Archbishop Tenison's CofE High School Sixth Form



Course Guide 2027

CONTENTS	Page
ADMISSION CRITERIA	3
CURRICULUM	4
HOW DO I APPLY	4
IMPORTANT DATES	4
COURSES A-LEVELS:	
ART AND DESIGN	5
BIOLOGY	5
BUSINESS	6
CHEMISTRY	6
CLASSICAL CIVILISATION	7
COMPUTER SCIENCE	7
DESIGN TECHNOLOGY	8
DRAMA AND THEATRE STUDIES	8
ECONOMICS	9
ENGLISH LANGUAGE	9
ENGLISH LITERATURE	10
EXTENDED PROJECT QUALIFICATION	10
FRENCH	11
GEOGRAPHY	11
GERMAN	12
HISTORY	12
MATHEMATICS	13
FURTHER MATHEMATICS	14
PHOTOGRAPHY	15
PHYSICAL EDUCATION	15
PHYSICS	16
POLITICS	16
PSYCHOLOGY	17
RELIGIOUS STUDIES	17
SOCIOLOGY	18
VOCATIONAL:	
LLS (BTEC LEVEL 3) NATIONAL EXT. DIPLOMA IN SPORTS COACHING & DEVELOPMENT	19
MUSIC	20
GENERAL INFORMATION	20

ADMISSION CRITERIA

In addition to the places for students from Archbishop Tenison's, in September 2027 there will be at least 50 places available to Year 12 students from other schools. Places in the Sixth Form are open to all who have reached the required entry-level standard for each course as stated below.

The Sixth Form offers a comprehensive range of AS and A-Levels. Admission to the Sixth Form is as follows:

- A minimum of 5 GCSEs at grade 6 is required to have a free choice of A-Level courses. We would anticipate that you would achieve a minimum of GCSE grade 5 in English Language and Mathematics.
- Students will be expected to achieve at least a grade 6 in the subjects they choose to take and this will be applied rigidly to Mathematics, the Sciences and Modern Foreign Languages.
- To study Computer Science you need to have achieved a grade 6 in Mathematics.
- You will need a grade 6 in Mathematics to study Mathematics and a grade 7 in Mathematics to study Further Mathematics.
- Vocational – A minimum of 5 grade 4s at GCSE/ equivalents are required.

These requirements are fixed for the September 2027 entry and will be applied consistently and fairly in all cases.

If there are more applicants who have met the academic criteria than places available, places will be offered according to the following criteria:

1. Looked After Children/Previously Looked After Children – with supporting evidence from their Local Authority (as defined in Note 1 below)
2. Those who submit their application for a place by the published deadline.
3. In the event of there being more applicants than places available in any of the criteria 1 and 2 listed above, the places will be offered to those who live closest to the school, measuring a straight line from the centre of the child's home address to the designated entrance(s) of the school using a computerised measuring system (GIS) and geographical reference points as provided by the National Land and Property Gazetteer (NLPG). Those living closer to the school will receive higher priority. If a child lives in a shared property such as flats, the geographical references will determine the start point within the property boundaries to be used for distance calculation purposes. Where the distance is identical for two or more applicants, the drawing of lots is used as a final arbiter. This will be independently verified.

Waiting Lists

In the event of oversubscription, the school would operate a waiting list system, and those who are unsuccessful in their application will be offered the opportunity to have their child's name placed on the waiting list. Any additional application received will require the list to be ranked again, in line with the published oversubscription criteria and places will be allocated according to the priorities described above. The waiting list for Sixth Form will be maintained for one term after September 2027.

Appeals

Parents who are not offered a place for their child at Archbishop Tenison's CE High School Sixth Form, have the right to appeal to an independent Appeal Panel. Parents wishing to appeal against the decision of their child not being offered a place should request an Appeal Pack from the Sixth Form Admissions Officer at the school in writing, either by letter or email, stating the child's full name, date of birth and postal address. Should some appeals be unsuccessful, the Governing Body will not consider further applications from those parents within the same academic year unless there have been significant and material changes in their circumstances.

Note 1

A 'Looked After Child' *is a child who is (a) in the care of a Local Authority, or (b) being provided with accommodation by a Local Authority in the exercise of their social services functions (see definition in section 22(1) of the Children Act 1989) at the time of applying to the school.*

A 'Previously Looked After Child' *is a child who was looked after immediately prior to being adopted, including Internationally Adopted Previously Looked After Children (IAPLAC), or who became subject to a child arrangement order under the Children & Families Act 2014, or special guardianship order.*

The Governors will require written confirmation (e.g. through written confirmation from the Local Authority) that the child is looked after, or previously looked after, and will be so at the time of making an application to the school.

CURRICULUM

Students at Archbishop Tenison's are encouraged to choose between two pathways, the traditional A-level or the vocational pathway (though the timetable does allow for a mixed economy where there is a good reason) Courses should be chosen to fill 3 out of the 5 options blocks. The most academic can then choose a fourth if they wish and everyone else is encouraged to take an EPQ or D of E award or other enrichment activity that will enhance their CV and UCAS applications.

AS / A-LEVEL
Art and Design
Biology
Business
Chemistry
Classical Civilisation
Computer Science
Drama and Theatre Studies
Economics
English Language
English Literature
French
Geography
German
History
Mathematics & Further Mathematics
Politics
Photography
Physical Education/LLS
Physics
Psychology
Religious Studies
Sociology

VOCATIONAL
Music
Extended Project Qualification (EPQ)
Duke of Edinburgh

HOW DO I APPLY?

The Sixth Form operates an open-door policy for applicants. Students can make an application online via archbishop Tenison's website:
www.archten.croydon.sch.uk

We advise students to apply in the autumn term in order to secure a conditional offer, but there is no set deadline.

The application will give space for students to indicate their subject preferences. We advise you to read the curriculum section earlier on this page. In general, we advise students to choose 3 option blocks worth of subjects and only one can be in each option block. If your choices are not available, then please do make a note as it may become available as the timetable develops.

All who accept a conditional offer are invited to our Insight week, which usually takes place in July. This is a great opportunity for students to meet each other, take part in Sixth Form style lessons, team building activities and be prepared to make the strongest start possible in Year 12.

Just before the Autumn Term begins, and after GCSE results are published, students attend for enrolment when they finalise their choice of subjects. By involving potential students in this comprehensive process, we hope that they select the right course/subjects that match their particular needs and skills. Guidance is offered at all stages in the process – at the Open Evening, at Interview, at the Subject Choice Evening, at Induction and at Enrolment.

IMPORTANT DATES

SIXTH FORM OPEN EVENING
Thursday, 15th October 2026

APPLY BETWEEN
16th October 2026 and April 2027

SUBJECT CHOICE EVENING
Spring 2027

INTERVIEWS FROM
November 2026 through to April 2027

CONDITIONAL OFFERS MADE FROM
November 2026 through to May 2027

INSIGHT WEEK
Early July 2027

GCSE RESULTS
Thursday, 19th August 2027

ART AND DESIGN

INTRODUCTION

Students are prepared for the WJEC A-Level course and examination. A stimulating working environment is created to encourage students to develop their own original ideas and build their strengths.

EXPECTATIONS

Students should possess a high level of personal commitment and are expected to undertake assignments in their own time which complement and run parallel to classwork. They are expected to attend Life Drawing classes which are held after school hours. There will also be further workshops organised for A-Level students.

COURSE CONTENT

The aim is to improve students' visual perception and general level of awareness. Research, investigation and experimentation are all vital components of the course. Students will explore 2D and 3D practical processes including drawing, painting, sculpture, printmaking, photography and a variety of new media. Students are given in-depth tuition on practices and techniques.

ASSESSMENT

Examining Body: Eduqas

A-Level

There are 2 components for the A-Level course.

Component 1: Personal Investigation (60%). This consists of two integrated constituent parts:

1. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance.
2. An extended written element of 1000 words minimum, which may contain images and texts using appropriate specialist vocabulary and which must clearly relate to your practical and theoretical work.

Component 2: Externally Set Assignment (40%). This externally set assignment will be released to learners on 1st February (in the second year of the course) and will consist of a series of visual and written stimuli which will be presented to the learner on this date for them to start their preparatory work leading up to a 15 hour examination which will all be completed for the end of May deadline.

BIOLOGY

INTRODUCTION

This course is an excellent foundation (and indeed essential) for further study of biology, biomedical science, medicine, botany, veterinary science, dentistry, physiotherapy and related subjects such as pharmacy and pharmacology. This course also provides a valuable education if you take biology no further but wish to pursue further education, as it is a highly respectable academic course that teaches you the importance of planning, investigation, problem solving and research.

EXPECTATIONS

Students will be expected to work independently and collaboratively and will need to understand the bigger biological picture, recognising and understanding the connections across all biological topics. This course is about understanding the core concepts and acquiring key scientific skills that are essential to being successful in many walks of life.

COURSE CONTENT

The content is split into eight teaching topics. These topics build on the knowledge and understanding brought from GCSE Biology/Science.

Topic 1 - Lifestyle, health and risk
Topic 2 - Genes and health
Topic 3 - The voice of the genome
Topic 4 - Biodiversity and natural resources
Topic 5 - On the wild side
Topic 6 - Infection, immunity and forensics
Topic 7 - Run for your life
Topic 8 - Grey matter

There is a 'Practical Endorsement' in Biology which is based on a series of practical experimental skills that is essential for students going on to do any Science or engineering subject. Though itself a pass/fail non-examination assessment, the skills developed will be assessed in the exam.

ASSESSMENT

Examining Body: Edexcel

A written paper lasting 2 hours, worth 33.3% of the A-Level Grade (100 marks). Topics 1-4, 5 and 6, and some AS topics. Experimental methods (including questions on core practicals)

Paper 2

A written paper lasting 2 hours, worth 33.3% of the A-Level grade (100 marks). Topics 1-4, 7 and 8 and some AS topics. Experimental methods (including questions on core practicals)

Paper 3

A written paper lasting 2 hours, worth 33.3% of the A-Level grade (100 marks). General paper assessing topics across the AS and A-Level qualifications. Questions on a pre-release article. Experimental methods (including questions on core practicals).

FUTURE OPPORTUNITIES

Biology is a versatile subject to study. It is a good starting point for your career in Medicine **(UCL, Southampton, Queen Mary (London), King's College London and Edinburgh University all require an A-Level in Biology),** laboratory work, ecology, nursing and biotechnology; it is also a good base for non-science careers.

BUSINESS STUDIES

INTRODUCTION

Working for a large multinational company, or setting up your own business: either choice means you will need to understand how different business functions are interleaved and work. UK businesses constantly evaluate how to respond to external shocks and to overcome any persistent internal weaknesses.

The significantly updated new AQA A-level Business Studies course (7138) teaches business theory with 21st century industries in mind, such as UK business' ethical dilemmas and digital technology challenges. Developing transferable skills include yet are not limited to MS Office, group work including pitch presentations to their peers.

EXPECTATIONS

This A-Level course enables you to:

- Evaluate how and why the objectives and activities differ across UK industries
- Explore how UK businesses compete for business growth in globalised markets

COURSE CONTENT

- 3.1.1 Business and objectives
- 3.1.2 Forms of business and stakeholders
- 3.1.3 Marketing management
- 3.1.4 Financial management
- 3.2.1 People management
- 3.2.2 Operations management
- 3.2.3 Managing business culture
- 3.3.1 Business and society
- 3.3.2 Business and the external environment
- 3.3.3 Strategy
- 3.3.4 Change

ASSESSMENT

Examining body: AQA

A-Level: Paper 1: Business 1

Written exam: 2 hours. 100 marks in total. 33.3% of A-level. Two case studies; each one will be followed by five compulsory questions worth 45 marks in total.

Paper 2: Business 2

Written exam: 2 hours. 100 marks in total. 33.3% of A-level. Two case studies; each one will be followed by five compulsory questions worth 45 marks in total. Next higher-order topics and P1 syllabus assessed.

Paper 3: Business 3

Written exam: 2 hours. 100 marks in total. 33.3% of A-level. Two case studies. Each case study will be followed by five compulsory questions worth 45 marks in total. Using next layer of higher-order topics based on syllabus assessed in P1 & P2.

FUTURE OPPORTUNITIES

This course prepares for an impressive range of university degree courses and apprenticeships in Business and Management, Finance, Marketing or Digital Management. It is also an excellent preparation for immediate entry into the working world.

CHEMISTRY

INTRODUCTION

Vaccines! Smart materials! Nano technology! Chemistry is the basis for all these cutting-edge areas of our modern world. A-level Chemistry takes students on the next step of this journey to discover how the building blocks of our everyday lives can be manipulated to change history.

EXPECTATIONS

Whether in the classroom or working independently, the students will need to understand the bigger picture and recognise connections across the topics. This course is about understanding the core concepts and acquiring key scientific skills that are essential to being successful in many walks of life.

COURSE CONTENT

The content is split into six teaching modules.

Module 1 - Development of practical skills in chemistry
Module 2 - Foundations of chemistry
Module 3 - Periodic table and energy
Module 4 - Core organic chemistry
Module 5 - Physical chemistry and transition elements
Module 6 - Organic chemistry and analysis

There is a 'Practical Endorsement' in chemistry which is based on a series of practical experimental skills that is essential for students going on to do any Science or engineering subject. Though itself a pass/fail non-examination assessment, the skills developed will be assessed in the exam.

ASSESSMENT

Examining Body: OCR

Internal

- Regular testing and feedback
- Mock Examinations
- Regular homework

External

- Practical endorsement throughout the year

External examinations:

- Periodic table, elements and physical chemistry – 2 hours 15 mins (37% of A-Level) 100 marks
- Synthesis and analytical techniques - 2 hours 15 mins (37% of A-Level) 100 marks
- Unified chemistry - 1 ½ hours (26% of A-Level) 70 marks
- Practical endorsement – non exam assessment throughout the year

Can be taken as an AS level course in 1 year, by arrangement.

FUTURE OPPORTUNITIES

Chemistry is one of the most sought-after A-Levels there is, whether applying to study medicine, environmental sciences, pharmaceuticals or engineering, an A-Level in chemistry is often key. Chemistry can lead to careers travelling the planet to hunt for resources, to being part of teams developing new technology at companies like Tesla.

CLASSICAL CIVILISATION

INTRODUCTION

Classical Civilisation is the study of the history and culture of the ancient Greek and Roman world. The A-Level covers a wide range of study including the areas of literature, art, architecture, politics and philosophy.

COURSE CONTENT

The modules of the course are as follows:

Imperial Image in the Age of Augustus

The idea of a politician 'spinning' their public image is one which is very familiar from our contemporary media; so this exploration of a Roman politician and his successful propaganda campaign is highly engaging. Students will analyse the methods used by Augustus to promote various aspects of his character, including his role as a military, religious and moral leader of Rome and as a bringer of a new 'golden age'.

The World of the Hero: Homer's *'Iliad'* and Virgil's 'Aeneid'

The works of Homer are first major works of European culture. The epic poem, the *Iliad*, with its exciting narrative of gods and heroes, has been studied ever since its conception in ancient Greece. Reading the *Iliad* enables students to explore themes such as the nature of war and the characteristics of a hero. The *Aeneid* is a Roman epic which tells the story of the Trojans' escape from Greece following the events of the *Iliad* and the mythology of the founding of Rome. In reading the *Aeneid*, students will build on their understanding from the Imperial Image module in analysing how far the *Aeneid* worked as Augustan propaganda.

Greek Religion

Religion was an essential part of ancient Greek identity, playing a key role in society and all aspects of an individual's daily life. In this module, students will learn about religious ritual and the role it played in society. Students will also explore the nature of the gods and their relationship with mortals. Key to this is the depiction of the gods by Homer and Hesiod. Also included are the very different role of Mystery Cults, and the tensions caused by the rise of philosophical thinking.

WHY STUDY CLASSICS?

Studying Classical Civilisation complements many other A-Levels, including History, English Literature, Art and Languages. It is a well-respected subject at university and can be studied on its own or as a Joint Honours course with subjects such as English. You do not need any previous knowledge to study Classics; an enquiring mind and a liking for reading are important and an ability to develop a line of argument will be essential. If you enjoy English Literature and History, you will enjoy Classical Civilisation.

ASSESSMENT

Examining Body: OCR

Assessment at A-Level is through three written exams at the end of Year 13, one on each topic.

- Imperial Image (30%)
- The World of the Hero (40%)
- Greek Religion (30%)

COMPUTER SCIENCE

INTRODUCTION

In A-level Computer Science, there is:

- A focus on programming, building on GCSE Computing and emphasising the importance of computational thinking as a discipline. (Languages include: Python, JavaScript/HTML)
- An expanded maths focus, much of which will be embedded within the course.
- An emphasis on computational thinking at its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence.
- A clear opportunity to apply the academic principles learned in the classroom to real world systems in an exciting and engaging manner. (Individual coding projects)
- A progression into higher education, as the course was designed after consultation with members of BCS, CAS and top universities.
- The capacity to think creatively, innovatively, analytically, logically and critically.

EXPECTATIONS

A grade in Mathematics of at least 7 is recommended. The minimum entry requirement grade for GCSE Mathematics is a grade 6. Prior knowledge of programming is highly recommended. Main teaching language: Python. Other languages students will experience include HTML/CSS/JavaScript, SQL.

ASSESSMENT

Examining Body: OCR

Computer Science – H046, H446 (from 2015)

http://www.ocr.org.uk/qualifications/as-a-level-gce-computer-science-h046-h446-from-2015/

Component 1: Computer Systems (written exam) 40%

Component 2: Algorithms and Programming (written exam) 40%

Component 3: Programming project (non-exam assessment) 20%

FUTURE OPPORTUNITIES

This A-Level can lead to a multitude of courses at University, including computer science, web development, information systems, software engineering, artificial intelligence, computer security, computer networking etc. A Computer Science A-Level will also assist in applications for degrees in Mathematics, Engineering and Science. The IT industry is vast in the UK with good job opportunities. Further professional qualifications will also follow from Computer Science A-Level. There is also the opportunity for enterprise and entrepreneurship.

DESIGN AND TECHNOLOGY

INTRODUCTION
Students follow the Pearson Edexcel A Level Design and Technology: Product Design course (9DT0), developing creative, independent design skills. They learn to research problems, develop ideas and produce practical outcomes. GCSE Design & Technology is helpful but not essential.

EXPECTATIONS
Students should work independently, complete research and revision, meet deadlines and respond to feedback. Safe workshop practice, organised portfolios and original work are essential.

COURSE CONTENT
Students explore materials, manufacturing processes, designers, user needs, sustainability and technology. They develop skills in sketching, technical drawing, CAD/CAM, modelling, making and evaluation.

Year 12: Build technical knowledge, explore materials and manufacturing, develop design skills and practise exam questions.

Year 13: Complete an independent design-and-make project, from research and specification to developing, manufacturing, testing and evaluating a prototype.

ASSESSMENT
Examining Body: Pearson Edexcel
A Level consists of two components:
Component 1: Principles of Design and Technology (50%)
A 2 hour, 30 minute written examination worth 120 marks, covering the specification, including materials, processes, design influences, sustainability and manufacturing.
Component 2: Independent Design and Make Project (50%)
A non-examined assessment (NEA) worth 120 marks. Students research a design opportunity, develop ideas, manufacture a prototype and evaluate it against their specification. The work is externally moderated by Pearson Edexcel.

OPPORTUNITIES
Students may visit museums, work with industry professionals and take part in design projects. They also develop a portfolio to support future applications.

PROGRESSION
The course supports progression to university, apprenticeships and careers in product design, engineering, manufacturing and other creative or technical fields.

FURTHER INFORMATION
Qualification: Pearson Edexcel A Level Design and Technology: Product Design (9DT0).
https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/design-technology-product-design-2017.html

DRAMA AND THEATRE STUDIES

INTRODUCTION
This course builds on work done in the Pearson Drama GCSE course. However, if you are interested in this course but have not taken GCSE Drama, you may still be able to take the course, if you have ability and enthusiasm.

EXPECTATIONS
Drama & Theatre Studies requires commitment, creativity and the ability to work well with others when performing in productions and participating in workshops. There is a manageable amount of written coursework at A-Level. At some points in the year students will need to rehearse outside of lesson time and after school, usually on a Tuesday, Wednesday or a Thursday. Students are encouraged to take part in our whole school production, either in an acting role, backstage or at front of house. They will have the opportunity to be involved in running Drama Club for younger pupils and students and of being a Drama Ambassador.

COURSE CONTENT
We focus on acting and directing skills. You will be set regular written assignments exploring different aspects of theatre. We organise theatre visits for coursework and exam preparation.

ASSESSMENT
Examining Body: Pearson

A-Level:
Component 1: Devising (40% of A-Level) (Portfolio 60 marks, Performance 20 marks)
- Devise and perform in an original performance piece, using a play extract and a theatre practitioner as stimuli
- Produce a portfolio of evidence tracing the devising process: 2500 – 3000 words

Component 2: Text in Performance (20% of A-Level)
- A group performance of one key extract from a performance text
- A monologue or duologue from a different performance text

Component 3: Theatre Makers in Practice (40% of A-Level)
- Written exam (2.5 hours) covering three areas: Live theatre evaluation; Page to Stage (currently studying *Equus* by Peter Shaffer) and Interpreting a Performance Text (currently *Lysistrata* by Aristophanes)

FUTURE OPPORTUNITIES
The course develops practical, creative and communication skills. It complements a range of subjects and builds confidence, leadership and teamwork as well as presentation skills, qualities employers are looking for. A qualification in Drama would be particularly useful for a career in the theatre, teaching, public services, social services, law, the media or indeed any career which involves communication and working with the public.

ECONOMICS

INTRODUCTION

Economics prepares you for employers that need graduates who can work with numbers, judge evidence, and support complex decisions. Organisations across finance, consulting, government, data teams, and policy roles proactively recruit economics graduates due to the flexibility and analytic rigour of their training. Economics is also a suitable subject to complement any STEM courses, social science and/or even creative subjects.

The AQA course gives students the economic models and concepts to analyse and to evaluate burning topics eg poverty, UK economic growth, anti-competitive behaviour and regulatory intervention, labour markets, climate change and or international trade tensions.

The Coronavirus pandemic, the 2026 oil crisis or the power of generative AI technology are examples of firms' and governments' responses to be examined. Behavioural economics such as unconscious bias or nudges help students to understand why consumers' decision-making for eg pension fund and salary sacrifices may not be entirely rational.

COURSE CONTENT

- The economic problem and economic methodology
- Individual economic decision making
- Price determination in a competitive market
- Production, costs and revenue
- Perfect competition, imperfect competition, monopoly
- The labour market
- Income and wealth distribution: poverty and inequality
- The market mechanism, market failure and government intervention in markets
- The measurement of macroeconomic performance
- How the macroeconomy works: the circular flow of incomeAD/AS analysis, and related concepts

11 Economic performance
12 Financial markets and monetary policy
13 Fiscal policy and supply-side policies
14 The international economy

ASSESSMENT

Examining body: AQA

A-Level Assessment

Microeconomics (Paper 1): 80 marks. 2 hour written paper (33.33% of A-Level)

Macroeconomics (Paper2): 80 marks. 2 hour written paper (33.33% of total A-Level)

Themes in economics/Synoptic assessment (Paper 3): 80 marks. 2 hour written paper (33.33% of total A-Level)

FUTURE OPPORTUNITIES

A wide variety of professional bodies in all sectors of employment will consider economics an excellent preparation for their graduate programmes. Career research shows that UK economics graduates readily find job roles across banking, analytics, public services, market research and corporate planning. Experience suggests A-level economics has also enjoyed high credibility for immediate working world entry.

ENGLISH LANGUAGE

INTRODUCTION

English Language is the exploration of how language shapes meaning and how language in the world around you works. To take full advantage of the course, you should start thinking about how language is used around you. This includes looking out for language questions in the media, being aware of how people choose words and use them for a particular purpose, observing how conversations work and reading independently around the different topics.

COURSE CONTENT

A-Level

Component 1 – Language, the individual and society – how language is used to create meanings and how language represents a given topic, theme or event. So that you can fully explore this component we will spend a good deal of time exploring the different aspects of language analysis. We also explore how children learn to speak and write.

Component 2 – Language diversity and change – here we study language diversity with a focus on accent and dialect, gender, occupation and social group; we will explore attitudes to discourses, including a variety of linguistic theory. We will also explore English in the World and how and why the English Language has change over time.

Component 3 – Non-exam assessment: Language in action – you will produce two pieces of coursework. You will have to complete a language investigation, considering an aspect of language and how this works in the world (2000 word) and a piece of original writing that focuses on a particular style-model of your choice, with a commentary discussing how you have used the key features of this chosen model (1,500 words).

ASSESSMENT

Examining Body: AQA

A-Level

Component 1: External Exam (2 ½ hours) 40% of A-Level
Component 2: External Exam (2 ½ hours) 40% of A-Level
Component 3: Non-Exam Assessment (3,500 words) 20% of A-Level

FUTURE OPPORTUNITIES

Career opportunities studying English Language could lead to: Linguistics, Business Administration, Curating, Marketing, Journalism/Media, Law, Education, Performing Arts, Health & Social Care, Leisure, Tourism, Civil Service, Archiving, Events Management, Human Resourcing, Copywriting, Politics, Public Relations, Editing, Screen Writing and many, many more.

ENGLISH LITERATURE

INTRODUCTION

The overall aim of the course is to encourage your interest and enjoyment of literature and literary studies. This specific Literature syllabus is focused on how the context in which a text is written, or read, shapes the way the text is created and received. Studying English Literature will help you develop sharp analytical skills, the ability to construct and deconstruct arguments, and empathy for others.

EXPECTATIONS

You will read a wide range of set texts and independently chosen texts. You will engage creatively and analytically with these texts, developing your knowledge of how to take a historical approach to literary analysis. You will learn to express complex ideas concisely and cogently, and accurately employ a wide range of reading skills. Finally, you will learn how to use other people's readings to inform and develop your own.

COURSE CONTENT

Love through the ages

'Othello' – William Shakespeare
AQA Poetry Anthology – pre 1900 poems
'Tess of the d'Urbervilles' – Thomas Hardy

Modern times: Literature from 1945 to the present day

'Feminine Gospels' – Carol Ann Duffy
'Our Country's Good' – Timberlake Wertenbaker
'The Color Purple' – Alice Walker

ASSESSMENT

Examining Body: AQA

A-Level

Paper 1: Love through the ages

Written exam: 3 hours. Open book (comparing texts)
40% of A-level.

Paper 2: Texts in shared contexts

Written exam: 2 hours 30 minutes. Open Book.
40% of A-level.

Independent Critical Study – Texts across time. A comparative critical study of two texts, at least one of which must have been written pre-1900. The essay must be 2,500 words. 20% of A-Level.

FUTURE OPPORTUNITIES

Career opportunities studying English Literature could lead to: Business Administration, Marketing, Journalism/Media, Law, Education, Performing Arts, Health & Social Care, Leisure, Tourism, Civil Service, Archiving, Events Management, Human Resourcing, Copywriting, Politics, Linguistics, Public Relations, Editing, Screen Writing and many, many more.

EXTENDED PROJECT QUALIFICATION

The Extended Project Qualification (EPQ) gives you more control over your studies than ever before. You can choose to explore a further aspect of a subject you are studying, or simply choose a topic that you have a personal interest in.

There are four types of EPQ projects – all are worth the same number of marks. You do not have to choose which of the four types you would like to do until well into the course. The four types of EPQ are: Dissertation (extended essay on a topic such as abortion, euthanasia, capital punishment, the life of a famous person etc), Investigation (fieldwork in geography, biology or psychology), Performance (any type of performance including drama, music and sporting performances) and Artefact (anything that you feel like making – e.g. an artwork, photo album, item of clothing, a cake, a music CD, a DVD, a computer game or a website).

The lessons are interactive and great fun, with room for group and paired work as well as individual contributions. There is a great atmosphere in which to express your interests and research in your chosen topic.

About the EPQ

Examining Body: Edexcel
The Extended Project is counted as half a full A-Level and it gives you UCAS points.

Students have to:

- Choose a topic to study
- Complete a progress log each week
- Plan, research and carry out their project
- Prepare a presentation on the outcome

Why should you do an EPQ?

- You get valuable UCAS points
- You can put it in your personal statement for university as an example of independent study and to show that you have learnt and applied detailed research skills
- Employers like it, as you have to solve problems and keep a record of your modifications and refinements
- You will develop and improve your own learning and performance as a critical, reflective and independent learner
- You will develop and apply decision making and problem solving skills
- There are twenty structured lessons which teach valuable research and presentation skills - useful for university, work and life!
- After the twenty lessons there is plenty of time to develop your EPQ project on your own with help from your teacher.
- The EPQ results at Tenison's are outstanding.

FRENCH

INTRODUCTION

A-Level French is a qualification that develops advanced language fluency, cultural understanding, and critical analysis of French speaking countries. Exams cover speaking, listening, reading, and writing as at GCSE, with the addition of analysis of a film and a book.

EXPECTATIONS

Students are expected to use their initiative and develop as independent learners. Students are expected to regularly engage with French culture outside of lessons and are given support with everything from vocab apps to Netflix recommendations. They should read authentic texts, watch films and listen to French music outside of the classroom. Students can also consider completing a week's work experience in France organised by an external agency.

COURSE CONTENT

Content is based on the topic areas drawn from Social Issues and Trends, Artistic Culture, Literary works and texts as well as Grammar.

1. The changing nature of the family
2. New technology and its effects on society
3. Voluntary work
4. French culture and heritage
5. Francophone music
6. Francophone cinema
7. Diversity in society
8. Life for the marginalised
9. Treatment of criminals
10. Teenagers, politics, and the right to vote
11. Demonstrations and strikes
12. Politics and immigration

Students also study a book and a film, currently *No et Moi* and *La Haine*

ASSESSMENT

Examining Body: AQA

A-Level: Paper 1 - Listening, Reading and Writing. Written Exam: 2 hrs 30 mins, 100 marks, 50% of A-Level.

Paper 2 - Written Exam based on text and film **or** two texts studied: 2 hrs, 80 marks, 20% of A-Level.

Paper 3 - Speaking. Oral Exam based on topics studied and Independent Research Project: 21-23 minutes, 60 marks, 30% of A-Level.

FUTURE OPPORTUNITIES

A good command of a foreign language is incredibly useful, most immediately for your own personal life and university applications. Many European countries offer free or lower-cost university courses and knowing another language could enable you to study abroad, if you want to. It is also a highly prized skill in many different spheres of employment, including business, hospitality, government, travel and tourism. Translation and interpretation are always a good fit, as is espionage for the more adventurous!

GEOGRAPHY

INTRODUCTION

Geography is about our sustainable future, trying to consider links between people and the environment. It is a qualification that enables students to engage critically with real world issues and places, apply their own geographical knowledge, understanding and skills to make sense of the world around them. It will help prepare them to succeed in their chosen pathway.

EXPECTATIONS

If you would like an A-Level course:

- Which is up to date and relevant;
- That explains why the world is like it is;
- Where there is an opportunity to do fieldwork;
- Which is not just a series of lessons, but is about looking at real problems and world issues;
- Where you are able to learn and develop a wide range of skills;

…..then Geography may be the course for you. Students must have studied Geography at GCSE, with the minimum expectation that they have attained at least A-Level 5. We expect our Geographers to be motivated learners who independently read around the subject matter.

COURSE CONTENT AND ASSESSMENT

Examining body: Edexcel

- Core Human and Physical Geography themes studied and then assessed through three end of course examinations, which constitute 80% of their final mark.
- Students must complete a minimum of four days of fieldwork.
- Students have to complete an Independent Investigation, which is a Non-Examined Assessment (NEA) and constitutes 20% of their final mark. The Independent Investigation can focus on a topic of the student's choice and involves the collection of primary data during fieldwork.

Themes

1. Tectonic Processes & Hazards
2. Coastal Landscapes & Change
3. Globalisation & Superpowers
4. Regenerating Places
5. The Water & Carbon Cycles
6. Migration, Identity & Sovereignty

FUTURE OPPORTUNITIES

Geography graduates are attractive to employers because of the skills that they acquire whilst studying Geography. These include:

- Problem solving, decision making and independent research skills
- Data collection, research and analysis
- Communication and presentation skills
- Teamwork
- IT skills
- Use of statistics and applied numeracy

GERMAN

INTRODUCTION

A-Level German is a qualification that develops advanced language fluency, cultural understanding, and critical analysis of German speaking countries. Exams cover speaking, listening, reading, and writing as at GCSE, with the addition of analysis of a film and a book. Exam covers speaking, listening, reading, and writing as at GCSE, with the addition of analysis of a film and a book.

EXPECTATIONS

Students are expected to use their initiative and develop as independent learners. Students are expected to regularly engage with German culture outside of lessons and are given support with everything from vocab apps to Netflix recommendations. They should read authentic texts, watch films and listen to German music outside of the classroom. Students can also consider completing a week's work experience in Germany organised by an external agency.

COURSE CONTENT

Content is based on the topic areas drawn from Social Issues and Trends, Artistic Culture, Literary works and texts as well as Grammar.

1. The changing nature of the family
2. New technology and its effects on society
3. Young people, fashion and music
4. Festivals and traditions in the German-speaking world
5. Art and architecture
6. The culture of Berlin
7. Immigration
8. Integration
9. Racism
10. Germany and the EU
11. Young people, politics, and the right to vote
12. The reunification of East and West Germany

Students also study a book and a film, currently *Der Vorleser* and *Goodbye, Lenin!*

ASSESSMENT

Examining Body: AQA

A-Level: Paper 1 - Listening, Reading and Writing. Written Exam: 2 hrs 30 mins, 100 marks, 50% of A-Level.

Paper 2 - Written Exam based on text and film **or** two texts studied: 2 hrs, 80 marks, 20% of A-Level.

Paper 3 - Speaking. Oral Exam based on topics studied and Independent Research Project: 21-23 minutes, 60 marks, 30% of A-Level.

FUTURE OPPORTUNITIES

A good command of a foreign language is incredibly useful, both in life and for university applications. Many European countries offer free or lower-cost university courses and knowing another language could enable you to study abroad, if you want to. It is also a highly prized skill in many different spheres of employment, including business, hospitality, government, travel and tourism. Translation and interpretation are always a good fit, as is espionage for the more adventurous!

HISTORY

INTRODUCTION

History is an exceptionally rewarding subject to study. It requires an enquiring mind, a keen desire to investigate the past and how it relates to current affairs, as well as the ability to communicate ideas effectively. It will reward you by developing your skills of evaluation, critical analysis and persuasion. These skills are highly sought after by employers, universities and colleges. It will also, it is hoped, inspire you with a lifelong passion for the study of history.

EXPECTATIONS

Students will preferably have studied History at GCSE, but it is possible to take this course without having done so, particularly if you have a good grade in GCSE English Literature.

COURSE CONTENT

The A-Level course:

1. England 1547-1603: The Later Tudors. (Enquiry Topic: Mid-Tudor Crises 1547-1558)

   This topic is assessed via an exam of 1 hour 30 minutes.
2. The American Revolution 1740-1796.

   This topic is assessed via an exam of 1 hour 15 minutes.
3. Russia and its Rulers 1855-1964

   This topic is assessed via an exam of 2 hours 30 minutes.
4. Personal Enquiry of 3,500-4000 words on Weimar and Nazi Germany. This will be marked by your teachers.

ASSESSMENT

Examining Body: OCR

The external written examinations will be taken in the June of Year 13.

FUTURE OPPORTUNITIES

An A-Level in History is excellent preparation for further study of History at degree level and will give you access to a wide range of career and higher education opportunities. History provides an excellent foundation for a wide range of careers including law, journalism, marketing and advertising. As one of the 'top tier' A-Level subjects, History is a very good choice for those students who aspire to study at the best universities.

MATHEMATICS

INTRODUCTION

A-level Mathematics is a challenging, rewarding and highly respected qualification that develops much more than numerical skills. It encourages students to think logically, recognise patterns, make connections and solve problems in creative and unfamiliar ways.

Studying Mathematics at A-level gives students the opportunity to explore ideas in greater depth, moving beyond the methods learned at GCSE to understand the reasoning and mathematical principles behind them. Students will be encouraged to persevere with challenging problems, communicate their mathematical thinking clearly and develop the confidence to tackle unfamiliar situations.

COURSE CONTENT

We follow the Edexcel A-level Mathematics specification, which is divided into three interconnected areas:
Pure Mathematics, Statistics and Mechanics.
Pure Mathematics forms the largest part of the course and develops students' understanding of algebra, functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation and integration, and numerical methods.

Statistics allows students to apply mathematics to real-world data and uncertainty. Students will explore topics including statistical sampling, probability, statistical distributions and hypothesis testing.

Mechanics introduces students to the mathematical modelling of real-world situations involving forces and motion. Students will develop mathematical models and use them to solve problems involving, for example, projectiles, kinematics and Newton's laws.

Across the course, students will develop their ability to use technology appropriately, interpret mathematical information and apply their knowledge to both familiar and unfamiliar problems.

EXPECTATIONS

Successful A-level Mathematics students are **curious, resilient and willing to persevere**. You do not need to find every mathematical problem easy — in fact, being prepared to struggle with a problem and learn from mistakes is an important part of becoming a successful mathematician.
Students should have a genuine interest in understanding *why* mathematics works, rather than simply learning procedures. A willingness to ask questions, explore different approaches and work independently will help students to thrive on the course.

ASSESSMENT

Examining Body: Edexcel
A-level Mathematics is assessed through three two-hour examinations at the end of the two-year course. There is no coursework.

FUTURE OPPORTUNITIES

Mathematics is a highly valued A-level and provides an excellent foundation for a wide range of university courses and careers. It is essential or highly recommended for many degree courses, including Mathematics, Engineering, Physics, Economics, Computer Science and Data Science, and is highly regarded across many other disciplines.

The analytical and problem-solving skills developed through studying Mathematics are also valuable in a wide range of careers, including finance, technology, engineering, business, medicine and scientific research.

More broadly, A-level Mathematics develops students who can think logically, solve problems systematically and approach unfamiliar challenges with confidence — skills that are valuable far beyond the classroom.

FURTHER MATHEMATICS

INTRODUCTION

A-level Further Mathematics is an exciting and challenging qualification for students who have a real enthusiasm for Mathematics and want to explore the subject in greater depth.

Further Mathematics builds on the ideas introduced in A-level Mathematics and takes them significantly further. Students will encounter new and more sophisticated mathematical concepts, develop powerful problem-solving techniques and explore connections between different areas of Mathematics.

The course is particularly well suited to students who enjoy tackling challenging problems, thinking abstractly and discovering the mathematics behind the methods they use.

COURSE CONTENT

We follow the Edexcel A-level Further Mathematics specification. Students study a broad range of topics across Pure Mathematics, Statistics, Mechanics and optional applied content.

The Pure Mathematics component introduces students to more advanced ideas, including topics such as complex numbers, matrices, further algebra, further calculus, differential equations and numerical methods. These topics provide a fascinating insight into Mathematics beyond the school curriculum and lay important foundations for further study.

Students will also explore more advanced applications of Mathematics through areas such as Statistics and Mechanics, allowing them to apply sophisticated mathematical techniques to problems involving data, probability, forces and motion.

The course encourages students to make connections between different areas of Mathematics and to apply their knowledge to unfamiliar and challenging problems. Technology will also be used appropriately to support exploration, problem-solving and mathematical understanding.

Further Mathematics is designed for students who have a genuine passion for Mathematics and enjoy being challenged.

Students should be resilient, curious and willing to persevere when faced with unfamiliar or demanding problems. The course requires students to work independently and to engage with mathematical ideas at a deeper level than A-level Mathematics.

You do not need to know all the answers — but you should enjoy the process of trying to find them.

Further Mathematics is normally studied alongside A-level Mathematics and is particularly valuable for students considering mathematically demanding university courses.

ASSESSMENT

Examining Body: Edexcel

A-level Further Mathematics is assessed through three examinations at the end of the two-year course. There is no coursework.

FUTURE OPPORTUNITIES

Further Mathematics provides an excellent preparation for students intending to study Mathematics, Engineering, Physics, Computer Science, Economics, Data Science or other mathematically intensive subjects at university.

For students considering a Mathematics degree, Further Mathematics provides valuable preparation for the greater abstraction and complexity encountered at university. It can also help students develop the confidence and independence required to tackle demanding mathematical problems.

Beyond specific degree requirements, Further Mathematics develops highly transferable skills: logical reasoning, abstract thinking, problem-solving, perseverance and the ability to approach unfamiliar problems systematically.

For students who enjoy Mathematics and want to discover just how far the subject can take them, Further Mathematics offers an opportunity to explore ideas that go well beyond the standard A-level curriculum.

.

PHOTOGRAPHY

INTRODUCTION

Students will produce practical and critical/contextual work in one or more areas, including theme-based photography (portrait, landscape, still-life, reportage), documentary photography, photojournalism, narrative photography, experimental imagery, photographic installation, fashion photography and new media practice.

EXPECTATIONS

It is expected that students should have commitment, dedication, and an interest in the subject. You should be prepared to work to a high level of motivation to develop visual skills and express your ideas working though the assignments. Students will be expected to work independently at home and in their free lessons organising photo shoots. Students will be expected to attend every lesson with all the correct equipment.

COURSE CONTENT

The course will explore how photography is used to convey messages and meaning. You will explore some traditional photography and predominantly digital photography in this course. Work will form a means of personal enquiry and expression involving the selection and manipulation of images. Students must employ creative approaches which go beyond mere observation and recording.

ASSESSMENT

Examining Body: Eduqas

A-Level

There are 2 components for the A-Level Course.

Component 1: Personal Investigation (60%). This consists of two integrated constituent parts:

1. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance.
2. An extended written element of 1000 words minimum, which may contain images and texts using appropriate specialist vocabulary and which must clearly relate to your practical and theoretical work.

Component 2: Externally Set Assignment (40%). This externally set assignment will be released to learners on 1st February (in the second year of the course) and will consist of a series of visual and written stimuli which will be presented to the learner on this date for them to start their preparatory work leading up to a 15-hour examination which will all be completed for the end of May deadline.

PHYSICAL EDUCATION

EXPECTATIONS

As well as having the necessary grades, students need to be of a high level of performance in one sport activity.

COURSE CONTENT

- Applied anatomy and physiology.
- Skill acquisition.
- Sport and society.
- Exercise physiology.
- Biomechanical movement.
- Sport psychology.
- Sport and society and the role of technology in physical activity and sport.

ASSESSMENT

Examining Body: AQA

Paper 1: Factors affecting participation in physical activity and sport

What's assessed?

Section A: Applied anatomy and physiology.
Section B: Skill acquisition.
Section C: Sport and society

How it's assessed?

Written exam: 2 hours, 105 marks, 35% of A-level

Questions

A selection of multiple choice, short answer and extended writing.

Paper 2: Factors affecting optimal performance in physical activity and sport

What's assessed?

Section A: Exercise physiology and biomechanics.
Section B: Sport psychology.
Section C: Sport and society and technology in sport.

How it's assessed?

Written exam: 2 hours, 105 marks, 35% of A-level.

Questions

A selection of multiple choice, short answer and extended writing.

Non-exam assessment: Practical performance in physical activity and sport

What is assessed?

Students assessed as a performer or coach in the full sided version of one activity. Plus: written/verbal analysis of performance.

How it is assessed?

Internal assessment, external moderation, 90 marks, 30% of A-level.

FUTURE OPPORTUNITIES

This A-Level can lead to university courses in sports science, physiotherapy, sports medicine, sports therapy, sports management or sports psychology, or to a career in teaching. Careers in coaching or leisure management also follow on naturally from this course.

PHYSICS

INTRODUCTION

Physics is *definitely* for you if you have an ambition (or even just an interest) to be an engineer, medical technician, Science teacher or professional scientist.

Physics is *likely* for you if you have ever found yourself wondering about CERN's Big Bang experiments, CAT, MRI and PET scanners, evidence for dark matter, black holes, wave-particle duality, and such like.

Physics is *probably* for you if you just enjoyed learning it at GCSE and got a good grade 6 or better, along with grade 5 or better at higher tier maths.

EXPECTATIONS

Physics is not for everyone – it is demanding yet very satisfying. Learning how to test a mathematical model of how nature works by doing an experiment is exhilarating! Success at A-level Physics requires that you work consistently inside and outside the classroom with determination, tackling the experiments with attention to detail, watching video clips and digesting every word of the course textbook.

COURSE CONTENT

Students follow the OCR A syllabus and their progress is assessed on a regular basis, leading (for some) up to the AS Exams in June of Year 12. Year 13 topics are, if anything, more varied and interesting.

The modules are packed with variety:

1. Practical Experimental Skills – how to design experiments to answer scientific questions using lab equipment and then evaluate effectively.
2. Essential knowledge and tools – mostly about manipulating vectors to solve force and velocity problems.
3. Forces and Motion – what would be called "Mechanics" in a traditional physics course.
4. Electrons, Waves and Photons – some of the really big physics questions only answered in the 20th century, such as is light a wave or a particle?
5. Newtonian World and Astrophysics – microscopic kinetic theory with evidence from macroscopic measurements, circular motion, gravity applied to circular orbits.
6. Particles and Medical Physics – medical imaging through ultrasound, x-ray, CAT scan, gamma camera.

ASSESSMENT

Examining Body: OCR

As with all sciences, students will complete essential experiments which are recorded in a lab folder and assessed throughout the course.

FUTURE OPPORTUNITIES

Physics A-Level is highly regarded by employers and universities for a very wide range of courses and careers. It leads particularly well into opportunities in Architecture, research in all areas of Physics and Applied Maths, all types of Engineering, Electronics, Medicine and Forensic Science.

POLITICS

INTRODUCTION

Ever wondered who really makes the big decisions — and how? A-Level Politics takes you inside the systems that shape our world, from Westminster to Washington.

Studying Politics gives you the opportunity to:

- make Sense of the World - understand how governments respond to challenges like climate change, migration, and economic inequality.
- see the real-world impact of politics every day.
- learn to debate confidently, think critically, and write persuasively.

EXPECTATIONS

Students do not require specific GCSEs to take Politics, but a minimum of Grade 6 in an essay-based subject such as English Language, English Literature or History would be beneficial.

COURSE CONTENT

UK Politics

- Democracy and participation
- Political parties, elections & voting systems
- The media's role in shaping public opinion

UK Government

- The Constitution and branches of government
- The Prime Minister, Cabinet, and Parliament
- The role of the judiciary

Political Ideas

- Core ideologies: Conservatism, Liberalism, Socialism
- An optional idea such as Feminism, Nationalism, or Ecologism

Comparative Politics: The USA

- U.S. Congress, Presidency & Supreme Court
- Civil rights and democracy in action
- Comparison with the UK system

ASSESSMENT

Examining Body: Edexcel

The external written examinations will be taken in the June of Year 13.

FUTURE OPPORTUNITIES

Politics opens doors to:

- Law and the Civil Service
- Journalism and Media
- International Relations and Diplomacy
- Business, Economics and Public Policy

In short, A-Level Politics helps you understand the world's most important decisions — and how you can shape them.

PSYCHOLOGY

INTRODUCTION

Welcome to the fascinating world of Psychology, where the scientific exploration of the human mind and behaviour becomes a captivating journey just for you! Designed specifically to intrigue curious minds like yours, this AQA Psychology course delves into the captivating realm of psychological theories and studies, providing you with a deeper understanding of why people behave the way they do.

EXPECTATIONS

Prepare yourself to embark on an exhilarating adventure that encourages independent thinking and research skills. As you dive into the course, you will uncover the hidden flaws in arguments, sharpen your powers of reasoning, and develop a critical eye for uncovering the truth behind appearances.

COURSE CONTENT

Paper 1: Unravel the Mysteries of Social Influence, Memory, Attachment, and Psychopathology.

Paper 2: Explore Diverse Approaches in Psychology, Delve into Biopsychology, and Master Research Methods.

Paper 3: Engage in Stimulating Discussions on Current Issues and Debates in Psychology. From Relationships to Schizophrenia and even Forensic Psychology, you will examine captivating topics that challenge conventional wisdom.

ASSESSMENT

Examining Body: AQA

All units are assessed by means of examinations.

FUTURE OPPORTUNITIES

By choosing Psychology at A-Level, you are opening the doors to a world of exciting opportunities. Not only does it pave the way for rewarding careers in Psychology, but it also nurtures essential transferable skills and strengthens your ability to collaborate effectively with people.

Discover the captivating world of Psychology and unlock the secrets of the human mind and behaviour. Get ready to embark on a journey of intellectual curiosity and personal growth!

RELIGIOUS STUDIES

INTRODUCTION

Are you interested in the 'big questions' about life? The Eduqas A-level in Religious Studies will help you investigate key moral issues in ethics, important philosophical thinkers and the key beliefs of the Christian faith in detail and relate these ideas to the wider world. People of all faiths and none thrive in Religious Studies, and it has often really helped those who come from a faith background to understand their own faith better. Some people go on from A-level Religious Studies to study Theology and Philosophy, but the study of Religious Studies is relevant to a huge number of careers and university courses such as law, medicine, and social work.

EXPECTATIONS

It is not necessary for a student to have taken the subject at GCSE level, but the course is demanding and requires a good deal of serious reading. Good essay writing skills are needed, but we will help with writing the sort of in-depth essays that are required at A-level.

COURSE CONTENT

The Eduqas GCE in Religious Studies consists of three externally examined papers based on each of the three units of study. The AS level is co-taught with the A-level. Students will study:

The Christian Faith

There are four key areas in this first component: religious figures and sacred texts; religious concepts and religious life; significant social and historical developments in religious thought; religious practices and religious identity. Some of the key questions considered are: Are the birth stories about Jesus in the Bible really true? Should we call God 'father' or 'mother'? Are we saved by our faith or by our actions? What is happening spiritually at Holy Communion and how does this help us to understand God?

Philosophy of Religion

There are four themes within this component: arguments for the existence of God; challenges to religious belief; religious experience; religious language. Some of the key questions considered are: Can you prove that God exists and do these proofs really work? Are religious experiences true or are we just imagining it? Can God really heal people and is it fair if God heals some people but not others? Why is there pain and evil in the world?

Religion and Ethics

There are four themes within this component: ethical thought; deontological ethics; teleological ethics; determinism and free will. Some of the key questions considered are: Can abortion and euthanasia ever be morally right? If God tells you in your holy book to act in a particular way, should you always obey? Should Christian love (agape) be used as a moral guide or does this simply allow people to behave in any way they choose? Are people really responsible for their actions or is everything determined by our genes and upbringing? Is 'the greatest good for the greatest number' a good way to make moral choices?

ASSESSMENT

Examining Body: Eduqas

All units are assessed by means of examinations.

SOCIOLOGY

INTRODUCTION

Sociology is the study of society, and of human behaviour in society. We explore topics such as education, families, crime and religion. We investigate how people's gender identity, ethnicity, sexuality and social class can impact on their experiences in society. We also study key sociological theories such as Marxism and Feminism, and the research methods that sociologists use.

EXPECTATIONS

You will need a good standard of English to study Sociology, as the course involves lots of reading, note-taking and extended-writing. You will learn to write sociologically, using appropriate specialist language. Most importantly you must possess an enquiring mind and be prepared to question issues that others may take for granted. Lessons involve lots of discussion and debate and you will get the most out of the subject if you participate fully. To achieve well in Sociology, you will keep up-to-date with the news, read around the subject and watch plenty of gritty documentaries on relevant social issues.

If you are studying for the AS exam, you will need to hit the ground running to complete the course by Easter and allow time for revision before the exams in mid-May.

COURSE CONTENT

AS Level

Paper 1 Education with Methods in context

Paper 2 Research methods and Topics in sociology

- Families and Households

A-Level

Paper 1 Education with methods

Paper 2 Methods and topics in sociology

- Families and Households
- Beliefs in Society

Paper 3 Crime and Deviance with Theory and Methods

ASSESSMENT

Examining Body: AQA

All units are assessed by means of examinations (3 x 2-hour papers)

FUTURE OPPORTUNITIES

The skills you develop by studying Sociology are highly prized by employers: critical thinking, the ability to analyse and evaluate complex information, reaching your own judgement, effective written and verbal communication. A-Level Sociology can lead on to exciting degree courses such as criminology, anthropology, Health and Social care, as well as Sociology itself. It is a great choice for anyone considering professions such as teaching, nursing, social or market research, law, human resources, communications or charity work.

VOCATIONAL COURSES

The more traditional A-level route is not suitable or even desirable for everyone. At Archbishop Tenison's we offer a range of vocational courses that will enable our students to be prepared for either the world of work, or for higher education courses at university.

EXPECTATIONS
Level 3 vocational qualifications are practical work-related courses that are equivalent to 1 or 2 A-levels. They are awarded as Distinction, Merit or Pass. Students study topics that are based upon realistic workplace situations, activities and demands. They allow students to explore the topics through academic and practical methods, there has never been a more relevant time to adopt a more vocational way of studying. Our intent is fully to support our students in being ready for their next step, whether that be work or university.

Entry requirements – Five GCSE grade 5s are usually recommended, but we consider cases based on other merits as well. On results day please do come for a conversation if you are not sure.

ASSESSMENT
Combination of coursework and examination.

LITTLE LEAGUE SPORT (LLS)

BTEC Level 3 National Extended Diploma in Sports Coaching & Development

INTRODUCTION
The LLS partnership gives you access to the BTEC Level 3 National Extended Diploma in Sports Coaching & Development which is a two-year, full-time vocational programme equivalent to three A-Levels.

EXPECTATIONS
As well as having the necessary grades, students need to be: Organised and demonstrate professional qualities to work within the sports industry.

COURSE CONTENT
Over the two years, you will study 12 units, covering topics like:

1. Coaching skills
2. Sport development
3. Health & wellbeing
4. Anatomy
5. Physiology
6. Sports psychology
7. Business of sport
8. Performance coaching
9. Fitness
10. Event Management

Some units are mandatory, while others allow you to shape your pathway based on your interests (e.g. performance coaching, fitness, or event management).
This course extends beyond traditional classroom learning. Students will engage in practical experiences across various settings, including the gym, sports field, and community environments. You will have the opportunity to design and deliver coaching sessions, plan and implement sports initiatives, and apply theoretical knowledge in real-world contexts. Additionally, the course offers work placements, guest lectures from industry professionals, and the chance to participate in both national and international experiences through the LLS network.

ASSESSMENT

Examining Body: Pearson Edexcel

Assessment is carried out on a continuous basis, allowing students to compile a comprehensive portfolio of practical work, projects, reports, presentations, and reflective pieces. Unlike traditional programmes, this course does not rely on final examinations for each unit. Instead, student progress is demonstrated through sustained engagement with applied, real-world tasks over time.
This qualification is assessed entirely through course work.

FUTURE OPPORTUNITIES
On finishing the course, you will be well-placed to move into university, apprenticeships, or paid roles in the sports industry. The qualification is mapped to industry standards (CIMSPA) and carries strong UCAS value.

MUSIC

INTRODUCTION

This course would appeal to anyone interested in studying performing or composition. Modern disciplines are studied which relate directly to careers in television, radio, film or gaming. The ability to mix pathways means that students can study the aspects of the subject that inspire them, from the traditional to how the industry is organised today through to technological pathways.

EXPECTATIONS

This course requires you to be able to play one instrument at a competent level (ABRSM grade 5+). You must also have an interest in the general study of music and a related Level 2 qualification, ideally in music. The course is about understanding key concepts and acquiring key skills that are essential to being successful in many walks of life.

COURSE CONTENT

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted to confirm that the content is appropriate and consistent with current practice, should learners choose to enter employment directly in the music sector. The qualification provides the knowledge, skills and understanding that will prepare learners for further study or training. Learners taking this qualification will study two mandatory learning and teaching modules:

- Rehearsal Skills and Live Music Performance (externally assessed)
- Planning for a Career in Music (internally assessed)

ASSESSMENT

Examining Body: RSL Awarding the Contemporary Arts
Course Title: Level 3 Subsidiary Diploma for Music Practitioners

The underlying philosophy for assessment is that learners should receive credit for achievement, and that all should be encouraged to reach their full potential in all aspects of the course. To this end, a wide variety of assessment methodologies can be used in the delivery of this course.

FUTURE OPPORTUNITIES

This qualification offers learners the opportunity to develop their musical and technical skills through a process of self-evaluation, practice and review which supports them as they start to build their personal audio portfolio in preparation for entry to higher education. In addition to the music sector-specific content outlined above, the requirements of the qualification will mean that learners develop the transferable and higher-order skills that are highly regarded by higher education and employers, for example communication skills, team working, personal practice and reflection.

GENERAL INFORMATION

The Sixth Form Centre provides a social base for the Sixth Form and is separate from the rest of the school. It is run by the students themselves. The social life of the Sixth Form flourishes, with the Council organising charity events. There is a very well-established tradition of fund raising for a variety of charities and the Sixth Form regularly raises £3,000+ for such charities.

Students have the opportunity to become Leaders and they will be given strategic managerial roles that will help move the School forwards to meet the challenges that all educational institutions face.

The personal appearance of Sixth Form students is very important and they are expected to come to school dressed in a business-like fashion, ready to undertake a day's work. As a guide, denim and trainers are not acceptable. Boys must wear shirts and ties with trousers; girls may wear smart trousers, dresses or skirts, but no bare midriffs or strappy tops.

Archbishop Tenison's is a Church of England Foundation and although we accept Sixth Form students from all faiths and backgrounds, we do expect them to sympathise as much as possible with the religious life of the school.

Private study takes place in school. There is a designated Sixth Form Study Area that has a learning support assistant present to support.

We encourage students to get involved where possible in extra-curricular activities including an opportunity for Community Service whether it is, for example, working in a primary school or for a local charity.

In addition, students can play sport, with the school running teams in Football, Rugby, Basketball and Netball. The Physical Education Department will also provide opportunities in other sports.

We also offer many opportunities throughout the year to develop many other skills and gain experiences such as courses at Eton College, leadership training, D of E, EPQ to name a few.

VISITS AND TRIPS

Some of our regular trips include a Field trip in Biology, Theatre visits in English, Business Conferences, Geography Field Work, DofE expeditions and Skiing. We are always looking for opportunities to help our students develop and grow.

DRAMA

Many opportunities exist for students to be involved in whole school Drama, particularly the annual school production.

MUSIC

Sixth Form students are encouraged to take part in the musical life of the School. Music making of all styles is actively promoted within a lively Music Department and there are various events throughout the year which give the students the experience of public performance. Instrumental tuition is given by a team of experienced visiting music staff, and Sixth Form instrumentalists are encouraged to join one of the extra-curricular ensembles.



Archbishop Tenison's Church of England Sixth Form

Selborne Road
Croydon

Tel: 020 8688 4014
sixthformadmissions@archten.croydon.sch.uk
www.archten.croydon.sch.uk

Interim Headteachers:
Ms Akanho and Mr Koromoa

Information in this guide is correct at the time of publication