

Archbishop Tenison's Church of England Sixth Form



Course Guide 2022-23

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ADMISSION CRITERIA

In addition to the places for students from Archbishop Tenison's, in September 2022 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 Computing 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.

If your application includes studying for the BTEC, please contact the school.

These requirements are fixed for the September 2022 entry and will be applied consistently and fairly in all cases. The Head of Sixth Form, or a member of her team, can provide additional advice and guidance where required.

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 2022.

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 Tenison's will study three Advanced Level subjects and one AS level subject in Year 12 and then continue their studies in Year 13 to complete their A-levels. Students may also choose the BTEC Health & Social Care in Year 12 as two of their options; this course will continue into Year 13.

AS / A LEVEL

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

BTEC National Diploma in Health and Social Care
Chartered Management Institute Team Leading (Level 2 and Level 3)
Extended Project Qualification (EPQ)
Duke of Edinburgh
RSL Subsidiary Diploma in Music

HOW DO I APPLY?

The Sixth Form operates an open door policy for applicants. Students can download an application form from our website www.archten.croydon.sch.uk or collect one from our Reception. The bulk of the interviews are arranged in the Autumn and Spring Terms.

The application form will give space for students to indicate up to four subject preferences, which are to be chosen from the Option Blocks 2022 sheet enclosed with this prospectus. Students must choose 3 A-level subjects and 1 AS level subject (each from a different block).

All who have accepted our conditional offers are invited to the Induction Programme when they have the opportunity to experience teaching in the subjects that they have initially chosen and to meet current Sixth Form students.

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, 21st October 2021

APPLY BETWEEN
22nd October 2021 and 22nd December 2022

INTERVIEWS FROM
December 2021 through to March 2022

CONDITIONAL OFFERS MADE FROM
December 2021 through to April 2022

INSIGHT WEEK
Monday 4th July to Thursday 7th July 2022

GCSE RESULTS
Thursday, 25th August 2022



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 has been designed to engage and inspire students by giving them a fundamental understanding of biology that can be used in the real world and in further education.

EXPECTATIONS

Students are expected to have an interest in developing both the understanding of scientific ideas and their practical skills.

ASSESSMENT

Examining Body: Edexcel

A Level

Paper 1

- A written paper lasting 2 hours
- Worth 33.3% of the A Level grade (100 marks)
- Topic 1-4, 5 and 6
- 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)
- Topic 1-4, 7 and 8
- 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)

Students must carry out 9 core practicals each year to pass the practical element of the course.

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

INTRODUCTION

If you have commercial ambition, wish to work for a large multinational company, work in the entrepreneurial sector, or one day set up your own business, AS/A Business will provide the opportunity to develop a wide range of business-related knowledge and skills. Economics, IT, Maths, English, Geography, Sociology and Psychology all overlap with the subject content of Business.

The current coronavirus pandemic provides students with a whole range of situations to investigate and apply business knowledge to following things like lockdown cutting demand for certain products and increasing demand for others. Issues with supply chains and the impact of globalisation. You can learn how some businesses have adapted and improvised to try and survive. This emphasises that the subject is not simply in a text book, it is real life!

EXPECTATIONS

This is an AS/A Level course that enables you to:

- Understand and interpret different types of businesses
- Understand why businesses make the decisions they do
- Explore a range of businesses and develop an interest in business
- Have practical opportunities to engage with businesses (we have had visits to Sky's studios for the last 2 years)

COURSE CONTENT

- What is business?
- Managers, leadership and decision making
- Decision making to improve marketing performance /operational performance/financial performance /human resource performance
- Analysing the strategic position of a business/Choosing strategic direction/Strategic methods: how to pursue strategies/Managing strategic change

ASSESSMENT

Examining body: AQA

AS Level: Two written papers each lasting 1½ hours. A mixture of multiple choice, short answer and essay questions. Paper 2 is based around an unseen case study.

A Level: Paper 1: Business 1

Written exam: 2 hours. 100 marks in total. 33.3% of A-level. Three compulsory sections: Section A has 15 multiple choice questions (MCQs) worth 15 marks. Section B has short answer questions worth 35 marks. Section C and D have two essay questions (choice of one from two and one from two) each worth 25 marks.

Paper 2: Business 2

Written exam: 2 hours. 100 marks in total. 33.3% of A-level. Three data response compulsory questions worth approx. 33 marks each and made up of three or four part questions.

Paper 3: Business 3

Written exam: 2 hours. 100 marks in total. 33.3% of A-level. One compulsory case study followed by approx 6 questions.

FUTURE OPPORTUNITIES

In higher education, Business is a good preparation for a wide range of degree courses including Business Studies, Business and Management, Business and Finance, Marketing, Economics and Accounting. It also provides an excellent preparation for immediate entry into the world of work.

CHARTERED MANAGEMENT INSTITUTE BUSINESS COURSE IN TEAM LEADING

Intensive Course over one week in the summer – limited spaces.

This is a professional qualification backed by the Chartered Management Institute (CMI). It is the type of course that adults would follow in the commercial world to gain experience and qualifications in becoming a competent business manager. The course is designed to help students become more confident in managing other people.

Who is the course for?

Any student who sees themselves working in a commercial environment in the future.



CHEMISTRY

INTRODUCTION

This course gives the students a real opportunity to read and work with real life research and writing about science. It expands the students' knowledge and develops their research and writing techniques. The tasks help to apply knowledge to new contexts and bring together different aspects of learning. Practical skills are integrated with the theoretical topics.

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 removing any barriers to learning.

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 will be a Practical endorsement in chemistry which is a non-examination assessment.

ASSESSMENT

Examining Body: OCR

Assessment for AS

Internal

- Regular testing and feedback
- Mock Examinations
- Regular homework

External

- Practical endorsement throughout the year

Summer 2018 External examinations

- H032/01 Breadth in Chemistry - 1 ½ hour; 50 %
- H032/02 Depth in Chemistry - 1 ½ hours; 50%

Assessment for A-level

Internal

- Regular testing and feedback
- Mock Examinations
- Regular homework

External

- Practical endorsement throughout the year

Summer 2018 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

FUTURE OPPORTUNITIES

Chemistry at A Level is a highly respected subject and it is equally a requirement for degrees and careers in biology, biochemistry, chemistry, food technology, medicine, dentistry, metallurgy, pharmacy, physiotherapy, physics and veterinary studies.

CLASSICAL CIVILISATION

INTRODUCTION

This AS Level covers the study of Greek and Roman literature and civilisations and offers a wide choice of topics in the areas of archaeology, architecture, art, history and politics, literature and philosophy.

COURSE CONTENT

The topics studied cover aspects of classical civilisation which have been significant in the development of the modern world. Both topics require candidates to gain an understanding of Greek or Roman society and their values. 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; and so this exploration of a Roman politician and his successful propaganda campaign is highly relevant and engaging for students. 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 sources for this topic consist of a variety of literary extracts and material sources.

The World of the Hero: Homer's 'Iliad'

The works of Homer are considered to be 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 selections of the *Iliad* enables students to explore the attitudes and values of the Homeric world and to consider themes such as the nature of war and the characteristics of a hero in the Ancient World.

WHY STUDY CLASSICS?

Studying Classical Civilisation complements many other popular A levels, including History, English Literature, Art, Drama and Theatre Studies, Government and Politics and Philosophy. 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 History and English.

You do not need any previous knowledge to study Classical Civilisation; it is a subject which can be studied from scratch with no problems. An enquiring mind and a liking for reading are important. An ability to discuss and 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 AS level is through two written 90 minute exams, one on each topic.

- Imperial Image in the Age of Augustus (50% of qualification)
- The World of the Hero: Homer's 'Iliad' (50% of qualification)



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/HTML5, and PHP)
- 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 and PHP.

Useful Links

www.testandtrack.io (Essential: Complete the Beginner and Intermediate Python pathways)

www.codeacademy.com (Complete the courses for Python, HTML and JavaScript)

www.testandtrack.io (Look at the ADVANCED level here. This covers the syllabus for A level Computing)

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/>

Unit 1: Computer Systems (written exam) 40%

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

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

FUTURE OPPORTUNITIES

This A Level can lead to a multitude of courses at University, including computer science, computing, internet computing, pure computing, computer engineering etc. A Computer Science A Level will also assist in applications for degrees in Mathematics 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.

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 or a Thursday. Students are encouraged to take part in whole school Drama, 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 and Interpreting a Performance Text

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

Economists are in great demand in business, banking, finance and industry as well as in national governments and international organisations. Economics is central to the modern world. The AQA course gives students the opportunity to study some of today's most important problems, ranging from poverty and economic growth in developing countries to EU membership and sugar taxes. You also look at dilemmas facing households, firms and governments such as investment in the health service and the provision of public transport. The Coronavirus pandemic provides a host of real-life situations to explore with things like the furlough scheme, interest rates at an all time low, cuts in VAT and the government paying people to eat out at restaurants. We also start to look at behavioural economics which includes things like decision making using unconscious bias and nudges which is a branch of economic theory that is growing in popularity.

COURSE CONTENT

AS Level and A-Level Year 1 - Microeconomic theory

- Scarcity and choice
- How competitive markets work
- Market failures and government intervention

Macroeconomic functions on a domestic and global level

- Macroeconomic policy objectives and performance indicators
- Macroeconomic policy instruments
- International trade, balance of payments and the exchange rate
- Aggregate demand, aggregate supply and macroeconomic equilibrium

A-Level Year 2 - Microeconomic theory

- Theoretical working of the free market
- Imperfections and market failures

Macroeconomic functions on a domestic and global level

- Policy approaches
- Changes in macroeconomics over time
- Financial markets

ASSESSMENT Examining body: AQA

AS Level Assessment

Microeconomics (01) 70 marks. 1 hour 30 minutes written paper (50% of total AS level)

Macroeconomics (02) 70 marks. 1 hour 30 minutes written paper (50% of total AS level)

Note – The examinations are now linear and the AS is a stand-alone qualification.

A-Level Assessment

Microeconomics (01) 80marks. 2 hour written paper (33.33% of A level)

Macroeconomics (02) 80 marks. 2 hour written paper (33.33% of total A level)

Themes in economics (03)* 80 marks. 2 hour written paper (33.33% of total A level) *Indicates synoptic assessment

FUTURE OPPORTUNITIES

Economics is a suitable subject to complement science, social science and/or arts subjects. Languages and Economics provide an excellent base for those looking to work abroad. A wide variety of professional bodies in all sectors of employment will consider Economics an



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

AS Level

Component 1 – Language and the individual – 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.

Component 2 – Language varieties – 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.

A-Level

Component 1 – Language, the individual and society - here, you will use the knowledge, understanding and skills studied at AS level as well as how children learn to speak and write.

Component 2 – Language diversity and change – again, you will use the knowledge, understanding and skills studied at AS level as well as studying English in the World and how and why the English Language has changed 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 words) 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

AS Level

Component 1: External Exam (1 ½ hours) 50% of AS

Component 2: External Exam (1 ½ hours) 50% of AS

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

'Persuasion' – Jane Austen

Modern times: Literature from 1945 to the present day

'Feminine Gospels' – Carol Ann Duffy

'Cat on a Hot Tin Roof' – Tennessee Williams

'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

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 Tenisons' are outstanding.



FILM STUDIES

INTRODUCTION

A-Level Film Studies is a popular and student-centred subject which allows students to study all aspects of film from the UK, as well as from other countries. The subject combines particularly well with English, Sociology, Psychology and Business Studies though, since it is multidisciplinary, Film Studies can complement any combination of subjects.

EXPECTATIONS

Film Studies suits students who enjoy watching and analysing films; it is an academic approach to the study of film, encompassing production and social content as well as close study of film.

A LEVEL COURSE CONTENT

Component 1: Varieties of Film & Filmmaking (35%)

Written Exam - 2½ hours. This component assesses knowledge and understanding of **six** feature-length films.

Section A: Hollywood 1930-1990 (comparative study)

Section B: American Film since 2005 (two film study)

Section C: British Film since 1995 (two film study)

Component 2: Global Filmmaking Perspectives (35%)

Written Exam – 2½ hours. This component assesses knowledge and understanding of **five** feature-length films.

Section A: Global Film (two film study)

Section B: Documentary Film

Section C: Film Movements – Silent Cinema

Section D: Film Movements – Experimental Film 1960-2000

Component 3: Production (30%) – Film

Production – student made short film or written screenplay (4-5 minutes) (20%)

Evaluative Analysis (1600-1800) (10%)

ASSESSMENT Examining Body: Eduqas

FUTURE OPPORTUNITIES

Film Studies could lead to careers within the industry, such as film production. Additionally, the skills required would also provide opportunities in journalism or careers in the media. Universities offer an increasing number of Film Studies courses, ranging from very practical to very theoretical, many in conjunction with English Literature. Universities and colleges are aware that students who did well in Film Studies will have good essay-writing and analytical skills.

FRENCH

INTRODUCTION

Students will continue with A Level languages through until Year 13, when they will sit an A Level exam consisting of Listening, Reading, Writing and Speaking skills. They will sit the AS exam internally at the end of Year 12 as a way of monitoring progress.

EXPECTATIONS

Students are expected to use their initiative and develop as independent learners. We subscribe to a number of online resources and students are expected to regularly engage with French culture outside of lessons. 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.

AS Level - Aspects of French-speaking society: current trends: The changing nature of family, 'Cyber-society'. Place of voluntary work. **Artistic culture in the French-speaking world:** A culture proud of its heritage, contemporary francophone music, Cinema: the 7th art form. **Literary texts and films:** Students will study either one text or one film from a published selection.

A-Level - Aspects of French-speaking society: current trends: The changing nature of family, 'Cyber-society'. Place of voluntary work. **Aspects of French-speaking society: current issues:** Positive features of a diverse society. Life for the marginalised. How criminals are treated. **Artistic culture in the French-speaking world:** A culture proud of its heritage, contemporary francophone music, Cinema: the 7th art form. **Aspects of political life in the French-speaking world:** Teenagers, the right to vote and political commitment, Demonstrations, strikes – who holds the power? Politics and immigration; **Literary texts and films:** Students will **either** study one text and one film **or** two texts from a published selection. Students will also undertake an individual research project of their choice based on French-speaking society.

ASSESSMENT

Examining Body and exam format: 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 will be a great asset to you on university courses and in many different spheres of employment.



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 AS/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 lectures, 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. We will accept students who have not studied Geography since Year 9, provided they have a good set of GCSE results overall. We expect our geographers to be motivated learners who independently read around the subject matter.

COURSE CONTENT AND ASSESSMENT

Examining body: AQA

- Core human and physical geography themes studied.
- AS students must complete a minimum of two days of fieldwork.
- A-level students must complete a minimum of four days of fieldwork.
- A-level to include one Independent Investigation, which will be a Non Examined Assessment (NEA) and must draw on fieldwork: this is 20% of A-level.
- AS level fieldwork will be assessed by examination.

Themes

1. Water and Carbon Cycles
2. Coastal systems and landscapes
3. Hazards
4. Global Systems Global Governance
5. Changing Places
6. Contemporary urban environments

FUTURE OPPORTUNITIES

Geography graduates are attractive to employers because of the skills that they acquire whilst studying geography. For example:

- 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

Students will continue with A Level languages through until Year 13, when they will sit an A Level exam consisting of Listening, Reading, Writing and Speaking skills. They will sit the AS exam internally at the end of Year 12 as a way of monitoring progress.

EXPECTATIONS

Students are expected to use their initiative and develop as independent learners. We subscribe to a number of online resources and students are expected to regularly engage with German culture outside of lessons. 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.

AS Level - Aspects of German-speaking society: current trends: The changing nature of family, 'Cyber-society'. Place of voluntary work. **Artistic culture in the German-speaking world:** A culture proud of its heritage, contemporary francophone music, Cinema: the 7th art form. **Literary texts and films:** Students will study either one text or one film from a published selection.

A-Level - Aspects of German-speaking society: current trends: The changing nature of family, 'Cyber-society'. Place of voluntary work. **Aspects of German-speaking society: current issues:** Positive features of a diverse society. Life for the marginalised. How criminals are treated. **Artistic culture in the German-speaking world:** A culture proud of its heritage, contemporary francophone music, Cinema: the 7th art form. **Aspects of political life in the German-speaking world:** Teenagers, the right to vote and political commitment, Demonstrations, strikes – who holds the power? Politics and immigration; **Literary texts and films:** Students will **either** study one text and one film **or** two texts from a published selection. Students will also undertake an individual research project of their choice based on German-speaking society.

ASSESSMENT

Examining Body and exam format: 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 will be a great asset to you on university courses and in many different spheres of employment.



HEALTH AND SOCIAL CARE

Pearson Level 3 National Diploma in Health and Social Care

INTRODUCTION

About 3 million people work in health and social care in the UK, these include; doctors, nurses, midwives, care assistants, and counsellors. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. This qualification provides students with the opportunity to gain vocational experience and gain the knowledge, understanding needed when considering entering employment in the health and social care sector. Students will gain grounding in the essential skills and broad fundamentals crucial to this area of study, giving them the opportunity to build on these afterwards, or to enter into their first job within this sector.

EXPECTATIONS

This BTEC level 3 qualification is a practical, work-related course that is equivalent to 2 A Levels but awarded as a Distinction, Merit or Pass. Students study topics that are based upon realistic workplace situations, activities and demands. The study of Health and Social Care enables students to explore academically and practically areas that influence how we develop throughout life stages and in turn raise expectations of how we can live successful and healthy lives now and in our future. There never been a more relevant time to study our subject. Our intention is to fully support and prepare students who want to work with, care for and help other people in their future careers.

COURSE CONTENT

This is a two-year programme where learners will study the following topics Human Lifespan Development, Working in Health and Social Care, Meeting Individual Care and Support, Principles of Safe Practice in Health and Social Care, Nutritional, Work Experience in Health and Social Care or Supporting Individuals with Additional Needs, Promoting Public Health and Enquiries into Current Research in Health and Social Care.

ASSESSMENT

Examining Body: Pearson. Assessment is via a combination of coursework and examinations.

FUTURE OPPORTUNITIES

The qualification is intended to carry UCAS points and is recognised by higher education institutions as contributing to meeting admission requirements to many relevant degree courses. The course often leads to careers in Forensic Science, Nursing, Psychology, Social work, Occupational Therapy and early years education teaching.

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 words on the African American Civil Rights movement. 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

OCR Advanced GCE in History forms an 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 have aspirations to study at the best universities.



MATHEMATICS

INTRODUCTION

Mathematics is an exhilarating and challenging subject. It is applied across a vast range of disciplines and is highly valued by employers. As such, it is a brilliant subject to study for those students who have the motivation to master new ideas and concepts and then apply these when solving problems.

EXPECTATIONS

We are looking for students who are willing to persevere with difficult and yet enthralling ideas. These students will be captivated by this subject and be very successful.

COURSE CONTENT

In the first year of the A-level, students will study mainly Pure Mathematics and a few concepts from Mechanics and Statistics. This content covers all of the AS Mathematics programme of study.

The second year consists of more Pure Mathematics and a little more Mechanics and Statistics. The work covered over the two years is the whole content of A-level Mathematics. This provides an excellent support to many other subjects at A-level and is very valuable or even required for a number of degree courses. There is also a strong dependence on technology in the delivery of this course which will equip students for life and work in the 21st Century.

ASSESSMENT

Examining Body: OCR (using the MEI Specification)
A-level Mathematics is assessed by three 2 hour examinations.
There is no coursework.

FUTURE OPPORTUNITIES

Mathematics provides a logical framework from which to view the world. Mathematical thinking is valued in the business and scientific worlds. Algebra provides a language for scientists, economists and others to communicate their theories. The study of mathematics can, therefore, open the door to many opportunities in employment and life in general.

FURTHER MATHEMATICS

For students wishing to pursue a career in Science, Technology, Engineering or Mathematics we would recommend study of Further Mathematics. This course is taught concurrently with A-level Mathematics. The study of Further Mathematics will add depth to the topics covered in A-level Mathematics.

RSL SUBSIDIARY DIPLOMA IN MUSIC

INTRODUCTION

With the top grade equal to 1.5 x A* A Level at UCAS, this music qualification is coursework based with no written exams.

EXPECTATIONS

Students should have a strong interest in one of the four pathways. Music GCSE is not a pre-requisite. A strong level of personal commitment is expected.

COURSE CONTENT

Students can specialise in **one** of four pathways:

- Performance
- Technology
- Composition
- The Music Industry

ASSESSMENT

Examining Body: RSL

Compulsory Core – all students take a Unit examining the music industry in the UK, and a second year unit based on their chosen pathway.

Optional Units – Students can choose from hundreds of combinations of Units and follow a tailor-made course. Learn how to mix your own beats, or record like a BBC engineer on the Technology Pathway; concentrate on contemporary performance without having to worry about set works or theory on the performance pathway, or mirror A Level content and focus on classical works in performance, theory and composers; write your own EP in the composition pathway, or learn how to score for film and TV (notation and theory is optional); or discover what makes the UK music industry one of the largest exporters and find out about jobs in publications, artists and repertoire and labels in the music industry pathway.

Why should they study your subject?

This course would appeal to anyone interested in studying performing, composition, contextual studies, music technology or a mixture of these. 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.

FUTURE OPPORTUNITIES

Music careers aren't just about "lucky breaks"- music is one of the largest export industries in the UK. There are thousands of advertised jobs in production, theatre, television and radio. Big employers are the BBC, Sky, Gaming Companies, Film Companies and Radio Stations where Music graduates work in fields as diverse as content programming, mixing, sound editing, engineering and development. Music graduates can travel the world employed by international tour deployment companies or live sports broadcasting companies. Outstanding performing graduates are in demand in studios, performance (from cruise bands to show bands) and gaming soundtracks to name a few. Many graduates go on to highly specialist and lucrative fields of music management, broadcast production and music law.



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, photo-journalism, 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 through 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

AS Level

One unit of coursework (100% of the marks) is delivered. There is no examination for AS Photography.

The personal enquiry consists of an extended, exploratory project/portfolio and outcome/s based on themes and subject matter which are personal and meaningful to the learner. The duration of this course will be determined by the centre. This will however take into account a deadline of the end of May for submission of internal marks to the exam board.

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

INTRODUCTION

The course follows the AQA syllabus.

EXPECTATIONS

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

COURSE CONTENT

1. Applied anatomy and physiology.
2. Skill acquisition.
3. Sport and society.
4. Exercise physiology.
5. Biomechanical movement.
6. Sport psychology.
7. Sport and society and the role of technology in physical activity and sport.

ASSESSMENT

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's assessed?

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

How it's 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 at AS and A level requires from you and develops in you an intriguing range of skills: logical thought, written communication, practical skills and mathematical skills. Physics is definitely for you if you have an ambition to be an engineer, Science teacher or professional scientist. Physics is probably 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.

EXPECTATIONS

Physics is not for everyone – it is demanding yet very satisfying. GCSE grades 6 in Physics or Combined Science and grade 5 in Maths is just the start. Success at A-level Physics requires that you work consistently inside and outside the classroom with determination, watching video clips and digesting every word of the course text book.

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.

AS Physics consists of 3 modules leading to two AS exam papers and then two A2 exam papers in Year 13.

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?

A-level Only

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.

The AS exam consists of 2 papers:

Paper 1: Breadth in Physics which examines all topics in 90 minutes with multiple choice and short answer questions, worth 70 marks (50% of total).

Paper 2: Depth in Physics examining all topics in 90 minutes, with long “structured” questions, but also 6-mark QWC question like at GCSE, worth 70 marks.

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 area of Physics and Applied Maths, all types of Engineering, Electronics, Medicine and Forensic Science.

POLITICS

INTRODUCTION

AS level Politics gives an excellent insight into how British politics works. It helps you understand what is going on in current affairs and to knowledgeably take part in political debates. It also helps you to challenge what politicians are saying and disentangle their spin!

COURSE CONTENT

We focus on the various components of the British political system and ask how democratic it really is.

EXPECTATIONS

An interest in current affairs and a background understanding of contemporary politics will give students a good start to this course.

ASSESSMENT

Examining Body: Edexcel

The AS course:

1. People and Politics: assessed by 3 x 10 mark and 1 x 30 mark questions in 1 hour 45 minutes.
Topics include Democracy, Elections, Political Parties and voting behaviour.
2. UK Government: assessed by 3 x 10 mark and 1 x 30 mark questions in 1 hour 45 minutes.
Topics include the Constitution, Parliament, the Prime Minister and the legal system.

FUTURE OPPORTUNITIES

Students of AS level Politics develop an ability to analyse issues critically. They are well qualified to study any social science subject at university, as well as for a number of different careers including journalism, research, law, advertising and marketing.



PSYCHOLOGY

INTRODUCTION

Psychology is the scientific study of the mind and behaviour and is therefore directly relevant to your life. It is also a very interesting subject as it focuses on why people behave as they do. The AQA course involves learning about psychological theories and studies across a range of topics such as Research, Memory, Social Influence and Psychopathology.

EXPECTATIONS

Studying A-Level Psychology will help learners to work independently and to carry out research. It will also help them see the flaws in arguments, develop powers of reasoning and to realise that things are not always what they seem.

COURSE CONTENT

AS Level

Paper 1	Social Influence Memory Attachment
Paper 2	Psychopathology Approaches in Psychology Biopsychology

A2 Level

Paper 1	Social Influence Memory Attachment Psychopathology
Paper 2	Approaches in Psychology Biopsychology Research Methods
Paper 3	Issues and Debates in Psychology Relationships Schizophrenia Forensic Psychology

ASSESSMENT

Examining Body: AQA

All units are assessed by means of examinations.

FUTURE OPPORTUNITIES

As well as leading to careers in Psychology, of which there are many, studying Psychology at A Level develops transferable skills and the ability to work well with people.

RELIGIOUS STUDIES

INTRODUCTION

The Eduqas A-level in Religious Studies encourages learners to develop their interest in a rigorous study of religion and belief and relate it to the wider world. Students develop knowledge and understanding by studying religious and moral issues in depth as well as understanding key ideas from philosophy. People of all faiths and none have thrived in Religious Studies, and it has often really helped those who come from a faith background to understand their own faith better. Many 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.

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 essential, 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:

1. 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?

2. 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?

3. 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



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.



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 and there is an opportunity to apply once a year for the various positions of responsibility.

The social life of the Sixth Form flourishes, with the Council organising charity events and the Soiree. 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 for Year 12 takes place in school. If you have private study during the last period of the day (period 6), then you are allowed to return home. Year 13 are allowed to undertake their private study in a designated private study room, in the Study Centre, or at home, and this, we believe, encourages them to gain greater independence as a preparation for higher education or employment.

EXTRA-CURRICULAR OPPORTUNITIES

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.

ENRICHMENT DAYS

On enrichment days the formal timetable is suspended in order that we can expose the students to new experiences.

VISITS AND TRIPS

These include:

- A Field trip in Biology
- Theatre visits in English
- Business Conferences
- Geography Field Work

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 an active 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 in the school year which give the students the experience of public performance.

Instrumental tuition is given by a team of experienced visiting music staff, and instrumentalists in the Sixth Form are encouraged to join one of the extra-curricular ensembles.









Archbishop Tenison's Church of England Sixth Form

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