Further Mathematics	7	2	3	1	1	0	0	0	100.0	85.7
Geography	31	1	2	12	11	5	0	0	100.0	48.4
German	1	0	1	0	0	0	0	0	100.0	100.0
History	19	2	4	8	4	1	0	0	100.0	73.7
Information Technology	9	0	0	1	3	2	1	2	77.8	11.1
Mathematics	65	7	20	18	7	8	3	2	96.9	69.2
Media Studies	10	0	1	4	2	2	1	0	100.0	50.0
OCR Cambridge Technical in IT	4	0	0	0	2	0	0	2	50.0	0.0
Photography	9	0	0	3	4	2	0	0	100.0	33.3
Physical Education	11	0	0	4	0	3	3	1	90.9	36.4
Physics	28	1	8	7	3	4	5	0	100.0	57.1
Polish	1	0	1	0	0	0	0	0	100.0	100.0
Religious Studies	24	0	7	13	1	2	1	0	100.0	83.3
Sociology	85	10	22	25	17	8	3	0	100.0	67.1
Theatre Studies	4	1	0	1	2	0	0	0	100.0	50.0
<b>Totals</b>	<b>554</b>	<b>31</b>	<b>114</b>	<b>149</b>	<b>132</b>	<b>77</b>	<b>38</b>	<b>13</b>	<b>97.7</b>	<b>53.1</b>

**Percentage pass rate 97.7%**

**Percentage of grades at grade A and B 53.1%**



# Notes





# Notes





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