



GRAVENEY SCHOOL

Sixth Form Prospectus
September 2027 Entry





GRAVENEY SCHOOL



Dear Parent/Guardian

During the next few weeks you and your child will have to begin to make decisions about the best course of action for next year. A few may feel it is time to leave school for employment; others may look for further education in some other institution; most will be going on into the Sixth Form here, but need to choose the most appropriate course for their abilities, interests and future careers. The majority of students who apply to the Sixth Form will already be studying here, but we also welcome students from other schools. Over 250 such students joined us in 2026 and all found Graveney to be a warm and welcoming school. We try to provide as much information and advice as possible in order to enable sensible decisions to be made, and there are various stages in this process:

1. This Prospectus has been compiled to give you an introduction to courses available here and to enable you to understand what is involved in the subjects which your child may be wanting to continue, or take up, next year.
2. Each student, including external applicants*, will be invited to a Course Selection and Guidance meeting with senior staff so that the options are fully known and understood by all. Those firmly committed to leaving will have had specialist help from the careers education department.
3. Students are encouraged to talk to careers education and guidance teachers, subject teachers, form tutors and heads of year on an informal basis.

The result should be that all students will end this year knowing both what they would like to do and what they are in a position to do, given appropriate examination results.

Yours faithfully

Mr G E Stapleton
CEO Graveney Trust

Ms C Rickman
Executive Principal

*external applicants should check entry requirements against their GCSE predicted grades before completing the application form. We do not guarantee a meeting if predicted grades are below entry requirements.



GRAVENEY SCHOOL



Dear Student,

This Prospectus contains important information about courses available in the Sixth Form at Graveney. It also outlines our expectations of you as Sixth Form students, as well as what you can expect to gain if you remain at Graveney or join us from another school.

The decisions you make at this stage may have major implications for the choices available to you in the future. It is vital that you make full use of all the information available. Read this booklet carefully and ask a member of the Sixth Form team for advice if you are unsure about the courses you should choose.

Students at Graveney sit the AS examination at the end of Year 12 in the majority of subjects where it is available. This AS course and examination does not count towards the final A level grade, however, A level courses are designed to be co-teachable so that the AS year is preparation for the A level year.

All prospective Sixth Form students whose predicted grades indicate that they are likely to meet entry requirements will be invited to participate in a Course Selection and Guidance Meeting. During this meeting you will be asked to indicate your intended courses. On the basis of this information we will provide a timetable structure which enables as many students as possible to pursue their chosen combination of courses. Requests for course changes can be made, but priority will be given to placing students who stated their choice at the CSGM.

Please note that all courses are provisional and subject to viability in terms of numbers of students wishing to take them.

Yours faithfully

Mr R Trimble
Deputy Headteacher
Director of Sixth Form

Mr Z Kazi
Deputy Director of Sixth Form



Mr G E Stapleton MA (CANTAB)
CEO Graveney Trust

Ms S Wickliffe
Head of Upper School

Ms C Rickman
Executive Principal

Mr M McCrudden
Head of Year 11

Ms N Brannon / Mr E Simmons
Joint Principals

Ms C Lacey
Deputy Head of Year 11

Mr R Trimble
Deputy Headteacher, Director of Sixth Form

Mr Z Kazi
Deputy Director of Sixth Form

Ms S Hayden
Head of Year 12

Ms E Kumi
Deputy Head of Year 12

Mr C Mercer
Head of Year 13

Ms B Bajwa
Deputy Head of Year 13







Contents

General Information

Why join the Sixth Form at Graveney?	6
Safeguarding Children	7
Life in the Sixth Form	7

Information for Parents

Joining Graveney's Sixth Form:	
A Guide to Routines and Procedures	9
Pupils with SEN and disability	11
Higher Education Support in the Sixth Form	12
Additional Education Support	13

Two-Year Courses

Advanced Level Qualifications	13
-------------------------------	----

Advanced Level Courses

Art & Design	14
Biology	15
Chemistry	16
Computer Science	17
Drama	18
Economics	19
English Literature	20
Film Studies	21
French	22
Geography	23
German	24
History	25
Latin	26
Mathematics	27
Further Mathematics	28
Media Studies	30
Music	31
Philosophy	32
Photography	33

Physical Education	34
Physics	35
Politics	36
Product Design & Technology	37
Product Design	37
Textiles	38
Psychology	39
Religious Studies	40
Sociology	41
Spanish	42

BTEC Level 3 Courses 44

National Diploma in Applied Science	45
National Extended Certificate in Business	46
National Extended Certificate in Information Technology	

One-Year Courses

Core Mathematics	47
Extended Project Qualification	48
Level 3 Certificate in Speech	49
General Certificate of Secondary Education	
English Language GCSE	50
Mathematics GCSE	50

Enrichment Courses 51

Community Languages 53

Extra Curricular Music 54



General Information

Why join the Sixth Form at Graveney?

Learning for a lifetime

As you approach your GCSE examinations you are faced with a range of choices including employment, training, or continuing your studies elsewhere.

The decision to remain in education has many advantages. You will need higher qualifications if you want to progress into higher education. In the workplace graduates command considerably higher salaries than non-graduates. They also have greater opportunities for further training and for promotion to senior levels of the organisations in which they work. Remaining in education is therefore an investment which will pay dividends throughout your life.

An excellent range of courses

We offer an exceptionally wide range of A level subjects and we are responsive to demand for new subjects. Our A level range matches that of any local college.

A challenging and rewarding learning environment

In the Sixth Form your relationships with teachers will change significantly. We expect you to enter into a learning partnership with your teachers in which you will be challenged to be responsible for your own learning and to respond with commitment to the demands made on you, so that you reach your potential as a student. If you enter wholeheartedly into this learning partnership, you will make rapid progress in your academic development, and the results you achieve will reflect this.

Teachers will continue to have high expectations of your attendance and punctuality, and of the quality and regularity of your work. These expectations, far from regarding you as a child, represent the view that you are young adults who have made a positive choice to study. Our commitment to you requires us to do everything in our power to ensure that you meet these expectations, without which you cannot be a successful student. There will be regular individual discussions of your work with your form tutor and subject teachers and assessment, reports and parents' evenings will continue to support your progress.

A strong tradition of progression to higher education

In 2024 over 86% of our Upper Sixth entered university or planned to do so following a gap year. You will receive expert help and advice so that you make well-informed choices which help you to achieve your goals. We provide guidance on doing justice to your abilities on the application form and in interviews. We have formed links with many universities, and we organise events at which university admissions tutors give invaluable advice. We organise trips to higher education fairs and support students attending open days as well as participating in virtual programmes and a wide range of opportunities including lectures, workshops, taster courses and access programmes which are regularly promoted in form times.

Opportunities for leadership and responsibility

As Sixth Form students you will have opportunities to exercise leadership in a range of situations. You will be the senior members of the school, looked up to by the younger pupils. You will have the chance to lead the charitable fundraising efforts of the school, organise sporting fixtures, act as a mentor to younger pupils, assist members of staff as prefects, and put yourself forward for election

"Very few students are not in education, training or employment after they leave the Sixth Form. Careers education is a particular strength of the school."
OFSTED, 2015

"The curriculum is very broad and flexible; it is responsive to students' needs and provides an excellent range of academic courses and activities."
OFSTED, 2011

"Students are very positive about the guidance offered to them."
OFSTED, 2015

"Students make outstanding progress in the sixth form. Almost all of them go onto higher education, with many entering prestigious universities."
OFSTED, 2011

as a senior prefect. In taking such responsibilities, you will discover the depth of your own resources and, at the same time, serve the school in many valuable ways.

A inclusive and dynamic community

Each new group of students arriving in September brings its own unique character to the Sixth Form. Despite this, there is continuity in the things we consider important, and which students continue to bring – energy, commitment, enthusiasm, generosity and aspiration.

Students at Graveney Sixth Form have the freedom to be themselves and find the community warm and accepting.



A warm welcome

If you are considering applying to Graveney for your sixth form studies from another school you will find the atmosphere friendly and open. We admit a large number of external applicants each year, and you will soon feel very much a part of the Sixth Form. We pride ourselves on the good relationships that exist within the student body.

Safeguarding Children

We believe all children should be able to grow and develop in circumstances where they feel safe and supported, thereby enabling them to reach their full potential. Graveney School recognises that staying safe, positive wellbeing and good health is vital for our pupils' happiness and achievement and is strongly committed to working effectively with pupils, parents and outside agencies to promote the welfare of children and safeguard them from harm.

"Behaviour and safety in the Sixth Form are exemplary. Students are keen to do well, know how to keep themselves safe, and have very positive attitudes to learning."
OFSTED 2015

"Care, guidance and support are very strong features and permeate all sixth-form work."
OFSTED 2011

Life in the Sixth Form

In the Sixth Form you will have the opportunity to choose the subjects in which you are most likely to succeed. Consider your own interests and abilities and read carefully through the course descriptions in this booklet before making your choices. If you have a definite career plan in mind this will, to some extent, determine your choices, and you should inform yourself fully of the subject requirements for your chosen career. If you are unsure about your plans opt for subjects which you enjoy and are good at. Some subjects place considerable emphasis on coursework. Many subjects require a high level of language and essay writing skills. If you are well informed about assessment requirements, you will be better prepared to manage your time effectively, and to anticipate and cope with the pressure of study.

A tutor who will care for your academic and personal welfare

Each student is placed in a tutor group, and you will meet your tutor on a daily basis, for registration and tutor periods. Your tutor will have regular individual discussions with you, to ensure that you are achieving your potential, and to provide advice and support in the case of any difficulties. You can always approach your tutor with any personal problems, and, if you wish, you can be referred to experts outside the school. Your tutor will also work with you in preparing for higher education applications, or for employment. Tutors also communicate essential daily information. Their role is vital to your success in the Sixth Form, so it is important that you have a good relationship with them, that you are open and communicative about your work, and that you always attend registrations, assemblies and form periods.

"Students follow individualised programmes of study which are reviewed regularly. Students needs are responded to and they are provided with timely information so that they are able to make informed decisions about their future education and lives."
OFSTED 2015



Study facilities to enable you to use your time effectively

The Sixth Form has the main use of the library in College House. Two separate Study Centres, equipped with laptops and textbooks, are also provided for Sixth Form students. Finally the award winning Bradford House offers increased space in exam periods. The Study Cafe in Red House is a space for both study and relaxation and Sixth Form students have their own cafeteria in it. The demands of Sixth Form study are such that you will need to use your free time productively. After school study facilities are also available.

High expectations lead to high achievement

When you participate in a Course Selection and Guidance Meeting we will outline our expectations of students. These expectations are not arbitrary. They are carefully considered and their purpose is to ensure that you are successful students in a happy and secure community. When you join the Sixth Form you, your tutor and your parents/guardians, will be asked to sign a contract indicating that you agree to meet our expectations. These can be summarised as follows:



- Regular and punctual attendance
- Work submitted by deadlines, to the highest possible standard
- Respect for other students, for staff, and for the school environment
- Co-operation regarding communications home (letters, reports, etc.)
- Adherence to the school's policies on drugs and bullying
- Promoting the security of all by wearing your ID badge visibly

"There are high expectations which foster the strong and successful drive to improve student outcomes."
OFSTED 2011

You should be aware that persistent breaches of your contract will result in your being withdrawn from public examinations and, in extreme cases, being asked to leave the Sixth Form.

A new challenge

As any Sixth Former will tell you, Sixth Form study is different from anything you have experienced before. Regardless of whether you are studying A Levels, BTECs or GCSEs, greater demands will be placed on your self motivation and personal organisation. You will have to be prepared to match the time spent in lessons with private study and research. If you want to achieve the highest grades you will have to do more than this, in terms of hours. You will also have to study and reflect on issues beyond the confines

of the syllabus. A Level study, in particular, involves dealing with more demanding concepts, and writing in greater depth and detail. You will also find that there is greater emphasis on your own critical analysis of the material you are covering. It takes time to adjust to the higher level of intellectual challenge involved in A Level study. Do not expect, in the early stages of the course, to achieve high grades with ease. You should not allow initial difficulties with the work to undermine your confidence. You will find that teachers are very happy to offer extra help when approached. If you are persistent, responsive to the advice of your teachers, and willing to work hard you will succeed, and by the second year of the course, you will be a mature, confident, and independent thinker, intellectually capable of dialogue with your teachers.



Life beyond the classroom

Graveney Sixth Form is a friendly, dynamic community. Educational visits occur on a frequent basis in all subject areas. You can take part in debating competitions, and in many other extra-curricular activities, including music and sport, work experience, helping younger pupils, fundraising for charity, guiding parents around the school, acting as a prefect...all of these activities will help you to develop confidence and good communication skills.

A wide range of Sixth Form clubs and societies are run by the Student body, ranging from sporting clubs, debating societies, religious and special interest groups. Students are encouraged to work with staff to propose and run the clubs they want to see.

Your experience of life in the Sixth Form will be as positive as you are. The more you participate in your studies and in the social aspects of Sixth Form life, the more you will enjoy, and benefit from, what we have to offer.

A student's view

"Coming from a different school, I was nervous about starting at Graveney. However, I was warmly welcomed by Graveney students and staff. There is a positive working atmosphere and a safe environment for learning. Lessons are well structured, teachers are aware of students' needs, and Sixth Form students have their own areas for study."



"Students participate in a full range of extra curricular activities, including many student led initiatives; students who take advantage of these opportunities develop and extend their interpersonal skills, their social and moral awareness, and their creativity, resilience and independence"
OFSTED 2015

Information for parents

Joining Graveney's Sixth Form: a guide to routines and procedures

What is the pattern of the school day?

All students start school at 8.40 AM. There are six periods on a Monday, five on every other day. All lessons are an hour long. Students are permitted to leave the school site during free periods as long as they are not late for timetabled sessions as a result.

Do students belong to tutor groups?

Tutor groups are composed of students studying similar subjects. Where possible, the form tutor is a specialist in the same subject area. Generally, students remain in the same tutor group for two years and the form tutor accompanies them into Year 13. The form tutor is responsible for overseeing their students' academic progress and welfare and is usually the first point of contact in the event of a difficulty arising.

What happens if students are absent, or late?

All students are required to arrive promptly at 8.40 AM to attend their first lesson. Please be aware that good attendance and punctuality are crucial: universities and employers will request attendance data when dealing with applications. Parents should telephone the Attendance Hotline on 020 8682 7063 in the event that students are absent. If we do not receive notification in the morning of a student's absence that day (or earlier notification where absences are known in advance), then parents will receive an automated Truancy Call. A student who arrives late to their morning lessons or after registration has closed should go straight to the lesson where their teacher can record their presence in school.





Is there a uniform?

We do not have a uniform at Graveney Sixth Form - students are free to wear clothes they are comfortable in, provided they are suitable for a school environment. We do, however, have ID cards and official school lanyard. These must be worn visibly at all times on the school site. No student will be admitted to the school site without their school ID. Students who arrive at school without an ID may purchase a new one from Reception/sixth Form Team or return home to collect theirs.

Hats and hoods are not permitted anywhere on the school site (with the exception of prayer hats which may be worn only in the designated prayer room). Headwear worn for religious, cultural or medical reasons is permitted. Garments covering the face or the ID are not permitted. These measures are taken in order to promote the security of the school site and safeguard all its members by allowing us to quickly identify intruders to the site.

Sanctions are applied to students who repeatedly fail to comply.

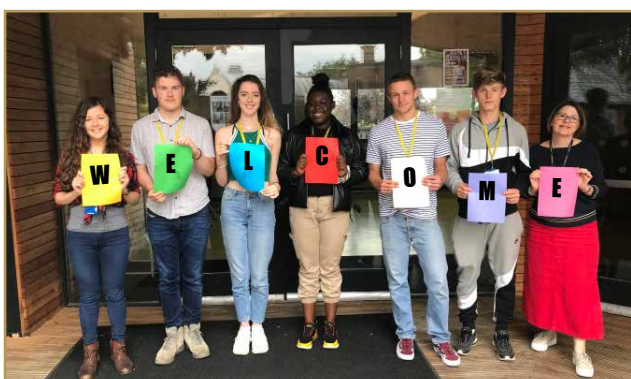
What should I do if there is a problem?

Sixth Form staff have an open door policy, and students experiencing difficulties may approach their form tutor, in the first instance, or any member of the Sixth Form Team. If the difficulty relates to a particular subject it is often advisable for the student to approach the subject teacher for help or advice. Parents with queries may telephone or email the form tutor or their son's/daughter's year team, who are normally the first points of contact. Students will write down the names of these key figures in their organiser at the start of Year 12. Parents wishing to speak to a senior member of staff should ask for the Head of Year or Mr Trimble or Mr Kazi. The school switchboard number is 020 8682 7000.

"The Sixth Form is well led."
OFSTED 2015

How is information communicated between home and school, and vice versa?

We ask parents to write, or to telephone, as above. Students are given an organiser at the beginning of the academic year and this can be a quick and convenient way for information to be passed back and forth. The school communicates with parents via the school website, email and by letter. We are aware that students sometimes forget to pass letters on to their parents so group mailings are always placed on the website too.



How is a student's progress reported on?

There are a number of formal, scheduled points in Year 12 and 13 when parents are advised of student progress. The arrangements may vary according to Public Health guidelines.

Year 12

- Higher Education and new parents evening in October.
- The Progress Report checklist designed to provide an interim indication of current progress in October.
- Year 12 Parents' Evening, which will take place in December.
- Mid Year Assessments with results in January.
- Year 12 Reports which will be issued to parents following mock exams in the Spring Term.

Year 13

- Year 13 Form Tutor evening in September.
- The Progress Report checklist designed to provide an interim indication of current progress in November.
- Year 13 Parents' Evening, which will take place in December.
- Mid Year Assessments with results in January.
- Year 13 Progress Reports which will be issued to parents in February.

Precise dates will be communicated with parents at the start of each term. Parents are welcome to discuss their son/daughter's progress at other points in the year should the need arise. Should there be concerns arising in school about a student's progress, the issue will be addressed with the student first, and if the issue is not resolved, or in another way warrants the parents being informed, we will make contact by telephone or by letter. The school applies a range of strategies to support students who are struggling or underachieving.



"Disabled students and those with special educational needs in the sixth form receive effective support over subject choices. They receive individual careers guidance, mentoring and support. They are actively encouraged to attend events such as the London Skills and Careers Fair." OFSTED 2015

Special Educational Needs and Disability

We are committed to meeting the special educational and disability needs of students and achieve this through careful assessment, planning and delivery of support. We work with students with a wide range of needs in close collaboration with classroom teachers and subject leads.

Students with an Education, Health and Care Plan are allocated a Key Worker from the department who liaises closely with outside agencies, the family and teaching colleagues.

We conduct our own diagnostic testing to ensure that students receive the input they need in order to experience success in the Sixth Form environment. We recognise that the way this support is delivered will need to be different to what students may have experienced before as they move towards greater independence in higher academic study.

We work closely with outside agencies such as Garratt Park Outreach Service, the Educational Psychology service, CAMHS, Visually Impaired Service, Hearing Impaired Service and Occupational Therapists where necessary.





"Almost all students are successful in their applications to higher education and employment. Students routinely gain places at Oxford, Cambridge and the Russell Group Universities. Students are very positive about the guidance offered to them."
OFSTED 2015



Higher Education Support in the Sixth Form

1. What is UCAS?

The University and College Admission System.
It is the only way to apply to a university.

2. How does it work?

Students complete the UCAS form on line. It contains five vital pieces of information:

- Personal details (DOB, address, GCSE results, etc)
- Five choices of universities and courses
- Four choices for medicine
- A personal statement
- An academic school reference

Some students will be invited for interview.

From the offers made, students accept a firm offer and an insurance offer. When results come out in August universities will decide if students have met the offer or not.

3. What are the deadlines?

The official deadline is in January. However, universities process forms as soon as they arrive. There is a distinct advantage to applying early.

4. Who writes the references?

Tutors consult subject staff and write a reference. We also include relevant information about extracurricular activities which would strengthen the student's chances of acceptance on their chosen courses. The reference is checked by the Sixth Form Team.

5. What support is available to students?

There is a well-established programme of support in the Sixth Form. This begins early in Year 12 with a number of opportunities being made available or publicised. We work closely with students to provide individual careers advice.

These include:

- Higher Education evening in October
- Dedicated Unifrog accounts
- Visits to HE conventions
- Visits to the Oxbridge Student Conference
- University of London Summer taster courses
- The Kings+ Programme
- Plus a range of open days, seminars and lectures which are advertised throughout the year.

Tutors and students have access to a comprehensive range of resources and materials for use during form times and coaching sessions. At key points in the year there are special tutor sessions on selecting courses and preparing applications.

In the summer term of Year 12 we hold dedicated UCAS sign up sessions to talk students through setting up their applications. This is then followed by a Next Steps/Higher Education day, inviting speakers from a number of institutions to discuss the application process; In 2024 we were joined by contributors from over 40 different universities and organisations with keynote speakers, seminars and many stalls. This is supplemented by a UCAS assembly which explains the web based application system. Students are allocated referees who work with them on their application. In the Autumn term a parents' information evening is held to explain the application process and to deal with any particular queries parents have.



6. How can parents help?

- By visiting the UCAS website: www.ucas.com and exploring course and institution profiles.
- By referring to the Graveney Higher Education Guide on Google Classroom, and using the other resources in this room.
- By encouraging students to complete the UCAS form early!
- By supporting visits to universities
- By proof reading personal statements
- By emphasising the crucial importance of attendance at registration and form times.

Additional Higher Education Support

We actively support under-served/ disadvantaged students in accessing opportunities that enhance their progression to higher education by proactively identifying eligible students. We guide and support students ensuring they are made aware of access programmes through personalised communication, including targeted emails and dedicated discussions during form time. We work closely with university outreach officers to connect students with widening participation initiatives, such as Realising Opportunities, which provide access to academic enrichment, mentoring, and higher education experiences including campus visits and developmental activities.

To build confidence and encourage engagement, we facilitate peer-to-peer support, linking prospective applicants with current students already participating in these programmes. Our students engage with initiatives such as Pathways to Bath and the Cambridge STEM SMART Programme, where prospective applicants are able to gain first-hand insight into the application process, programme expectations, and the opportunities available. As a key point of contact between students and external access providers, we offer ongoing support throughout the application process, helping students to overcome barriers and successfully secure places. This support continues once students are enrolled, ensuring they are fully guided to make the most of the opportunities available to them. Through our **comprehensive support, students are supported to develop the confidence, skills, and aspirations needed to progress successfully to higher education and beyond.**

Two-Year Courses

Advanced Level Qualifications

A level qualifications are a two year, linear A Level course. This means that the whole course is assessed in Year 13. AS qualifications are available and the content may be compatible and co-teachable with the first year of the A Level course, but AS examinations do not contribute to the final A Level grade.

At Graveney, students must pass the AS or internal examinations in Year 12 to demonstrate that they will be able to cope with the more demanding work in that subject in Year 13. A pass means a grade E or above.

A student will take three (or in exceptional cases four) AS/BTEC Level 3 subjects in Year 12. Each case will be considered individually and students will be advised according to their particular situation. Many universities will accept students with two A Level passes, but the more competitive institutions/courses normally require three. Entry to advanced courses will depend on performance at GCSE.

Please refer to the entry requirements and oversubscription criteria in 'Entry to Advanced Courses for Academic year 2027-2028' on the Sixth Form Admissions page of the school website.

In order to maintain high standards of achievement students will have to develop a routine of regular hours of home study – a minimum of five hours a week in each subject. Students who have part-time work must consider the impact of this on their academic achievement and we strongly recommend that students spend no more than ten hours a week in part-time work.

Extensive research has shown that exceeding this limit is seriously detrimental to good final A Level grades.

Please note:

All courses are provisional and subject to change in terms of viable numbers and staff availability

The following combinations are forbidden:

- Media Studies with Film Studies
- Product Design: Resistant Materials with Product Design: Textiles



Advanced Level Courses

Art (Fine Art)

Examination board: Eduqas

Course content

Fine Art may be distinguishable by the emphasis it places on aesthetic and intellectual purposes rather than on practical, functional and utilitarian considerations. This course covers a broad and developing area of study that includes painting, drawing, ceramics, sculpture, installation, performance and conceptual art and aspects of print-making, photography and film. It utilises traditional, new and emerging media and processes and involves expressive use of a particularly wide range of materials, techniques and skills.

Due to the substantial coursework requirements of this course the AS examination is not routinely offered but may be taken by arrangement. Internal assessments must be passed to proceed to year two of the course.

A Level Unit 1

● **Personal Creative Enquiry:** 60% of total qualification
Internally set / Internally marked / Externally moderated.

Incorporates 3 Major Elements:
Supporting Studies, Practical Work and a Personal Study.

Supporting studies and practical work will consist of a portfolio of developmental work and outcomes, based on themes and ideas from personal starting points.

The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which will contain integrated images.

A Level Unit 2:

● **Externally Set Assignment:** 40% of total qualification
Externally set / Internally marked / Externally moderated.
The externally set exam incorporates 2 major elements:
Preparatory studies and the 15 hour period of sustained focus (exam).

Preparatory studies will consist of a portfolio of practical and written developmental work, based on the externally set assignment.

During the 15 hour period of sustained focus, students will produce final outcome(s) extending from their preparatory studies in response to the externally set assignment, under examination conditions.

Career value

There are many career opportunities in Art and Design, often requiring further study on an Art Foundation course, further education or at University. The Art Department fully supports this process and offers advice and guidance about the application process.

A student's view

"Studying Art has allowed me to explore different materials and techniques as well as research artists' work to influence my own creative ideas. By choosing my own themes, my work has become personal and conceptual through out my journey on the course."



Specific Course Requirements

Grade 5 in Art



Biology

Examination board: OCR

Course content

AS (Year 12) AS (H020)

- Module 1: Development of practical skills in Biology
- Module 2: Foundations in Biology
- Module 3: Exchange and Transport
- Module 4: Biodiversity, Evolution and Disease

A Level (H420)

- Module 5: Communications, Homeostasis and Energy
- Module 6: Genetics Evolution and Ecosystems

Assessment

AS Level Biology A (Year 12)

Modules are assessed by two 1.5 hour exams

- Paper 1: Breadth in Biology
- Paper 2: Depth in Biology

A Level Biology A

All modules will be assessed by three examinations

- Paper 1: Biological Processes
- Paper 2: Biological Diversity
- Paper 3: Unified Biology

Practical Endorsement for Biology (non-exam assessment)

Other skills developed

Students have access to a variety of extra-curricular opportunities to broaden their knowledge and enrich their studies. This includes research workshops and projects run in conjunction with the London School of Hygiene and Tropical Medicine, and UCL's Division of Infection and Immunity. Students can also participate in the Biology Olympiad and student-led clubs like the Medical Society. There is also opportunity for Year 13 students to complete an EPQ in a related topic.

Career value

The course provides a suitable foundation for the study of biological science or related courses in higher education. Studying Biology can lead to many different career opportunities including research biology, agriculture, horticulture, conservation, veterinary science, pharmacy, health care and medicine.

A student's view

"The biology department is its own community and makes biology enjoyable and accessible. It helps us to understand more deeply the mechanisms of life and what a miracle it is that we exist."



Specific Course Requirements

5 in Biology and in Physics or Chemistry, and 5 in Maths OR

5 5 in Combined Science , and 5 in Maths

Because we are able to offer a variety of pathways in this curriculum area, we will advise as to the most suitable course for you depending on your performance at Key Stage 4



Chemistry

Examination board: OCR Chemistry A

Course content

AS (Year 12) (H032)

A Level (H432)

- Module 1: Development of practical skills - AS & A2
- Module 2: Foundations in Chemistry - AS
- Module 3: Periodic Table and Energy - AS
- Module 4: Core Organic Chemistry - A2
- Module 5: Physical Chemistry and Transition Elements - A2
- Module 6: Organic Chemistry and Analysis - A2

Assessment

AS (Year 12)

- Modules are assessed by 2 examinations in May

A Level (Year 13) All AS and A Level

- Modules will be assessed by 3 examinations in June
- Practical Endorsement in Chemistry (non exam assessment)

Other skills developed

Analytical and evaluative skills, numeracy, how to solve and explain complex problems and ideas.

Students enjoy extending their knowledge of chemistry outside of the classroom through a range of activities which include The Chemistry Olympiad, The Cambridge

Chemistry Challenge and a STEM project conducted in collaboration with UCL/Imperial and the Institute for Research in Schools.

There is also the opportunity to support the Year 7 science and STEM club or to undertake an EPQ.

Career value

Chemistry is a necessity for those wishing to study biochemistry, chemistry & chemical engineering, medicine, veterinary science, pharmacy and many biological subjects at university. It is an excellent subject to complement physics and mathematics or works well as a lone science A Level.

A student's view

"I have thoroughly enjoyed studying Chemistry. The teachers are enthusiastic and very helpful and we have done lots of fun practicals. The course is hard work but it is very satisfying at the end of AS and A Level to see how much you have improved during the course."



Specific Course Requirements

5 in Chemistry and in Physics or Biology, and 5 in Maths OR

5 5 in Combined Science, and 5 in Maths

Because we are able to offer a variety of pathways in this curriculum area, we will advise as to the most suitable course for you depending on your performance at Key Stage 4



Computer Science

Examination board: OCR

Course content

Advances in computing are transforming the way we work and this new Computer Science specification is changing with the times to deliver a flexible, accessible and rigorous qualification.

Many great challenges lie in the future for Computer Scientists. The discipline is about designing new algorithms to solve new problems and this course, with its emphasis on abstract thinking, general problem solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a great foundation for understanding these future challenges.

AS Level

● Problem solving, programming including HTML, CSS and JavaScript, software development, theory of computation, machine level architecture, the characteristics of contemporary processors, input, output and storage devices and databases

A Level (in addition to the above)

● Compression, encryption, hacking, data structures, networking and standard algorithms
● Non-exam assessment – the computational practical project

Assessment

AS (Year 12)

● **Paper 1. Computing principles (01)**
- this paper tests a student's theoretical knowledge of Computer Science.
70 marks 1 hour and 15 minutes
written paper - 50-% of AS level

● **Paper 2. Algorithms and problem solving (02)**
- this written paper tests a student's ability to write Algorithms to solve problems.
70 marks 1 hour and 15 minutes
written paper - 50-% of AS level

A Level

● **Paper 1. Computer systems (01)**
- this paper tests a student's theoretical knowledge of Computer Science.
140 marks 2 hours and 30 minutes
written paper - 40-% of A level

● **Paper 2. Algorithms and programming (02)**
- this paper tests a student's ability to write algorithms to solve problems 140 marks 2 hours and 30 minutes
written paper - 40-% of A level

● **Non-exam Assessment. Programming project (03)**
The non-exam assessment assess student's ability to use the knowledge and skills gained through the course to solve a practical problem
70 marks – 20-% of A level

Other skills developed

The course has an emphasis on computational thinking – a kind of reasoning used by both humans and machines. Thinking computationally is an important life skill and means using abstraction and decomposition and discovering what can be computed and how to compute it. The course will also encourage students to:

● Analyse a problem and identify the parts which are appropriate for a computer solution.
● Select, justify and apply appropriate techniques and principles to develop data structures and algorithms for the solutions to problems.
● Design, implement and document an effective solution using appropriate hardware and software including the use of a programming language.

Career value

The course will have even stronger links to Maths, Further Maths and science-based subjects but it also lends itself quite naturally to careers as varied as medicine, law, business or any type of science.

Specific Course Requirements

5 in Maths and English Language and 5 in Computing

Because we are able to offer a variety of pathways in this curriculum area, we will advise as to the most suitable course for you depending on your performance at Key Stage 4



Drama

Examination board: Eduqas

Course content

The Eduqas A level in Drama and Theatre offers a practical and challenging course of study which encourages learners to:

- Develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre
- Understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre
- Develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre
- Understand the practices used in twenty-first century theatre making
- Experience a range of opportunities to create theatre, both published textbased and devised work.
- Participate as a theatre maker and as an audience member in live theatre
- Understand and experience the collaborative relationship between various roles within theatre
- Develop and demonstrate a range of theatre making skills
- Develop the creativity and independence to become effective theatre makers
- Adopt safe working practices as a theatre maker
- Analyse and evaluate their own work and the work of others

A level Drama and Theatre is an exciting and inspiring course which prepares learners for Higher Education. This highly practical specification provides learners with the opportunity to work as either performers or designers on three different performances. They also study three different texts through a series of practical workshops and classroom study which are assessed in final exams.

Due to the substantial coursework requirements of this course the AS examination is not routinely offered but may be taken by arrangement. Internal assessments must be passed to proceed to year two of the course.

Assessment

A Level Qualification

- **Component 1: Theatre Workshop** Non-exam assessment: internally assessed, externally moderated 20% of qualification. Practical exam and written coursework.
- **Component 2: Text in Action** Non-exam assessment: externally assessed by a visiting examiner 40% of qualification. Practical exam.
- **Component 3: Text in Performance** written examination: 2 hours 30 minutes 40% of qualification.

Other skills developed

This course will bring together personal experience and the framework of knowledge and skills needed to develop an understanding of drama and theatre arts.

Career value

This course can lead to further study in Drama, Theatre Studies and Performing Arts in higher education at degree or HND level. It can broaden your studies and may lead to a career in the performing arts and leisure industries. Drama and Theatre Studies complements a range of subjects such as English, Psychology, Media Studies, History, Philosophy, Art and Music and is useful in building confidence and improving presentation skills in a range of careers.

A student's view

"Drama offers a positive working environment. It encourages creative and imaginative work. This subject is highly suitable for students with creative imagination, excellent motivation and self-discipline. Many issues are explored through improvisation and text. Drama has increased my self-confidence and developed my ability to relate to other people."



Specific Course Requirements

Grade 5 in English Language. Grade 5 in Drama, or Merit in L2 BTEC Performing Arts, if taken
Evidence of involvement in extra –curricular drama is required if neither Drama GCSE nor L2 BTEC Performing Arts were taken



Economics

Examination board: AQA

Course content

The AQA AS/A level in Economics applies economic theory to support analysis of current economic problems and issues, encouraging you to appreciate the interrelationships between microeconomics and macroeconomics.

Individual, Firms, Markets and Market Failure

- Economic Problem & Economic Methodology.
- Individual Economic Decision Making.
- Price determination in competitive markets.
- Production costs and revenues.
- Perfect competition, imperfectly competitive markets and monopoly.
- The labour market.
- The distribution of income and wealth, poverty and inequality.

The National and International Economy

- The measurement of macroeconomic performance.
- How the macro economy works, the circular flow of income, AD/AS analysis.
- Economic Performance.
- Financial markets and monetary policy.
- Fiscal and supply side policies.
- The International Economy.

Assessment

AS qualification

- Paper 1 - The operation of markets and market failure.
- Paper 2 - The national economy in a global context.
- Each paper is 50% of the total marks.

A Level Qualification

- Paper 1 - Markets and market failure.
- Paper 2 - National and international economy.
- Paper 3 - Economic principles and issues.
- Each paper is 33.3% of the total marks.

Other skills developed

The skills developed on the course include essay writing, data analysis and interpretation, the ability to evaluate information and the application of economic principles and theories to given problems.

Career value

Economics is a thriving and respected qualification. Economists can be found in a wide range of organisations and the subject complements many other A Levels.

The majority of students who study the full A Level in Economics go on to study Economics or a related subject at degree level.

A student's view

"Economics is a very interesting subject. You get to learn about the way the world works in terms of money and labour. It also involves the study of how we make financial decisions which I find very interesting to learn about. In my opinion, it is the most interesting subject that you can choose and I would highly recommend it to those who are interested in the subject."

Specific Course Requirements

Grade 5 in Maths and 5 in English Language

Grade 4 in Economics / Business Studies/ Merit in L2 BTEC Business Studies if taken

Because we are able to offer a variety of pathways in this curriculum area, we will advise as to the most suitable course for you depending on your performance at Key Stage 4



English Literature

Examination board: OCR

Course content

Studying English at AS/ A Level is a challenging yet exciting and enriching experience for lovers of literature and reading. You will experience a wide range of texts including the classics and Shakespeare, as well as a diverse range of modern literature, drama and poetry. You will develop an understanding of relationships between texts and of the significance of cultural and contextual influences on readers and writers. Building on your skills from GCSE English, you will learn to evaluate the different and conflicting interpretations of a text and become confident about expressing your own independent judgement. Independent reading and research are key and Graveney offers a whole host of enrichment opportunities like Key Stage 5 book club, expert lectures and trips.

Assessment

AS Level

Two examined components, both worth 50% of the qualification. Students are required to read a minimum of four texts, including two published before 1900.

- Component 1 - Shakespeare - Poetry pre-1900.
- Component 2 - Drama post-1900 - Prose post-1900.

A Level

Three components: two examined components each worth 40% of the qualification and one non-examined assessment component worth 20%.

- Component 1 - Shakespeare - Poetry pre-1900.
- Component 2 - Close reading in chosen topic area. Comparative and contextual study from chosen topic area.
- Component 3 - Critical piece OR re-creative writing piece with commentary.

Linked texts essay.

Other skills developed

- Clear communication, orally and written, of knowledge, understanding and insight when analysing different literary texts.
- Understanding of how writers' choices of form and language shape meaning.

Career value

The skills acquired throughout English Literature A Level are transferable to almost every career path you can imagine! Universities and employers in a wide variety of fields place great value on English students' ability to confidently communicate, analyse and comprehend key ideas as well as to think critically and creatively to construct powerful arguments. From the creative industries (e.g. advertising, publishing, media etc.) and education to the legal sphere and scientific research, your English A Level will provide you with lifelong skills that will make you an asset to any workplace.

A student's view

"English at 'A' Level is fantastic. It is a perfect blend of creativity and analysis. English is an exciting subject because it encourages independent thought and individuality of response. An answer cannot be wrong, as long as it is well expressed and backed up by textual evidence. English teaches you that your opinion really does count."



Specific Course Requirements

Grade 4 in English Language and Grade 5 in English Literature



Film Studies

Examination board: OCR

Course content

If you love film and would like to study cinema as an art-form as well as a social and economic force, this course will offer you many challenges and rewards.

The new reformed 'A' level specification aims to extend students' understanding of all aspects of film ranging from Hollywood blockbusters to Silent and World Cinema. Film Studies offers new and challenging cinematic experiences to all learners. The AS course lays a strong foundation for the A Level. In preparation for the analyses of the set texts you will be taught how the different micro-elements of film, cinematography, sound, editing and mise-en-scene, contribute to the meaning of film. A Level Film Studies will extend your understanding of the social, political and cultural significance of film by studying a wide range of films ranging from silent films from the past, foreign language films and modern day blockbusters.

Assessment

AS (Year 12 - one year course)

- **Elements of film** – 2 hour exam (70% of AS total)
 - Section A: Micro elements of film – 1930 – 1990
 - Section B: Comparative contextual study
 - Section C: Close Study: European Film – 1 non-English language film.
- **Understanding British Film** – Non-examined assessment (30% of AS total)

A Level (2 year linear course)

- **Exam 1 – Film History** - 2 hour exam (35% of A level)
 - Section A: Film Form in US Cinema – Silent Era to 1990.
 - Section B: European Cinema History – 1920-1960
- **Exam 2 – Critical Approaches to film** – 2 hour exam (35% of A level)
 - Section A: Contemporary British and US Film
 - Section B: Documentary
 - Section C: Ideology
- **Understanding British Film** – Non-exam assessment (30% of AS total)
- The creation and production of your own short film.

Other skills developed

Clear communication skills; both orally and on paper. Knowledge, understanding and insight into the way films communicate meaning and represent aspects of society and culture.

Personal creativity in devising and making short films and through reading around critical perspectives and reviews of films. Skills of interpretation and debate on topical issues that influence the context of film production are developed.

Career value

This course provides an excellent base for any degree course, as well as practical or vocational training in film/television. Many of our students with an A level in Film Studies go onto higher education at top universities, including Warwick, Birmingham, Exeter, Leeds and Cambridge. We have also placed many students on a range of creative industry led courses at Ravensbourne University London. More recently a number of students have moved onto to apprenticeships in the creative industries including film and television.

As a department we have strong links with a range of professional film and media organisations and professionals who regularly contribute to the teaching and learning within the department.

A student's view

"Film studies was the most rewarding subject I took at A-level. It was exciting to develop simultaneously my abilities in both criticism and creativity, and explore how they could inform and improve each other. What I had learned during film studies was a major topic in my interview for Cambridge University, and now that I attend Cambridge, the skills I acquired, especially of critical thinking and close analysis, deeply influence how I approach my research. Maybe most importantly, due to each and every one of us in the class having a passion for film, we found studying it in a supportive and inspiring environment our most enjoyable hour of every school day."

Specific Course Requirements

Grade 5 in English Language and 5 in English Literature; Grade 5 in Media Studies, if taken



French

Examination board: AQA

Course content

AS (Year 12)

- Aspects of French-speaking society: current trends and issues, the changing nature of the family, the cyber-society, the place of voluntary work,
- Artistic culture in the French-speaking world, cultural heritage, contemporary francophone music, the cinema. We also study a film in depth.

A Level (Year 13)

- Aspects of French-speaking society: current issues: positive features of a diverse society, life for the marginalised, how criminals are treated.
 - Aspects of political life in the French-speaking world: teenagers, the right to vote and political commitment, demonstrations, strikes, politics and immigration.
 - We will also study literature and you will study one book in depth.
 - A lot of authentic material is used; news bulletins, newspapers, magazine articles, interviews, discussions, videos and film. Oral work is very important and there will be many opportunities to develop the ability to speak with confidence and accuracy, including regular lessons with the French Language Assistant.
- AS and A Level students also regularly use the languages multimedia room.

Assessment

AS (Year 12)

- **Paper 1:** Listening, reading and writing: Translation into English (1 hour 45 minutes) - 45% of AS
- **Paper 2:** Writing: One essay based on the film studied, translation into French (1 hour 30 minutes) - 25% of AS
- **Paper 3:** Speaking Exam: Discussion of two themes from the topics listed above (12-14 minutes plus 15 minutes preparation time) - 30% of AS

A Level (Year 13)

- **Paper 1:** Listening, reading and writing, including translation from French to English and from English to French (2 hours 30 minutes) - 50% of A level
- **Paper 2:** Writing: One essay on the film studied at AS, and one essay on a book studied at A level (2 hours) - 20% of A level
- **Paper 3:** Speaking: Discussion based on one of the themes from the topics above plus Independent Research

Project on a topic of your choice (21–23 minutes (including 5 minutes supervised preparation time) - 30% of A level

Other skills developed

The aim of the course is to develop language and study skills. The emphasis is on the practical use of French, the ability to communicate effectively in the spoken and written language and to exchange information, ideas and opinions. The course develops an awareness of French culture and society. This is achieved through watching films, through the press, radio and television. There is also an opportunity to take part in a biennial trip to Paris.

Career value

Language skills are increasingly required by employers in a whole range of different sectors, languages can open doors for you, and can add real value to your salary. For those looking to stand out in a tough jobs market, and for those wanting to add oomph to their CV, learning French at A level could be just the thing.

At degree level, you can combine further study of language with many non-language subjects. Many degrees, including languages, often allow you to undertake study abroad. A language A level is a facilitating subject and enables you to study a wealth of different subjects at degree level. Universities believe that learning a different language displays an ability to learn a subject that is challenging and useful while developing key skills. Languages are in the top 10 most respected A level subjects.

If you are planning to travel post A levels, knowledge of another language as well as English can enhance your experience.

Many employers value language skills due to the impressive communication skills gained through study and interaction with different people.

A student's view

"I would definitely recommend French. I have not just learnt a language but developed an appreciation for an amazing culture. You won't be disappointed, choosing to study A-level French was one of the best choices I have ever made; the course gives a fascinating depth to the language and culture. The best thing is double French will be something you look forward to and not something you dread. It is a huge leap from GCSE but everyone is in the same boat and the teachers ease you in gently. It really does get easier but it is also challenging. I've learnt so much from it. I think it's staggering how much you improve over about 9 months. Once I got the hang of it, it became so much easier, which I think is the overall goal for any subject."

Specific Course Requirements

Grade 5 in French



Geography

Examination board: Edexcel

Course content

The specification offers an issues-based approach to studying Geography, enabling students to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation and responses to hazards. Many of the challenges facing the world today are covered in the AS and A level specification, which makes Geography an ideal platform for 21st century careers.

Assessment

AS

2 exam papers each exam worth 50% of the AS

● **Paper 1** - Tectonic processes and hazards, landscape systems process and change.

1 hour 45 minutes - 90 marks.

● **Paper 2** - Globalisation and shaping places.

1 hour 45 minutes - 90 marks.

A Level

3 exam papers

● **Paper 1** - Tectonic processes and hazards, landscapes systems processes and change, water cycle and water insecurity, carbon cycle and energy security, climate change futures.

2 hours 15 minutes - 105 marks/30% of total mark

● **Paper 2** - Globalisation, superpowers, Regenerating places, Global development and connections.

2 hours 15 minutes - 105 marks/30% of total mark

● **Paper 3** - Synoptic.

2 hours 15 minutes - 70 marks/20% of total mark

Coursework

A level only independent investigation 3000 - 4000 words based on fieldwork. 70 marks/20% of total marks

Fieldwork

AS - 2 days of fieldwork

A Level - 4 days of fieldwork

This is a compulsory part of the course and must be completed. Fieldwork will happen in both Year 12 and Year 13. In Year 13 this will include a residential trip to Dorset, which currently costs £190 (financial assistance may be available for eligible students).



Universities

There are many higher education courses available in Geography or related fields, post A-Level, and Geography is also considered a facilitating subject by many top Universities.

Other skills developed

Students will develop the ability to:

- identify geographical questions and issues
- select appropriate routes to enquiry
- organise, record and present information, ideas and arguments
- use a wide range of fieldwork techniques
- describe, analyse, evaluate and interpret evidence, draw conclusions
- the ability to use statistical analysis in processing fieldwork data

Career value

Geography can be used for a wide range of jobs including advertising, agriculture, banking, cartography, commerce, education, engineering, environmental management, estate agency, finance, horticulture, journalism, law, local government law, marketing, meteorology, planning, public relations, radio, retailing, sales, social and health services, surveying, transport, travel, tourism, TV.

A student's view

"I have found A Level Geography fascinating – it has opened my eyes as to the way in which people interact with their environment. I have gained a clear understanding of many of the issues facing the world today such as- the impact of globalisation, climate change, peak oil, environmental degradation and conflicts over water. The topics that I have covered in lessons are very much in the news on a daily basis. I now see why sustainable development has to be the way forward if the planet is to survive. The course allowed me to use knowledge gained in my other A Level subjects in a geographical context. I have learnt many skills, including data collection, decision making and research techniques."

Specific Course Requirements

Grade 4 in English Language and 4 in Maths

Grade 4 in Geography, if taken, or other Humanities subject



German

Examination board: AQA

Course content

AS (Year 12)

- Aspects of German-speaking society: the changing state of the family, the digital world, youth culture
- Artistic culture in the German-speaking world: Festivals and traditions, art and architecture, cultural life in Berlin
- The opportunity to study a work of literature and/or a film

A Level (Year 13)

- Multiculturalism in the German-speaking society: immigration, integration and racism
- Aspects of political life in the German-speaking world: Germany and the European Union, Politics and youth, German re-unification and its consequences
- A second work of literature and/or film

Authentic material is used, including articles from newspapers, magazines and websites, German films and extracts from literature. Students are expected to carry out their own research in the language and immerse themselves in the culture. Oral work is very important – you will have many opportunities to practise speaking the language. Grammar is also an integral part of the course, to allow you to become more independent when communicating. Classes are in German as much as possible, so you will have plenty of opportunity to learn to express yourself with confidence and accuracy.

Assessment

AS:

- **Paper 1** – Listening reading and writing (1 hour 45 minutes) 45% of AS
- **Paper 2** – Writing: (1 hour 30 minutes) 25% of AS
- **Paper 3** – Speaking: (12–14 minutes) 30% of AS

A Level:

- **Paper 1** – Listening, reading and writing (2 hours 30 minutes) 50% of A Level
- **Paper 2** – Writing (2 hours) 20% of A Level
- **Paper 3** – Speaking (21–23 minutes) 30% of A Level

Other skills developed

Students will develop their linguistic skills as well as their knowledge and understanding of themes relating to the culture and society of countries where German is spoken. They will do this by using a range of authentic materials and they will be able to develop some important transferrable skills such as communication, critical thinking, research skills and creativity. The focus will be on the practical use of German and the ability to communicate effectively in the spoken and written language.

Career value

German is one of the most sought after languages by employers and with Germany being one of our largest and most important business partners in Europe, language skills are increasingly required in a range of sectors. Language skills are increasingly required by employers in a whole range of different sectors, languages can open doors for you, and can add real value to your salary. For those looking to stand out in a tough jobs market, and for those wanting to add oomph to their CV, learning German at A level could be just the thing.

At degree level, you can combine further study of language with many non-language subjects. Many degrees, including languages, often allow you to undertake study abroad.

A language A level is a facilitating subject and enables you to study a wealth of different subjects at degree level. Universities believe that learning a different language displays an ability to learn a subject that is challenging and useful while developing key skills. Languages are in the top 10 most respected A level subjects.

If you are planning to travel post A levels, knowledge of another language as well as English can enhance your experience.

Many employers value language skills due to the impressive communication skills gained through study and interaction with different people.

A student's view

"Studying German at A Level gave me a chance to understand the language beyond verb conjugations and adjectival endings; the rich culture and deep history of Germany and other German speaking countries was fascinating to learn about, and I can't wait to carry on studying German at university in September!"

Specific Course Requirements

Grade 5 in German



History

Examination board: Edexcel

Course content

AS (Year 12)

- Breadth Study with Interpretations

Unit 1H: Britain transformed 1918 - 97

- Depth Study

Unit 2H:1 The USA 1920 - 55 Boom, Bust and Recovery

A Level (Year 13)

All exams will take place at the end of year 13 and will focus on all the work done over 2 years.

Breadth Study with Interpretations

- Unit 1H: Britain transformed 1918 - 97

This will focus on change, continuity, cause and consequence.

Depth Study

- Unit 2H: The USA 1920 - 55 Boom, Bust and Recovery.

Themes in Breadth Study

- Unit 33: The Witch craze in Britain, Europe and North America 1580 - 1750.

Coursework

An historical enquiry; The Legacy of Lenin **or** Stalin's Purges

Assessment

AS (Year 12)

- **Unit 1:** Written paper – 2 hours 15 mins.

1 compulsory source based question, 2 essays from a choice of 4. (60% of total qualification).

- **Unit 2:** Written paper – 1 hours 30 mins.

1 compulsory source based question and 1 essay from a choice of 2. (40% of total qualification).

A Level (Year 13)

- **Unit 1:** Written paper – 2 hours 15 mins.

2 essay questions from a choice of 4 plus 1 compulsory source based question on interpretation. (30% of total qualification)

- **Unit 2:** Written paper – 1 hour 30 mins.

1 compulsory source based question plus 1 essay questions from a choice of 2 (20% of total qualification).

- **Unit 3:** Written paper 2 hours 15mins.

1 compulsory source based question plus 2 essays from a choice of 4. (30% of total qualification).

Coursework

3,500 - 4000 word personal investigation completed in students' own time = 20% of total qualification.

Other skills developed

History develops a wide range of transferable skills. Students must learn to discover information using books, periodicals, the press, databases and the internet. They learn to read for meaning, to take useful notes, to memorise relevant details, to construct complex arguments and to illustrate them by referring to specific historical situations. They learn to examine and evaluate the evidence of documents and images. They compare the evidence of historians of conflicting views and try to arrive at their own conclusions as to their reliability. Students learn to present arguments convincingly, both orally and in writing. Students will also have the chance to develop their love of the subject through extra curricular experiences such as visits to university lectures, relevant museum exhibitions, a trip to the House of Commons and a bi-annual trip to Belfast and Northern Ireland

Career value

The ability to use and synthesize information from a variety of sources and present it clearly and convincingly is a key skill in many professions. Education (including postgraduate research and teaching), journalism, media, publishing, politics, law, administration, personnel management and sales and promotion all require the kinds of skills developed in A Level History. It combines very well with Law and Economics, English and Modern Languages.

A student's view

"History allows us to look closely at the historical events that have taken place in the world. We are also given the opportunity to empathise with people who are faced with problems (such as war), making our problems appear almost trivial. We are also given the chance to go on numerous visits to places like the University of London, where famous historians give lectures."

Specific Course Requirements

Grade 4 in English Language and Grade 4 in History or other Humanities subject



Latin

Examination board: OCR

Course content

AS (Year 12)

- Latin language: Translation of more complex sentences and passages using the grammar and syntax learnt at GCSE. Prose composition – translating from English to Latin – which further consolidates students' confidence in working with the language.
- Latin literature: Students work with two longer extracts of surviving Latin literature written by ancient Romans. One will be prose and the other will be verse. Students learn about the writing's contexts, how to translate it and – most crucially – how to appreciate it critically as a piece of literature.

A Level (Year 13)

- Unseen translation: Students translate passages of unadapted ancient prose and verse literature in Latin. The prose author we study is the historian Livy. His *Ab Urbe Condita* (From the City's Founding) narrates the history of Rome. The verse author is Ovid, whose work includes the *Metamorphoses*, the best source of Greek myths we have today, and several collections of witty, postmodern love elegy.
- Latin prose: Students work with two notable texts of Latin prose literature. One of them will be the text they studied in Year 12, but at a more advanced level; the other will be an author they haven't yet encountered.
- Latin verse: Students study two extracts of surviving Latin verse literature. Like the prose, this will include the text studied in Year 12 and a new author they haven't met yet. We learn about how Roman poetry is structured and deeply appreciate the literary techniques of Latin writers

Assessment

AS:

- Latin language (50%): Comprehension and translations of three passages. The paper also includes five prose sentences to be translated from English into Latin.
- Latin literature (50%): Comprehension and two short essay responses on the verse and prose literature.

A Level:

- Unseen translation (33%): Translation of a passage from both the prose author (Livy) and the verse author (Ovid).
- Prose composition (17%): Translation of prose into Latin.

- Prose literature (25%): Comprehension questions, two short essays and one longer essay.
- Verse literature (25%): Comprehension questions, two short essays and one longer essay.

Other skills developed

Latin A Level is a gateway to logical thinking, literary analysis, and cultural insight, rigorously developing a wide range of skills.

As a systematic language, Latin develops logic, problem solving and attention to detail – much like Maths. Equally, exposure to Roman historians, poets and orators builds evidence evaluation, argumentative writing, creative thinking and public speaking.

Latin provides the basis of about 60% of English words. It is the origin of some of the world's most widely spoken languages. Understanding Latin significantly enhances students' understanding of modern languages and how they function and evolve.

Overall, Latin cultivates diverse skills simultaneously, making it an ideal choice for versatile learners and a valuable complement to any other A Levels.

Career value

Latin is extremely well-regarded by virtually all universities and professional sectors. It is universally recognised as being academically challenging, developing several skills to a high standard and promoting overall personal development in those who study it.

In the past, it was a requirement for doctors and lawyers to study Latin, and many students of Latin still go into these professions. The focus on argumentative, creative and analytical skills mean that Latin opens the door to a wide range of careers and sectors, including public relations, journalism, the media, academia, politics, government, education, finance, and more. Students of Latin are also, contrary to intuition, well-placed for STEM fields, such as engineering, linguistics and statistics, due to the focus on systems, logic and problem solving.

Furthermore, as the basis of many modern languages, Latin will be very useful if you ever plan to travel to a country where Romance languages are spoken, whether that is for pleasure or work. Romance languages tend to come easy to people with Latin: they recognise many important words instantly, and they can often reach a conversational level in a matter of days.

Specific Course Requirements

Grade 5 in Latin



Mathematics

Examination board: Edexcel

Course content

The Maths A Level is a highly demanding course and for those who have a very conscientious attitude and the desire to work independently, it is extremely rewarding. All students take an entry exam in the first week to confirm their suitability for the course and students will be able to download a study pack during the summer to help prepare themselves for this.

It is vital that students have a hardworking attitude to succeed on this course as the content is much more demanding than that of GCSE and the pace is relatively quick.

Assessment

The examinations will be taken at the end of the course.

AS students will sit two papers at the end of year 12:

- Pure Mathematics
- Mechanics and Statistics

A Level students will sit 3 papers at the end of year 13:

- Pure Mathematics 1
- Pure Mathematics 2
- Mechanics and Statistics.

Other skills developed

Pure Maths: This work will underpin all of the work that students do in the two year course by focusing on enhancing and deepening understanding of many topics studied at GCSE as well as introducing new ones. These include calculus, the study of how variables change with respect to each other. There is also work done on sequences and series, trigonometry and radian measure.

Mechanics: This focuses on the maths developed by Newton. In it, students will work on problems involving force and acceleration, collisions and impulse, friction and its effect on motion and why balancing a ruler on the edge of a table is pretty tricky.

Statistics: Perhaps the most relevant of all the work that the students do in maths, statistics enables students to make sense of the huge amount of data available to them. They will work on analysing large data sets to produce conclusions about what information it contains. In addition, students will study various probability distributions including the binomial and normal distributions.

Career value

A good grade at A2 level opens up many potential degrees and subsequent careers including engineering, accountancy, investment banking, programming and IT systems analysis.

Specific Course Requirements

Grade 5 or above in Maths at Higher Tier

Because we are able to offer a variety of pathways in this curriculum area, we will advise as to the most suitable course for you depending on your performance at Key Stage 4



Further Mathematics

Examination board: Edexcel

Course content

Further Maths is a course that not only requires a great deal of application but also a real desire to study some challenging mathematics. It is held in very high regard by all universities and can prove to be a great differentiator when applying to the most prestigious ones.

Assessment

AS students will sit 2 papers at the end of year 12. The first will be on pure maths, the second will cover content on statistics and mechanics

A level students will sit 4 papers at the end of Year 13. Each will be 90 minutes long. Paper 1 and 2 will be on pure maths. Papers 3 and 4 will focus on the mechanics and statistics work studied.

Other skills developed

Further Pure Maths: This is an extension of the Pure Maths course. It focuses on a number of different topics that will not have been met at GCSE. These include matrices, vector analysis and the basis of all maths university courses, mathematical proof.

Further Mechanics: This work builds on the mechanics in the A level Maths course and looks at the principles of work and energy, elasticity and centres of mass.

Further Statistics: This also builds on the foundation work studied in the A level course. In it, students work on regression analysis as well as hypothesis testing and correlation.

Career value

Students who are considering taking degrees with significant mathematical content, such as engineering, software development, and any of the sciences will benefit greatly from taking Further Mathematics.

Employers are looking for people who can think logically, analyse a situation rigorously and then make rational decisions on the basis of their conclusions. These transferable skills are an integral part of a mathematicians training and make those with an A level in Further Mathematics very marketable.

A student's view

"Although seen by many as a subject only for the mathematical genius, Further Maths is really for those who like maths and enjoy a challenge. The extra knowledge and understanding which is gained into the world of mathematics is well worth the hard work."

Specific Course Requirements

Grade 7 or above in Maths.

Must also study Maths A level

Because we are able to offer a variety of pathways in this curriculum area, we will advise as to the most suitable course for you depending on your performance at Key Stage 4



Media Studies

Examination board: EDUQAS/WJEC

Course content

More than ever now the ability to understand how and why we communicate through the myriad of digital media platforms is vitally important. Young people to need to question whose messages they are consuming? What impact do they have? What meaning will they take from these messages and what is the motivation behind the message? This modern and innovative course reflects the growing importance of Media Studies as a subject, allowing you to engage with contemporary media, mixing theoretical and practical work, and offering areas of study and experiences that are extremely relevant to current and future employers in the creative industries and beyond. The new reformed 'A' level specification is structured around the theoretical framework of media language, industries, audiences and representations. The course recognises the fundamental relationship between theoretical understanding and practical work, providing you with exciting opportunities to develop media production skills in different forms, apply your knowledge and understanding of the theoretical framework to media forms and products, and become a creative maker of meaning yourself. You will be offered a choice of briefs and forms within which to work, enabling you to explore and pursue your own media interests. It aims to provide all students taking Media Studies the opportunity to work in a range of media formats, individually and in groups. You will be expected to make full use of the department's online resources as well as presenting much of your work through Google Classroom. We also aim to provide you with the opportunity of exhibiting all of your hard work by showcasing the very best work in an end of year awards and celebration. This is an opportunity that will bring to life the work you have done in the classroom. The New linear A level media studies course will run provide students with the opportunity to gain an AS grade and provide a solid foundation for progress on to the full A level. Media Studies offers students the opportunity to combine a theoretical understanding of the mass media in society and methods for analysing media texts (e.g. television programmes, films, advertising and the press) with the development of practical skills for media production. Alongside this, you are given regular opportunities to gain practical and creative experience in media production, working with media professionals whenever possible to enable you to develop your skills.

Assessment

A Level Media (2 year linear course)

● **Exam 1: Media Products, Industries and Audiences 2 hour exam (35% of A level)**

Section A: Analysing Media Language and Representation – Advertising and Marketing, Music Video, Newspapers.

Section B: Understanding Media Industries and Audiences – Advertising, Film Marketing, Radio, Video Games.

● **Exam 2: Media Forms and Products in Depth 2 hour 30 mins exam (35% of A Level)**

Section A: Television in the Global Age – 'Peaky Blinders' (2013). The Bridge (2015)

Section B: Magazines; Mainstream and Alternative – 'Woman' (1964), Adbusters (2016)

Section C: Media in the Online Age – KSI, Gal-Dem.

● **Media Production – Non-exam assessment (30% of A Level)**

This coursework unit provides students with the opportunity to create and produce their own media products. The areas of production are Television, Online, Film Marketing and Magazines. Each of these briefs will also include an option for creating podcasts. The skills developed through the NEA will be hugely transferable and provide you with a skill set that future employers will find very attractive.

Other skills developed

The skills of knowledge, interpretation and evaluation are all examined. The course will develop the capacity for students to think and write in a highly critical fashion with a clear understanding of the need for referencing theoretical ideas and commentary. Throughout the course students will have an opportunity to draw on a range of other academic disciplines including psychology, politics, sociology, philosophy and ethics and business studies. Personal creative skills will develop through devising and making a range of media products and through reading around critical perspectives and debates that surround the mediation of our world. Skills of interpretation and debate on topical issues that influence the context of media production are developed. Furthermore, students will become critical consumers of all media texts and the various media institutions that produce them. Your literacy skills will develop as you become more visually literate and critically aware of how messages and meanings are constructed and communicated.

Specific Course Requirements

Grade 5 in English Language and 5 in English Literature;
Grade 5 in Media Studies, if taken



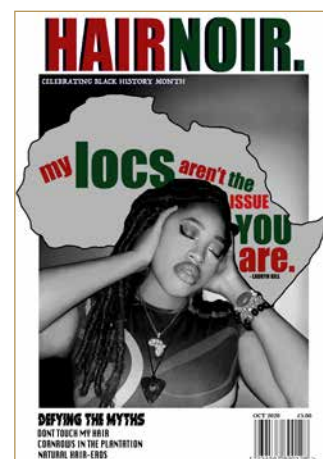
Career value

Many media students go on to do a range of degrees, often at Russell Group universities. Most recently we have seen students taking up places at Exeter, Liverpool, Leeds, Bristol, Southampton and Manchester as well as having a number of students take up places on a range of course at the industry led Ravensbourne University London. Media studies, and its related topics, are of most value in developing a range of abilities that will enable you to understand the most dynamic sectors of the modern economy, offer skills in research, presentation, communication and team-working, plus the ability to think critically and creatively and in so doing, become one of the innovators of the future. We have many previous students who now work professionally in the media, ranging from film and television production through to event management and video games design. As a department we have strong links with a range of professional media organisations and professionals who regularly contribute to the teaching and learning, as well as providing career opportunities such as work experience and training including one of the world's biggest digital marketing and advertising agencies, Dentsu Aegis, for whom we are a partnership school. We also regularly submit many of our students short films for national awards such as The Moving Image Awards and EMC Media magazine Production Awards, often resulting in our students being nominated for and winning awards. So for media studies, there really is no better place than Graveney.

A student's view

"I have gained so much useful knowledge and skill from doing media studies. The lessons are always interesting, with lots of opportunity for debate and reflection on just how much the media and mediation dominates the world we live in. Studying media at A level has stretched me beyond my imagination and provided me with a series of skills that I use in my employment. I also used the skills developed in my media lessons across my other subjects and this has proved most valuable. I have found media studies to be the most enjoyable and outside of the classroom the most useful. I know I will use and need these skills for the rest of my life, whatever career path I choose to take."

"Media studies provided me with the confidence, knowledge and skills that I needed to transform myself from somebody who had no intention of going to university to a passionate and committed student who is now going to take up a degree in media communications at Leeds University. I am so grateful for everything the subject has provided me."





Music

Examination board: Eduqas

Music students are creative, critical and independent thinkers. Delivering a balanced musical education and developing key skills, we will provide you with opportunities to pursue your own musical styles and ambitions. A strong recommendation is that students understand concepts of at least Grade 5 Theory.

Course content / Assessment

AS

● Unit 1: Performing (30%)

Students develop their solo and ensemble skills.

A performance recital of 6-8 minutes, in any style, is assessed by a visiting examiner. The minimum standard required is Grade 5.

● Unit 2: Composing (30%)

Students submit two compositions; one to a set brief set and one free composition. The total time for both compositions must be 4½ to 7 minutes.

● Unit 3: Appraising (40%)

Students develop their knowledge and understanding of musical elements, contexts and language by studying three musical styles in depth: the Western Classical Tradition, Musical Theatre, and Twentieth-Century Music. This unit is assessed by a 2 hour exam at the end of Year 13.

A Level

● Unit 1: Performing (25% or 35% – student's choice)

Students develop their solo and ensemble skills. A performance recital of 8 to 10 minutes (25%) or 10 to 12 minutes (35%), in any style, is assessed by a visiting examiner. The minimum standard required is Grade 6.

● Unit 2: Composing (25% or 35% – student's choice)

For the 25% option, students submit two compositions; one to a set brief set and one free composition. The total time for both compositions must be 6 to 8 minutes.

For the 35% option, students also submit a third composition. The total time for these three compositions must be 8 to 10 minutes.

● Unit 3: Appraising (40%)

Students develop their knowledge and understanding of musical elements, contexts and language by studying three musical styles in depth: the Western Classical Tradition, Musical Theatre and the Twentieth Century. This unit is assessed by a 2 hour exam at the end of Year 13.

Other skills developed

- Aural perception (listening) ● Practical (performance)
- Creative (composing) ● Interpretative ● Analytical
- Factual ● Conceptual ● Evaluative
- Aesthetic and cultural development ● Social

Career value

Teaching, performance and arts administration are among the more popular destinations for music students, but others include broadcasting, publishing, law, politics and the Civil Service. Music is a highly transferable subject and develops a variety of skills. There is scientific evidence to prove that music helps your brain to develop in every area! Many of our A Level students undertake further study at conservatoires and universities. Recent leavers have taken up places at Oxford, Liverpool, SOAS, Edinburgh, the Guildhall School of Music and Drama, the Royal Northern College of Music and Trinity Laban Conservatoire of Music and Dance, as well as contemporary music institutions.

A student's view

"Music is a valuable and enjoyable subject for any instrumentalist or vocalist to take. The syllabus helps develop skills in many areas, and while the A Level is more demanding than the AS, you have more time to learn, progress and improve. The Music Department has a friendly and hard-working atmosphere."

"I chose to do A Level Music at Graveney as all the teachers are very friendly and the extra-curricular activities are great! I've been given some amazing opportunities, made some fantastic friends and will have special memories for the rest of my life."

Instrumental/Vocal Lessons

Extra-Curricular Music lessons are offered on: piano, organ, voice, acoustic, electric and bass guitar, drum kit, violin, viola, cello, double bass, flute, recorder, oboe, clarinet, bassoon, trumpet, French horn, trombone, euphonium/baritone, tuba, composition and music theory.

A Level musicians are encouraged to learn both the piano and another orchestral instrument, with a 50% subsidy on fees for an hour's lesson on their first study instrument and 30 minutes on their second study.

A Level musicians are also expected to sing in our choirs and play, where relevant, in our various orchestras and bands.

Specific Course Requirements

Grade 5 in GCSE Music or Merit in L2 BTEC Music; Grade 5 pass on an instrument /voice, with a strong recommendation that students have studied at least Grade 5 Theory



Philosophy

Examination board: AQA

"The unexamined life is not worth living." - Socrates.

Philosophy involves a critical examination of our most fundamental beliefs about truth and reality, right and wrong. It challenges many of our assumptions about what we know and how we should live. It is an "interface" discipline, concerned with how different views of the world clash or fit together, and with how far different perspectives (moral, scientific, religious, metaphysical, personal) may be reconciled. It is also concerned with how different views of the world fit together. Can we, for example, reconcile moral, scientific, religious, personal, and metaphysical perspectives on the universe? Philosophy gives you the opportunity and is perhaps the only chance many people will have in their lives for extended reflection on and discussion of, in those immortal words, "life, the universe, and everything".

Course Content

The philosophy specification asks these questions: What can we know? How do we make moral decisions? Can the existence of God be proved? Are my mind and body separate?

These questions are fundamental and the material covered in the specification not only provides students with a good understanding of how these debates have, so far, been framed, but also acts as a springboard for consideration and discussion of students own ideas.

The type of questions on the exam ensure that students are assessed across a core of important philosophical skills. Short-tariff items assess the students' accuracy and precision; longer-tariff items assess their ability to articulate a particular argument in a clear and concise way; and open-ended writing tasks assess their ability to construct and evaluate arguments. Students will have the opportunity to engage in detailed analysis of philosophical texts, using the Anthology as a springboard for further reading and reflection.

The Anthology contains extracts from a range of philosophical texts. Students are expected to develop a detailed knowledge and understanding of them.

Assessment

AS is not available Internal assessments must be passed in order to proceed into Year two of the course.

The A level consists of 2 papers

● Paper 1

Section A: Epistemology **Section B:** Moral Philosophy

50% of A-Level All questions are compulsory

3 hour written examination. Total marks: 80

● Paper 2

Section A: Metaphysics of God **Section B:** Metaphysics of Mind

50% of A-Level All questions are compulsory.

3 hour written examination. Total marks: 100

Career value

Philosophy is an excellent choice for ambitious students seeking careers with international organisations, the Civil Service, law, accountancy and consultancy firms and leading businesses especially in information technology and environmental sectors. Philosophy develops your ability to 'think outside of the box', problem-solve and communicate ideas clearly and persuasively. Understanding ideas and arguments, clear and critical thinking and writing, and making rational decisions, are highly valued at senior management levels.

Any degree will value a student with a Philosophy A Level, which is why it's on the 'preferred' subject list for many universities. The sciences, humanities, arts all value someone who can think. High-ranking universities describe Philosophy as having an 'emphasis on the development of analytical and critical skills' (Cambridge) and as developing 'analytical rigour' and 'logical reasoning' (Oxford). As well as single honours Philosophy degree courses, Philosophy is directly relevant for degrees offering combined qualifications, such as Philosophy, Politics and Economics (PPE) and Philosophy, Psychology and Linguistics (PPL). There are also a wide range of dual honours degrees which combine Philosophy with subjects as diverse as Physics and Mathematics to Music or Theology. The A level course provides an excellent introduction for all these possibilities.

A student's view

"Philosophy is probably the most thought provoking course I have ever done. Not for the faint-hearted, it is a subject which challenges your intellect, your prejudices and your ideas about everything conceivable, with vigour and flair."

"Doing Philosophy definitely gave me the edge when it came to sitting the Oxbridge entrance exam - even though I was applying for a very different course!"



Specific Course Requirements

Grade 4 in English Language and 4 in Maths

Photography

Examination board: Eduqas

Course content

This course covers a broad and changing area of study with light-based imagery spanning almost two centuries. Learners might engage with early light based images and rudimentary technology, such as a pinhole camera, as well as the most contemporary, which may include the use of digital cameras, video camcorders, photocopiers, scanners and mobile phones. They may also work exclusively with film based or digital technology or with both. Outcomes can be screen or print based, comprise still or moving images and might be discrete to the subject area or combined with other art forms.

Due to the substantial coursework requirements of this course the AS examination is not routinely offered but may be taken by arrangement. Internal assessments must be passed to proceed to year two of the course.

Assessment

A Level Unit 1:

● **Personal Creative Enquiry:** 60% of total qualification Internally set / Internally marked / Externally moderated.

Incorporates 3 Major Elements: Supporting Studies, Practical Work and a Personal Study.

Supporting studies and practical work will consist of a portfolio of developmental work and outcomes, based on themes and ideas from personal starting points.

The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which will contain integrated images.

A Level Unit 2:

● **Externally Set Assignment:** 40% of total qualification Externally set / Internally marked / Externally moderated. The externally set exam incorporates 2 major elements: Preparatory studies and the 15 hour period of sustained focus (exam).

Preparatory studies will consist of a portfolio of practical and written developmental work, based on the externally set assignment.

During the 15 hour period of sustained focus, students will produce final outcome(s) extending from their preparatory studies in response to the externally set **assignment, under examination conditions.**

Other skills developed

You will learn to develop and extend ideas, creating final pieces using darkroom processes, that communicate your ideas through a visual medium. You will work independently and collaboratively, examining photographic works and analyzing them using a critical vocabulary. You will develop your knowledge and understanding of the context in which photographers work.

Career value

There are many careers opportunities in Photography. Most of these will require further study on an Art Foundation course, further education or University. The Art Department fully supports this process and offers advice and guidance about the application process.

A student's view

"Doing the Photography course has allowed me to have creative freedom over my work and I have become more independent. I have enjoyed learning the darkroom process and using film cameras, and learning to use Photoshop has given me a fantastic life skill."



Specific Course Requirements

Grade 5 in Art or Photography.

Students who have not taken GCSE in Art / Photography may be considered on production of a portfolio of work indicating skill levels to a standard equivalent to the GCSE grade 5



Physical Education

Examination Board: OCR

Course Content

An A level in Physical Education will equip students with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education and sport. The content has been designed to allow students to study Physical Education (PE) in an academic setting, enabling them to critically analyse and evaluate their physical performance and apply their experience of practical activity in developing their knowledge and understanding of the subject. The combination of physical performance and academic challenge in this qualification provides an exciting opportunity for students.

At both AS and A Level students will cover five broad components which are further subdivided into additional topic areas:

1. Physiological factors affecting performance: applied anatomy and physiology; exercise physiology and biomechanics.
2. Psychological factors affecting performance: skill acquisition and sports psychology.
3. Socio-cultural issues in physical activity and sport: sport and society; contemporary issues such as deviance, sportsmanship and ethics.
4. Practical Performance: Students will be assessed on their core and advanced skills in performing or coaching one activity.
5. Evaluating and Analysing performance for improvement: This component draws upon the knowledge, understanding and skills a student has learnt throughout the course and enables them to analyse and evaluate a peer's performance in one activity.

Assessment

The A Level Physical education course is 70% written examination papers and 30% non examined assessment where it is internally assessed, externally moderated. The students will sit three exam papers covering each topic area from above. Whilst they will spend time during the course completing their coursework element for component 4 and 5 above.

Career value

This course is ideal for those students intending to pursue any career for which an understanding of the human body, or human behaviour is desirable as they're encouraged to develop an awareness of the role of PE in society and its application to many situations. This course will prepare students for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology. Students will also develop the transferable skills that are recognised by further education, Higher Education and employers in all sectors of industry. Many of our previous students have gone on to read Sport and Exercise Science at top institutions in the country or pursued careers in teaching, coaching or professional sport. Others have gained jobs in the leisure industry, recreational management, or the health and fitness industry by using the skills they developed throughout the course.

Suitability

- Must play competitive sport or coach sport regularly.
- You will be expected to belong to a club/team outside of school as well as attending school clubs and practices.
- APS 4.5

A student's view

"The A level Physical Education course provides students with the opportunity to study sport and exercise in a much more academic, scientific way. It is also great that I can be accredited for both my practical abilities and my passion for all things to do with sport!"



Specific Course Requirements

Grade 4 in English Language, 4 in Maths and 5 5 in 2 Science subjects, to include Biology if separate sciences were taken. Grade 5 in PE, if taken, , with a strong recommendation that students compete regularly at school or club level in one sport.

Physics

Examination board: AQA

Course content

AS

- Measurements and their errors
- Particles and Radiation
- Waves
- Mechanics and Energy
- Electricity

A Level

- Further Mechanics and Thermal Physics
- Fields
- Nuclear Physics
- Option Topic

Assessment

AS

- **Paper 1** (50%) All topics examined.
70 marks: Questions divided into topics on each section.
- **Paper 2** (50%) All topics plus data analysis and practical skills.
20 marks: Questions on practical skills and data analysis
20 marks: Questions from across all topics.
30 marks: Multiple choice questions.

A Level

- **Paper 1** (34%)
60 marks: AS content; Mixture of short and long questions.
25 marks: Multiple choice.
- **Paper 2** (34%)
60 marks: A level content; mixture of short and long questions.
25 marks: Multiple choice.
- **Paper 3** (32%)
45 marks: Questions on practical experiments and data analysis.
35 marks: Questions on optional topic.

Other skills developed

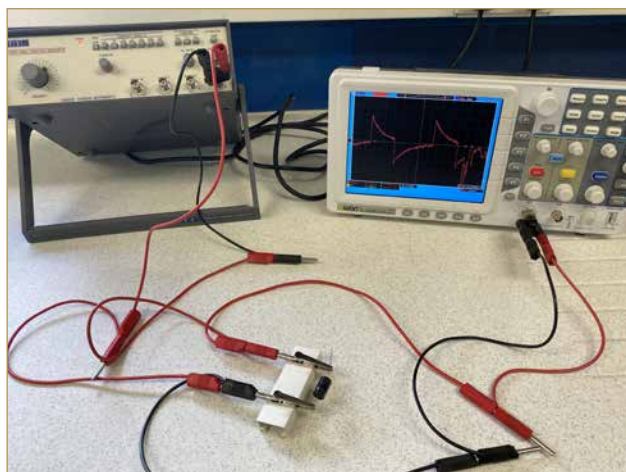
By studying Physics you will learn to think in an analytical way, learn how to structure logical arguments, develop your powers of expression, both orally and on paper, develop your manipulative skills, experience dealing with unfamiliar instrumentation and develop your mathematical and IT skills.

Career value

People with Physics qualifications are found in a wide variety of occupations. Physics is used in engineering (aeronautical, civil, electronic, electrical, mechanical), medical areas such as optics and medical physics, meteorology, geo-physics, computing, aerospace, power and transport industries, the development of new materials, alternative energy, noise control and many more. The career value of physics is exceptional, and is highly regarded by most, if not all, institutions.

A student's view

"Physics is an exciting, fast-moving subject. It involves learning about the physics of the tiniest particles to the physics of the universe itself. At Graveney, physics is taught in a stimulating way using experimental evidence and mathematical methods. The department has a friendly atmosphere and, above all, excellent specialist Physics teachers."



Specific Course Requirements

5 in Physics and in Biology or Chemistry, and 5 in Maths OR

5 5 in Combined Science, and 5 in Maths

Because we are able to offer a variety of pathways in this curriculum area, we will advise as to the most suitable course for you depending on your performance at Key Stage 4



Politics

Examination board: Edexcel

Course content

A Level Politics is modern, relevant, engaging and controversial. Covering news and current affairs from the UK and US, you will finish the course with an excellent understanding of how both countries are run. You will also understand the key features of political ideologies such as conservatism, socialism, liberalism and nationalism.

AS

● Topic 1: UK Politics

This topic explores democracy and participation, elections and referendums, political parties and the role of pressure groups in UK politics.

● Topic 2: UK Government

This topic explores the British constitution, Parliament, the Prime Minister and the executive, as well as the relationship between the branches of government.

A Level

● Topic 3: Core Political Ideas

This topic explores three core political ideologies: conservatism, liberalism and socialism.

● Topic 4: Non-core Political ideas - Nationalism

This topic explores ideas and principles behind nationalism, different types of nationalism and nationalist thinkers and their ideas.

● Topic 5: Comparative Politics - Government & Politics of the USA.

This topic explores the US Constitution and federalism, US Congress, US Presidency, US Supreme Court and civil rights, democracy and participation and comparative theories.

Assessment

Students will be externally assessed by written exams including a mixture of medium length 'source' questions and 'essay-style' questions.

Other skills developed

The skills of knowledge recall, interpretation and evaluation are all examined. The course will develop the capacity of students to deal with complex data from a variety of sources and to organise structured arguments. It offers students the opportunity of dealing in an informed way with the important issues of our time.

Career value

People with Politics qualifications can be found in a wide variety of occupations, careers can include law, management, finance, PR, advertising, research, journalism, civil service, broadcasting, working for pressure groups and voluntary organisations. It is an important academic interest in every university. Students will also have the chance to develop their love of the subject through extra curricular experiences such as visits to university lectures, a trip to the House of Commons and Supreme Court and a bi-annual trip to Belfast and Northern Ireland.

A student's view

"An eye-opening, inspiring course that gives you great knowledge and understanding of the political system."
"Studying Politics has allowed me to fully understand the political system in which we live. I have developed my written skills and have learnt how to put my views across in an effective way."



Specific Course Requirements

Grade 4 in English Language and Grade 4 in History or related subject



Product Design & Technology

Examination Board – Eduqas (AS)

Examination Board – AQA (A Level)

The following two routes are offered, of which students may study ONE.

(a) Product Design

(b) Fashion and Textiles

(a) Product Design:

Course content

Through a practical design and make project students have the opportunity to investigate a context or solve a design problem. They are encouraged to think creatively and to learn and demonstrate skill and knowledge across a range of materials and techniques in order to make products that are relevant in the 21st Century.

The course teaches students to be creative problem solvers. Researching, designing, making and presentation of concepts are key components of a successful portfolio. Rigorous understanding of technical principles, designing and making principles and the ability to analyse and evaluate design decisions are taught through both the practical and examined aspect of the course.

AS (Year 12)

- **Component 1:** A single 2.5hr examination that assesses technical, designing and making principles. Externally assessed.
- **Component 2:** NEA (Design and make project). Students are given the opportunity to develop their creative, technical and practical skills. Based on a theme set by the exam board, students will produce a digital portfolio that demonstrates their creativity and flair when investigating, designing and making a product(s).

A Level (Year 13)

- **Component 1:** Two separate examinations.
Paper 1: Assesses Technical Principles (2.5hrs)
Paper 2: Assesses Product Analysis and Commercial Manufacture (1.5hrs)
- **Component 2:** NEA (Design and make project). Students choose their own client and brief, and produce a substantial design and make project. Through this portfolio they demonstrate their ability to understand and research a brief, generate and model design solutions and produce

a high quality finished product.

In order to reach high attainment levels, students must adopt a commercial design approach to their work, reflecting how a professional designer might deal with a design problem and its resolution.

A key feature of the A Level is that students are able to work closely with a client to identify a need and produce a design brief. Through extensive research, designing and testing candidates use an iterative design approach in order to produce a final product that fulfils their design criteria and the needs of the user.

Assessment

AS (Year 12)

- **Component 1:** Examination set and marked by Eduqas (50% of the total AS mark)
- **Component 2:** NEA (Design and make project, 50% of total AS mark) *This unit is internally set and marked by the centre and externally moderated by Eduqas*

A Level (Year 13)

- **Component 1: Paper 1 and Paper 2.** Both examinations set and assessed by the examination board (AQA)
- **Component 2:** NEA (Design and make project). *This unit is internally set and marked by the centre and externally moderated by AQA.*

Other skills developed

The course is essentially practical in nature; students enhance their knowledge and understanding by finding the solution to practical problems arising from everyday life and commercial contexts.

Students develop and sustain their own innovation, creativity and technological capability to produce high quality products.

They develop an awareness and understanding of product design and technological activity from a historical perspective and in current practice, gaining essential knowledge of production and industrial practices by studying those who work in the world of design.

Students are encouraged to work closely with a client and use an interactive design approach in order to meet their design needs.

Students use ICT to enhance their design and technology capability, and they develop evaluation skills in order to become informed and discerning consumers.

Specific Course Requirements

Grade 5 in Design Technology, 4 in English Language and 5 in Maths. *Students who have not studied Design Technology at GCSE might on an individual basis be accepted on to the course, on production of a portfolio of creative work and dependent on discussions with Head of Department.*



Career value

The course provides skills and knowledge relevant to those who are interested in working in the field of design, particularly product design, graphic design, three dimensional design, industrial design, furniture design, architecture and engineering. It provides a sound basis for further study in Design and Technology. Students develop skills that contribute to a comprehensive portfolio of work. Many students have used their portfolios to successfully apply to Art Foundation courses.



(b) Fashion and Textiles:

Course content

Through a practical design and make project students have the opportunity to investigate a context or solve a design problem. They are encouraged to think creatively and to learn and demonstrate skill and knowledge across a range of materials and techniques in order to reach high attainment levels, students are required to apply an iterative design approach to a real life brief. They must apply a commercial design approach to their work, reflecting how a designer might deal with a design problem and its resolution.

Assessment

A Level (Year 13)

- **Component 1 – Paper 1: Technical principles** (2.5 hours examination) 25% of total A Level mark. Set by AQA and externally marked.

- **Component 2 - Paper 2: Designing and making principles** (1.5 hours examination) 25% of total A Level mark. Set by AQA and externally marked.

- **Component 3: Independent Design and Make Project** (Non exam assessment [NEA]) 50% of total A Level mark. This unit is based on a context and brief identified by the student. The written or digital portfolio is marked by the centre and externally moderated by AQA.

Other skills developed

The course is largely practical in nature, hence knowledge and understanding is acquired in order to apply it to the solution of a practical problems which occur in everyday life and commercial contexts.

Students develop and sustain their own innovation, creativity and technological capability to produce high quality products.

They develop an awareness and understanding of current product design and technological activity from a historical perspective through studying fashion and textiles design history. Students are taught about fibre and fabrics characteristics, industrial practice, sustainability and new and emerging technologies that are relevant to a designer working within industry today.

Students are encouraged to work closely with a client and use an iterative design approach in order to meet their design needs. Students use ICT to enhance their design and technology capability, and they develop evaluation skills in order to become informed and discerning consumers.

Career value

The course provides skills and knowledge for those who are interested in working in the field of Design and Technology within the Fashion and Textile industry. This will be particularly relevant to students looking to pursue careers within fashion or textiles technologist, fashion illustration, industrial design, fashion design, fashion promotion and marketing, textile designer, textile engineering and fashion journalist. Students develop skills that contribute to an excellent portfolio of work. Many students have used their portfolios to successfully apply to Art Foundation courses.

Specific Course Requirements

Grade 5 in Design Technology, 4 in English Language and 5 in Maths. *Students who have not studied Design Technology at GCSE might on an individual basis be accepted on to the course, on production of a portfolio of creative work and dependent on discussions with Head of Department.*



Psychology

Examination board: AQA

Psychology is the scientific study of mind and behaviour. We learn how scientists seek to understand human beings through the use of laboratory experiments, brain scanning, observations, and other empirical techniques. In places, the course is, quite biological and mathematical. The A Level has a similar assessment method to the sciences and the assessment objectives are weighted in the same way. For this reason students must demonstrate an academic ability and interest in the sciences, particularly biology.

Course content / Assessment

AS Level

There are two exams at AS each worth 50% of the AS qualification. Each exam lasts for 1 hour 30 minutes and are worth 72 marks each. The exams consist of a mixture of multiple choice, short answer and extended writing questions.

● Paper 1: Introductory Topics in Psychology:

(Social influence, Memory, Attachment)

Ever wondered why people obey orders which can have disastrous consequences? This topic will help you explore the role of the group, and individuals, on the behaviour and attitudes of others. What is your earliest memory? We will look at how the human memory works and introduce you to theories of human memory. Do childhood experiences affect adult behaviour? This topic presents theories on the formation of childhood attachments and taps into some of the large debates in Psychology such as the role of nature and nurture in human behaviour.

● Paper 2 – Psychology in context:

(Approaches in Psychology (including Biopsychology), Clinical Psychology and Mental Health, Research Methods)

Are we blank slates? This topic will introduce you to key approaches in Psychology which have different ways of explaining complex human behaviour. It will also address key biological mechanisms in human behaviour. How do we define mental health? This topic explores different definitions and looks at the characteristics, explanations and treatments of phobias, depression, and Obsessive Compulsive Disorder (OCD). How do psychologists investigate behaviour? You will learn about, and gain experience of, the methods that Psychologists use in their research. As well as how the data from research is analysed and interpreted.

A Level

There are three exams at A Level each worth a third of the A Level qualification. Each exam lasts for 2 hours and are worth 96 marks each. The exams consist of a mixture of short answer and extended writing questions.

● Paper 1 – Introductory topics in Psychology:

(Social influence, Memory, Attachment, Clinical Psychology and Mental Health) All units (as above)

● Paper 2 – Psychology in context:

(Approaches in Psychology, Biopsychology, Research methods) These topics are all studied at AS but knowledge will be developed by exploring these in more detail.

● Paper 3 – Issues and options in Psychology:

(Issues & Debates in Psychology, Relationships, Schizophrenia, Forensic Psychology)

Are psychological theories and studies gender biased? Or biased in terms of culture? This topic will discuss key ideas in Psychology and help you to develop your skills of analysis and evaluation. What makes someone attractive? In this topic you will explore different factors that affect attraction, what makes a relationship last and differences that exist in virtual relationships. How do you diagnose and treat Schizophrenia? This topic builds upon your knowledge from Clinical Psychology as you will explore different explanations and treatments for schizophrenia. What makes someone commit crime? We will look at different explanations for offending behaviour including biological and psychological ones. Along with this you will explore different profiling methods and ways of dealing with offending behaviour.

Other skills developed

Psychology students develop transferable skills such as analytical thinking, communication, problem solving, numeracy, independent learning and the ability to work in teams.

Recently, students have gone on to study Psychology at a range of universities including Russell Group Universities such as Durham, Exeter, Leeds and Manchester.

Career value

Psychology is a fascinating subject to study, and prepares you for a very wide range of careers including: research and development, teaching, marketing and advertising, human resources, social work, nursing and even the Police and the Armed Forces. Additionally, as a result of the biological component of Psychology it is also useful for careers such as neuroscience.

A student's view

"Psychology is the subject which keeps on giving – there's always something new to learn and a new way to see things."

"Psychology makes you question how much control you actually have over the choices you make."

"You'll never be bored in a Psychology lesson."

"Psychology has opened my eyes to understanding people better and unravelling the different behaviours I see every day."

Specific Course Requirements

Grade 5 in English Language, Grade 5 in Maths and 4 in 2 Science subjects, to include Biology if separate sciences were taken. Grade 4 in Psychology, if taken



Religious Studies

Examination board: Edexcel

A Level Religious Studies asks fundamental, controversial and challenging questions about the issues we grapple with throughout our lives. Does God really exist, and if so, why do we suffer? Can we reconcile religion and science or are they opposed? How do we decide what is right and wrong? When is war acceptable, if ever? These issues, although studied at GCSE, will be explored in far more depth - offering students the chance to really challenge their and others' preconceptions. In addition, we now offer a paper in Buddhism, allowing students to learn about a religion fundamentally different to Christianity and Islam in many ways.

Theology is an ancient intellectual discipline, but no one can doubt the momentous social significance of religion around the world today. Religious Studies at A level provides an understanding of the intellectual underpinning of religious traditions, and of the social and cultural contexts for religious belief and practice. Engaging fully with the questions that the scrutiny of religions elicit will require you to become something of an historian and a philosopher, a textual and literary critic, and a linguist. To be able to employ these disciplines effectively will not only make you a scholar of religion but equip you to embark on a wide range of careers. There is no requirement to be religious or argue in favour of religion - ardent atheists are just as welcome as passionate theists.

Course content/Assessment - AS/A Level

For each paper, the first three bullet points are studied and assessed in Year 12, 1 hour exam for each unit (3 hours total). All six bullet points are assessed at the end of Year 13, 2 hour exam for each unit (6 hours total). All questions are compulsory.

● Paper 1 - Philosophy of Religion

The content for this paper helps students to explore some of the main contemporary philosophical issues and questions about religion.

Arguments for the existence of God; Religious experiences and their use in arguing for and against the existence of God; Problems of evil and suffering in relation to God's existence; Religious language; Works of scholars on atheism, agnosticism, probability and postmodernism; Life after death; religion and science including miracles, creation and the Gaia Hypothesis

● Paper 2 - Religion and Ethics

The content for this paper is focused on exploring both common ground and controversy in dealing with issues that arise in the areas of morality and religion in the context of the modern world.

Issues of the environment and equality; A study of three ethical theories (Utilitarianism, Situation Ethics, Natural Moral Law); War and peace; sexual ethics; Ethical language; The ethical theories of Kant and Aristotle; Medical Ethics

● Paper 3 - Study of Buddhism

The content for this paper comprises a focused and in-depth study of Buddhism

Religious beliefs, values and teachings; Sources of wisdom and authority; Buddhist practices; Social and historical developments; Works of scholars; Religion and society

Other skills developed

'The A Level in Religious Studies equips students to engage at a deep level with fundamental philosophical and ethical questions. Develop an interest in and enthusiasm for a rigorous study of religion and its role in society. Deconstruct arguments and critically analyse scholar's positions. Approach debates and controversial topics in an enquiring, respectful and empathetic way. The RS A Level prepares students for a variety of pathways into Higher Education and the workplace, but it also prepares them for life in a globalising world.

Career value

The subject is good preparation for a career in education (including post-graduate research and teaching), journalism, media, publishing, law, the civil service, social work, banking, management consultancy, accountancy, personnel management, teaching, the police force and religious vocations. Religious Studies produces students who have an enquiring mind, an appreciation of different viewpoints, and an ability to come to clear, balanced decisions. These skills are highly valued by employers.

A student's view

"The course makes you question things you have never thought about before."

"The teachers are extremely helpful and provide as many resources as they can to aid in your understanding."

"Religious Studies at A Level has a very positive atmosphere, as the class is on a very one-to-one basis."

The teachers treat you as though you are an individual, which makes it very easy to go to them and ask for help."



Specific Course Requirements

Grade 4 in English Language or English Literature; Grade 4 in RS if taken



Sociology

Examination board: AQA

Sociology is the study of society and social behaviour. It involves understanding and thinking critically about the social world we live in. In particular it covers issues of power, justice and equality. We will cover a range of contemporary topics many of which are at the heart of national debates.

Course content / Assessment

AS

There are two exams at AS each worth 50% of the AS qualification. Each exam lasts for 1 hour 30 minutes and is worth 60 marks. The exams consist of short answer and extended writing questions.

● Paper 1 – Education with Methods in Context

The Education unit explores the role of education in contemporary society, including critical analysis of the relationships and processes inside schools that can impact the educational achievement of different social groups. As well as studying educational issues you will also explore factors that can impact choice of research methodology. You will answer questions such as: Why do some pupils achieve more than others? What is the role of education in society and who benefits? How does legislation produce equal opportunity for all in education?

● Paper 2 – Research Methods and Topics in Sociology (Culture and Identity)

Sociological theories would not exist unless Sociologists conducted research. In this unit you will examine how sociologists go about investigating society. You will also look at the key decisions which influence their choice of method and topic.

Culture and Identity focuses on the nature of how we define our culture as well as the social influences which create and reinforce our sense of identity and the ways in which our interactions with others shape this.

A Level

There are three exams at A Level each worth a third of the A Level qualification. Each exam lasts for 2 hours and are worth 80 marks each. The exams consist of a mixture of short answer and extended writing questions.

● Paper 1 - Education with Theory and Methods

Education (as above)

You will also explore the key sociological perspectives

in more depth and engage in debates such as whether Sociology can be regarded as scientific and should Sociology be used to inform social policy.

● Paper 2 - Topics in Sociology (Culture and Identity AND Stratification and Differentiation)

Culture and Identity (as above)

In Stratification and Differentiation you will analyse inequality in the UK including the life chances of different social groups, poverty in the UK and the impact of power, politics and authority on social hierarchy.

● Paper 3 - Crime and Deviance with Theory and Methods

In Crime and Deviance we look at rules and rule breaking including the causes of crime and deviance, the distribution of crime (by ethnicity, gender and social class), how society responds to rule breaking and how and why some acts come to be defined as crimes. You will also discuss contemporary debates surrounding issues such as green crime, state crimes and the role of the Criminal Justice System (CJS).

Theory and Methods (as above)

Other skills developed

Sociology students develop transferable skills such as the ability to construct a reasoned argument, good analytical and evaluative skills, good debating skills including the use of evidence to support arguments and an ability to present a counter-argument.

Recently, students have gone on to study Sociology (or related courses such as Criminology) at a range of universities including Russell Group Universities such as Bath, Edinburgh, Manchester and Nottingham.

Career value

There are a variety of occupations which a Sociology student might pursue which include: law, teaching, civil service and local government service, social research, journalism, media, social work and the charity sector.

A student's view

"Sociology has definitely made me question a lot of my old views. It is fascinating to learn new things about myself that I didn't know before. No matter what the topic, everyone has a different opinion. You learn to back your ideas up with theorists and actual sociological evidence."

"Sociology has helped me open my mind up and view society differently in a more insightful way and has helped me keep up with watching the news more often."

"Sociology helped me to learn how to form well organised arguments and manage time effectively."

Specific Course Requirements

Grade 5 in English Language and 4 in Sociology, if taken, or Grade 4 in History/ Geography/RS



Spanish

Examination board: AQA

Course content

Throughout your studies, you will learn the language in the context of Spanish-speaking countries and the issues and influences which have shaped them. The course is topic based and deals with the following broad issues:

AS

- Social issues and trends – aspects of Hispanic society: Equality, cyberspace, modern and traditional values
 - Political and artistic culture: Spanish regional identity, modern day idols, cultural heritage
 - The opportunity to study a work of literature and/or a film
- #### A Level
- AS level topics plus...
 - Multiculturalism in the Hispanic world: Immigration, racism, integration
 - Aspects of political life in the Hispanic world: Today's youth, tomorrow's citizens, monarchies and dictatorships, popular movements
 - A second work of literature and/or film

Authentic material from the Hispanic world is used, including newspapers, magazines, on line resources, film and literature. Students are expected to carry out their own research in the language and immerse themselves in the culture. Oral work is very important – you will attend one lesson a week with the Spanish Assistant. Grammar is also an integral part of the course, to allow you to become more independent and accurate when communicating. Classes are in Spanish as much as possible, so you will have plenty of opportunity to express yourself with confidence and accuracy. You will also be encouraged to attend plays and films in Spanish.

Assessment

AS (Year 12)

- **Paper 1** – Listening reading and writing (1 hour 45 minutes) 45% of AS
- **Paper 2** - Writing: (1 hour 30 minutes) 25% of AS
- **Paper 3** – Speaking: (12–14 minutes) 30% of AS

A Level (Year 13)

- **Paper 1** - Listening, reading and writing (2 hours 30 minutes) 50% of A Level

- **Paper 2** - Writing (2 hours) 20% of A Level
- **Paper 3** - Speaking (21- 23 minutes) 30% of A Level

Other skills developed

As well as covering advanced level study of Spanish language, this course will enable you to develop your capacity for critical thinking, and your understanding of the Hispanic world, and use your language both practically and for intellectual purposes. It will allow you to mediate between cultures, and equip you with transferrable skills like resourcefulness and cognitive flexibility which will help prepare you to take your place in a multilingual global society.

Career value

Spanish is a widely spoken language and is therefore a key vocational skill to your employability in the future.

Language skills are increasingly required by employers in a whole range of different sectors, languages can open doors for you, and can add real value to your salary. For those looking to stand out in a tough jobs market, and for those wanting to add oomph to their CV, learning Spanish at A level could be just the thing.

At degree level, you can combine further study of language with many non-language subjects. Many degrees, including languages, often allow you to undertake study abroad.

A language A level is a facilitating subject and enables you to study a wealth of different subjects at degree level. Universities believe that learning a different language displays an ability to learn a subject that is challenging and useful while developing key skills. Languages are in the top 10 most respected A level subjects.

If you are planning to travel post A levels, knowledge of another language as well as English can enhance your experience.

Many employers value language skills due to the impressive communication skills gained through study and interaction with different people.

A student's view

"There is a big jump from GCSE to A Level, but it is well worth the challenge! You will continue to develop your comprehension skills, develop your accuracy through grammar, and gain in fluency in speaking. You will be in a supportive environment with other students equally curious about Spanish speaking countries. Be prepared to think on a deeper level, as you will be analysing trends and culture and seeking to understand the language in context. It is a course that is full of flavour!"

Specific Course Requirements

Grade 5 in Spanish



Students at Graveney sit the AS examination at the end of Year 12 in subjects where it is available and routinely offered.

This AS course and examination does not count towards the final A level grade, but it must be passed at the end of Year 12 in order to continue with the subject at A level in Year 13.

Where AS is not available or not routinely offered, an internal assessment is taken and must be passed to continue to the second year of the course.



AAQ National Diploma in Applied Science

Examination board: Edexcel

Course content

BTEC Nationals are qualifications that are designed to develop and extend specialist work-related knowledge and practical skills in a range of sectors. BTEC Nationals require applied learning that brings together knowledge and understanding with practical and technical skills. This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.

BTEC Level 3 Applied Science offers a stimulating and engaging programme for students who would like to pursue a career in science-based industries and organisations. The course will provide students with the opportunity to gain an understanding of the basic principles of science, learning how to undertake a scientific investigation and develop the skills necessary to work in a science laboratory.

This course is equivalent to **two A levels**.

Assessment

The course comprises of 8 units of which 3 are exam-based and the remaining 5 are coursework-based.

Mandatory units - 83%

Exam-based units - 46%

- Unit 1-Principles and Applications of Science i
- Unit 3-Science Investigation Skills
- Unit 5-Principles and Applications of Science ii

Mandatory coursework-based unit

- Unit 2-Practical Scientific Procedures and Techniques (Coursework)
- Unit 4-Laboratory Techniques and their Application
- Unit 6-Investigative project

Optional unit - 17%

Students are required to complete two optional coursework units:

- Unit 12-Diseases and Infections
- Unit 16-Astronomy and Space Science

Career value

This qualification is primarily designed for learners who are interested in studying the Science sector alongside other fields of study, with a view to progressing to a wide range of higher education courses. However, it also supports learners who wish to progress directly into employment, as the transferable knowledge, understanding, and skills it develops provide an advantage when applying for a range of entry-level industry training programmes and Apprenticeships in areas such as laboratory technician, industrial technician, and medical technician roles.

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of learning, including, but not exclusively, those which are science-related.



Specific Course Requirements

Grade 4 in Maths and English Language required

Grades 4 4 in Combined Science or Merit in BTEC Level 2 Science



National Extended Certificate in Business

Examination board: Edexcel

Course content

BTEC Nationals are qualifications designed to develop and extend specialist work-related knowledge and practical skills in a range of sectors. BTEC Level 3 extended certificate in Business offers a stimulating and engaging programme for students who would like to pursue a career in the business sector. BTEC National is a level 3, A level equivalent qualification. It is recognised by universities and employers. This is a 2 year course that requires the completion of 3 pieces of coursework and one examination.

Assessment

Clear objective criteria are used based on the achievement of specified learning outcomes. Students will be able to see how their achievements build up as the course progresses and there will be plenty of opportunity to show progress.

Students complete 4 Units.

Mandatory units

- Exploring Business: (Internally Assessed Coursework)
- Developing a Marketing Campaign (Externally Assessed Coursework)
- Personal & Business Finance (Examination)

Optional units

Students complete one of the following units.
All are internally assessed

- (8) Recruitment & Selection Process
- (14) Investigating Customer Services
- (22) Market Research
- (23) The English Legal System
- (27) Work Experience in Business

Other skills developed

Independent research skills as well as team working skills. Organisational and report writing skills as well as a greater knowledge of the recruitment process are also enhanced through studying BTEC Business Studies.

Career value

The BTEC qualifications in Business provide a route to employment into the many diverse areas of business. These could include roles in specialist areas such as management, marketing, finance, customer service or human resources in large organisations or a more generic role in a small local business.

A student's view

"BTEC Business to me supports my decisions for after school life choices and helps replicate the business working environment. I enjoy studying BTEC because it provides me with a broader understanding of business and guides me to study business in more depth. In addition it develops my skills, knowledge and understanding of business and does this in both a practical and realistic way which i can apply to the outside environment."

This course is equivalent to 1 A level

Specific Course Requirements

Grade 4 in Maths and English Language required

Grade 4 in GCSE Business Studies or Economics OR Merit in BTEC Level 2 in Business (if taken).



Two-Year Courses

AAQ BTEC National Extended Certificate in Information Technology

Examination board: Edexcel

Course content

This Alternative Academic Qualification (AAQ) develops key knowledge and practical skills needed for modern IT careers. The course introduces learners to how IT systems are created and managed, how organisations remain secure, and how digital solutions are used in business. It is designed for students who are interested in understanding how IT is used to solve real problems, protect information and support businesses. This qualification is equivalent to one A Level and supports progression to higher education or into skilled digital/IT employment.

Across the two years students will complete four mandatory units:

- Information Technology Systems
- Cyber Security and Incident Management
- Website Development
- Relational Database Development

Assessment

360 GLH. Equivalent in size to one A Level.

This qualification uses a mix of external exams and internal

Pearson Set Assignments.

Externally assessed units are taken under controlled conditions and marked by Pearson.

Internal units are delivered using set assignments and are marked in school.

We structure delivery so that Unit 1 and Unit 3 are completed in Year 12, with Unit 2 and 4 completed in Year 13.

Career value

This course can lead to a wide variety of digital and IT related degrees or employment such as: Cyber Security, Software/Web Development, Systems Analysis, Digital Support, Database Administration and Junior IT Technician roles.

A student's view

"AAQ IT has helped me develop real, practical digital skills. I have built websites, developed databases and I understand how cyber security works in the real world. The course is hands-on and prepares you for modern digital careers and university level study."

Specific Course Requirements

Grade 4 in Maths and English Language required

Merit in BTEC Level 2 ICT OR another Level 2 IT qualification (if taken).



Core Mathematics

Examination board: AQA

Course Content

The key focus in the course is to develop transferrable problem solving skills in a range of applied contexts. This course is especially useful for students who wish to study Biology, Economics, Psychology, Sociology or Geography at University or at A-Level due to the statistical content. During the course students will study:

Use of spreadsheets, modelling and estimation, statistical problem solving - mainly with GCSE techniques, financial problem solving - including percentages and foreign exchange, exponential growth, standard form, logarithmic scales on graphs, graphs and gradient as rate of change, probability and risk.

Core Maths is ideal for those who want to learn how to apply advanced mathematics in real contexts and will train you in analysing real life data.

The course has the equivalent UCAS points to an AS level and will be taught in one year.

There is a considerable amount of material that will be new which is studied in much more detail than at GCSE, and so a hard working attitude is essential.

Assessment

Students are assessed by two external examinations. These will each be 90 minutes long and will be preceded by preliminary material handed out at least a week before the exams.

Other skills developed

Analysis of Data, Maths for Personal Finance and Estimation

The focus is on real world maths that will enable students to make quick, useful calculations in a real world context. This could be to do with how much national insurance they are paying, analysing the interest they are receiving by considering the compounding effect and the rate of inflation, or working out whether to keep some of those Euros from their last holiday by looking at long term exchange rates. This module is a toolkit for every student to help them with the maths all around them.

Statistical Techniques

Students will learn how to analyse data using the normal distribution. In particular, they will learn how to use confidence intervals to describe the likelihood of an event occurring. This will be useful for anyone studying Psychology, Geography or Economics. Students will also study correlation and regression which will help with analysing how two variables are linked. These skills are widely used in many social science subjects.

Career value

All of the content is based on maths that can and is used in industry and government. With the increased use of mathematical ideas and thinking in nearly all subjects at AS and A level, it is a course that has massive benefits for every student.

A student's view

"I would really recommend this course for someone taking Psychology or Biology - it has helped me a lot"

"I enjoy this course because I really feel like I am gaining skills that will be useful in later life".

Specific Course Requirements

Grade 4 in Maths



Extended Project Qualification (EPQ)

Examination board: Edexcel

Course content

The Extended Project is an exciting qualification taken in Year 13 that puts you in control, giving you the chance to explore a topic that really interests you. It is the equivalent of half of an A level in UCAS points, and like the A level, the grades awarded go up to A*. It will teach you skills that are valued by universities and employers.

We offer the EPQ in two modes:

A twilight EPQ where students take responsibility for all aspects of their study, facilitated by a mentor.

A taught EPQ supported by two lessons a week for students who would like to undertake this valuable qualification, but may need more support.

The Extended Project has no exams, and if you are self-motivated and organised, enjoy working independently - whether in a practical way, like designing or performing, or researching, investigating and writing, then it may be for you.

You can choose to focus on a subject that interests you, investigate a controversial topic, expand your knowledge of one of your advanced subjects, and gain practical skills that will help you in Higher Education and the workplace. However, you are not allowed to submit work which has or will be assessed for any other qualification for your Extended Project.

There are four types of Project to choose from:

- Write a dissertation
- Produce an artefact, like a sculpture, model or DVD
- Develop and showcase a performance (sport, drama or music)
- Conduct an investigation/field study

Assessment

The Extended Project is assessed through coursework. You will be assessed on:

- How well you can plan and manage your work
- How you conduct and use research
- The range of skills you develop and use to achieve what you set out to do
- How effectively you can present your own findings and review your own work

Other skills developed

The Extended Project aims to support you with the transition to Higher Education or into the world of work. It provides opportunities for the development of critical, reflective, problem-solving, and independent learning skills through the planning, research, and evaluation of a self-selected project. There will also be some technical skills developed specific to the type of project chosen.

Career value

The skills you learn to complete your Project will be useful whether you want to go into higher education, or get a job. Extended Project earns you UCAS points so if the university offer stipulates the points total you need, rather than A level grades, then this extra qualification could help.

A student's view

"The best thing about it is the way we can learn and work at what interests us."

"I've learnt a lot about self-motivation through this work."

"I feel proud that my project is totally my own research and work."

"No other course gives such scope for individuality and originality."

There are options for undertaking an EPQ in year 13.

Independent Route (alongside 3 A-levels): Mainly 7, 8, or 9 in your GCSEs, mainly As and Bs in your Year 12 exams.

Taught route: No formal requirement. For both routes, all deadlines must be met to remain on the course.



Level 3 Certificate in Speech (Grade 8)

Examination board: ESB

Course Content

The ESB Level 3 Certificate in Speech (Grade 8) promotes oracy and is designed to refine learners' presentational and performance skills at a mature level. Specifically, the qualification can help learners to construct and deliver original and well-evidenced arguments, interpret and critically review information, and evaluate competing ideas and perspectives in a discussion.

Qualification Content:

- Research and deliver a short oral presentation based on a technical subject.
- Lead a discussion of a news item, based on a complex issue with different viewpoints.
- Provide an evaluative literary recommendation, which involves researching the writer and commenting on their style.
- Participate in a formal discussion by responding to questions, raising enquiries, and offering comments based on the work of others.

Assessment

The assessment is divided into four sections:

- **Section 1 (40%)** - Oral presentation, 5 minutes. Deliver a presentation on a researched subject of their choice. In doing so, they should use both quantitative and qualitative evidence, and present personal conclusions.
- **Section 2 (20%)** - Discussion of a News Item, 10 minutes. Lead a discussion based on an article from a quality online or paper-based news source.
- **Section 3 (20%)** - Literary Recommendation, 4 minutes. Provide a literary recommendation of a novel, biography, drama, poetry, or public address.
- **Section 4 (20%)** - Questions and Discussion. Respond to questions and feedback from the group and the assessor about any section.

Other skills developed

Enhanced Oracy and Communication Skills:

The certificate focuses on developing strong oracy skills, which encompass both speaking and listening, enabling individuals to express themselves clearly and confidently in various situations.

Improved Presentation Skills:

The qualification refines presentation skills, requiring learners to prepare and deliver speeches, engage audiences, and utilize effective communication techniques.

Increased Confidence:

By mastering public speaking techniques and overcoming challenges, individuals gain self-assurance in articulating their thoughts and ideas, leading to greater self-esteem and confidence in social and professional settings.

Development of Critical Thinking and Problem-Solving:

Preparing for and participating in the assessment process encourages critical thinking, research, and the ability to structure arguments effectively.

Personal Growth:

The certificate contributes to personal development by fostering self-awareness, adaptability, and the ability to connect with others, leading to a more fulfilling life.

Career value

The certificate enhances valuable employability skills, such as communication, presentation, research, and critical thinking, making individuals more competitive in the job market.

The qualification can serve as a stepping stone for further learning and development in related fields, such as teaching, drama, or communication studies.

Specific Course Requirements

Grade 4 in English Language, 5 in English Literature



General Certificate of Secondary Education

English Language GCSE

Examination board: OCR

Course content

There is a range of reading including modern and pre-twentieth century texts. Students will write in different styles and for different purposes. There will be varied opportunities for different kinds of oral work.

Assessment

Students will sit two examinations covering skills of reading and of writing.

Skills developed

The course will further develop students' skills of speaking and listening, reading and writing. As well as continuing to develop a range of writing styles, students are encouraged to improve their technical accuracy and grasp of standard English.

Career value

A pass at GCSE English is a requirement for the vast majority of jobs and further courses of study. Many employers and colleges require a pass at 4 or above. All students following this course aim to improve on grades previously gained.

Examination entry

Students' chances of improving on their previous GCSE grade will be assessed at the end of the first term and entry advice given accordingly.

A student's view

"GCSE English retake is fast paced and informative. A high level of reading, writing and speech is attainable from this subject. The environment is friendly and the work is compelling...the department here are very helpful and highly experienced. I'm improving on my skills each lesson, and I think I have achieved a lot this year. English has given me a broad view and a more mature look on life."

Mathematics GCSE

Examination board: Edexcel

Course content

The course covers the content of the national curriculum in mathematics, including number, algebra, shape, space and measure, and data-handling.

Assessment

There are 3 examinations each 90 minutes long. One of the papers is 'no calculator allowed'.

Skills developed

The course aims to develop students' knowledge and understanding of mathematical concepts, together with their ability to apply this knowledge in a variety of contexts.

Career value

A GCSE in mathematics is seen as a valuable qualification for all courses in further education and for employment, and is often an essential requirement.

Examination entry

Students will sit the Foundation Tier exam.

A student's view

"The teaching of the course is very focused, with plenty of opportunity to talk to teachers outside lessons, and the after-school sessions can be very helpful if we need help between lessons."

Students who achieved below grade 4 in English Language and/or Maths must continue to study the subject to improve their grade in order to fulfil their higher education and career aspirations. There are no formal requirements, this course is aimed at securing a grade 4 or 5 pass only.

The Wider Enrichment Programme

We place a real emphasis on personal development in the Sixth Form as a preparation for later life. As part of this, all year 12 students participate in the Wider Enrichment Programme for one lesson per week. In this popular series of short, non-examined courses students can engage in discussion, ask burning questions and learn things they weren't expecting. There are two separate short courses on Personal Social and Health Education where students tackle issues pertinent to their age group and prepare for the transition to more independent living. Our Critical Thinking course delivered by our Philosophy and Theology department equips students to think more deeply.



Supervised Study and the Study Skills Programme

All Sixth Form students are encouraged to make use of our study facilities throughout the week. Students have one period per subject per week designated as a supervised study period where they must attend and work in the Year 12 or year 13 study centre.

Our Study Skills Programme is delivered in form time and builds on the latest insights into how students learn most effectively equipping all students with the tools they need to find an efficient, effective way of studying that works for them.

Employability Skills

The basic skills (communication, literacy, application of number and information technology) may be acquired through students' main areas of study.

The wider employability skills (team working, self-management and problem solving) are considered by higher education institutions and by employers to be of considerable value. Those who involve themselves fully in their studies and who make use of other opportunities available to them in the Sixth Form (e.g. acting as a prefect, target setting, involvement in extra curricular activities) develop these skills to a high level. Out of school activities such as volunteering in the community, part time work, sport, music, etc. will provide further opportunities to develop these worthwhile skills. Many universities have stated explicitly in their admissions policies that they place great importance on the higher employability skills. The Sixth Form team will support you fully to enable you to identify, develop and provide evidence of these skills. Tutorial time will be set aside to enable you to document the skills you have gained. This will enhance the quality of your University or career application.



"Careers education is a particular strength of the school"
OFSTED 2015

Mentoring Schemes

Sixth Form students have the opportunity to participate in a wide range of mentoring schemes including:

Maths Partners - working with students in KS3 and KS4 who would benefit from help with their maths.

Reading partners - working predominantly with KS3 students who are developing readers.

Both these schemes give students the opportunity to serve the school, demonstrating commitment and reliability, key skills that are valued by university tutors and employers alike.

We also give Y13 students the opportunity to mentoring Y12 students in a subject of their choice, giving support to students who need to consolidate their learning and provides a vital benefit of revision of AS content for the Y13 volunteers.



Clubs and Societies

One of the many benefits of being such a large school Sixth Form is the range of clubs and societies that are on offer. Whatever your child's interests may be, the diversity of our intake means that students are likely to find others who share these interests. At Graveney Sixth Form, we believe that school life is about developing students talents and abilities to the fullest and preparing them to take their place in the world.

We are proud of our broad and diverse offer of clubs and societies, many of which are student-led. If a student finds that their interest is not yet represented, we always encourage them to apply to start a club or society for the first time and it may well become a part of the Sixth Form offer. We are keen to ensure that everybody, and their interests, are represented and celebrated in the Sixth Form.

There are some established groups that have been running for a number of years such as LGBTQIA+ Society and Debating Society. We also have some subject-specific groups such as Social Science Society and the Literary Society – although you don't have to study those subjects to attend! The sporting offer is also broad, with the Sixth Form Football League and Netball Club always proving very popular. And of course, STAGS (Sixth Form Theatre at Graveney School) our student-led annual musical which culminates in one of the highlights of the school calendar!



Sixth Form Sport

We encourage all our sixth form students to live a physically active life. In addition to the competitive teams we offer inclusive sports on Wednesday afternoons just for sixth form including Netball, Football, Rugby, Table Tennis, Circuit Training and Yoga. This offer is complemented by other popular clubs such as Running club, Climbing club and Cycling at Herne Hill Velodrome.

Prefects

All Y12 are invited to undertake prefect support activities helping staff with classes around the school.

In Y13 students are invited to apply for prefect roles supporting departments or the school House System. Students may also stand for elected prefect roles such as Head Student, Charity Officer, Environment Officer, Equality Diversity and Inclusion (EDI) Officer, Sports Captains and House Captains.

Our elected prefects form an important part of sixth form life implementing their policies and representing the views of the student body to senior staff.



For students who speak another language at home, there may be the possibility of taking an additional qualification in that language.

Currently, GCSE, AS and A level qualifications exist for languages such as Arabic, Bengali, Chinese, Italian, Modern Greek, Gujarati, Japanese, Modern & Biblical Hebrew, Panjabi, Persian, Polish, Portuguese, Russian, Turkish and Urdu, although this list is subject to change by exam boards.

GCSE level

For most languages, the GCSE tests your ability to understand and communicate effectively in the language. You will need to sit Listening, Speaking, Reading and Writing papers. Please note that just speaking the language is NOT enough, you do also need to be able to read and write in the language.

AS and A level

For most languages, the AS and A level qualifications test your ability to Listen, Speak, Read and Write in the target language. There is also the addition of subject content: in most cases, you must study specific topics and become an expert in these topics, being able to cite facts, figures, dates, and backing up your ideas with evidence that show you have studied the topics. You must also study works of literature and film at an advanced level.

The syllabus for each language is different, so you must ensure you access and read the syllabus to familiarise yourself with requirements. You are strongly advised to access a tutor outside of school to support your learning. We will require contact with a tutor so that they can provide a predicted grade for you. Please note that responsibility for studying the topics and works lies with the student as we are unable to provide this support in school.

You must access websites of the relevant exam boards, where you can get further details about the syllabus requirements and past papers. Graveney School is unable to assist with this, you must do so independently and without detriment to your Graveney school studies. It is for this reason that we strongly advise that you attend language lessons outside of Graveney, so that a teacher can advise and support you.

You will be given the dates and times for your exams by our Examinations Officer and you must attend on the correct day at the correct time. As with all external exams, if you are ill on the day of an exam, you must provide a Doctor's letter explaining your illness and stating that you are too ill to attend. This must be provided within 5 days of the exam date. Failure to provide this will mean that you will be withdrawn from the subject and invoiced for the cost of the lost exam fees.

You must co-operate fully with Graveney School staff who will explain how the exams will be conducted and what you are required to do to comply with exam board regulations.

Please note: If your home language is a language that we teach at Graveney, i.e. French/ German/ Spanish, you MUST select it as one of your A levels and you MUST attend timetabled lessons with us in order to be entered for the qualification.

Application process

To apply for a qualification in your home language, you must complete an online application form. Completing this application form does not necessarily mean that you will be entered for an exam. Instead, it will trigger a discussion between the Head of Languages, Head of Year and Phase Head to ensure it is an appropriate decision for you. The decision will be communicated to you and parents / guardians by email as soon as possible. You must check exam entries in March to ensure you have been entered.

If you plan to use this A level qualification as part of the UCAS application process, we strongly advise you to take your A level in Year 13.





Extra-Curricular Music

Ensembles

The Graveney Music department is an incredibly lively and enthusiastic place, which makes an enriching contribution to the life of the school. Our ensembles are free, inclusive and open to all pupils. Groups available to sixth formers include: Senior Choir, Chamber Choir (auditioned), A Cappella, Orchestra, Senior Concert Band, Jazz Band, Brass Ensemble, Saxophone Ensemble, Senior Guitars, Flute Ensemble and Chamber Strings. We also offer bands mentoring and a space to use music production software, including Logic Pro and Sibelius. Our ensembles form the basis of our concert programme, which includes large-scale internal and external concerts, informal gig nights and intimate chamber concerts. We also run a number of day and overnight trips each year, including our annual senior choir trip and a summer term instrumental weekend.

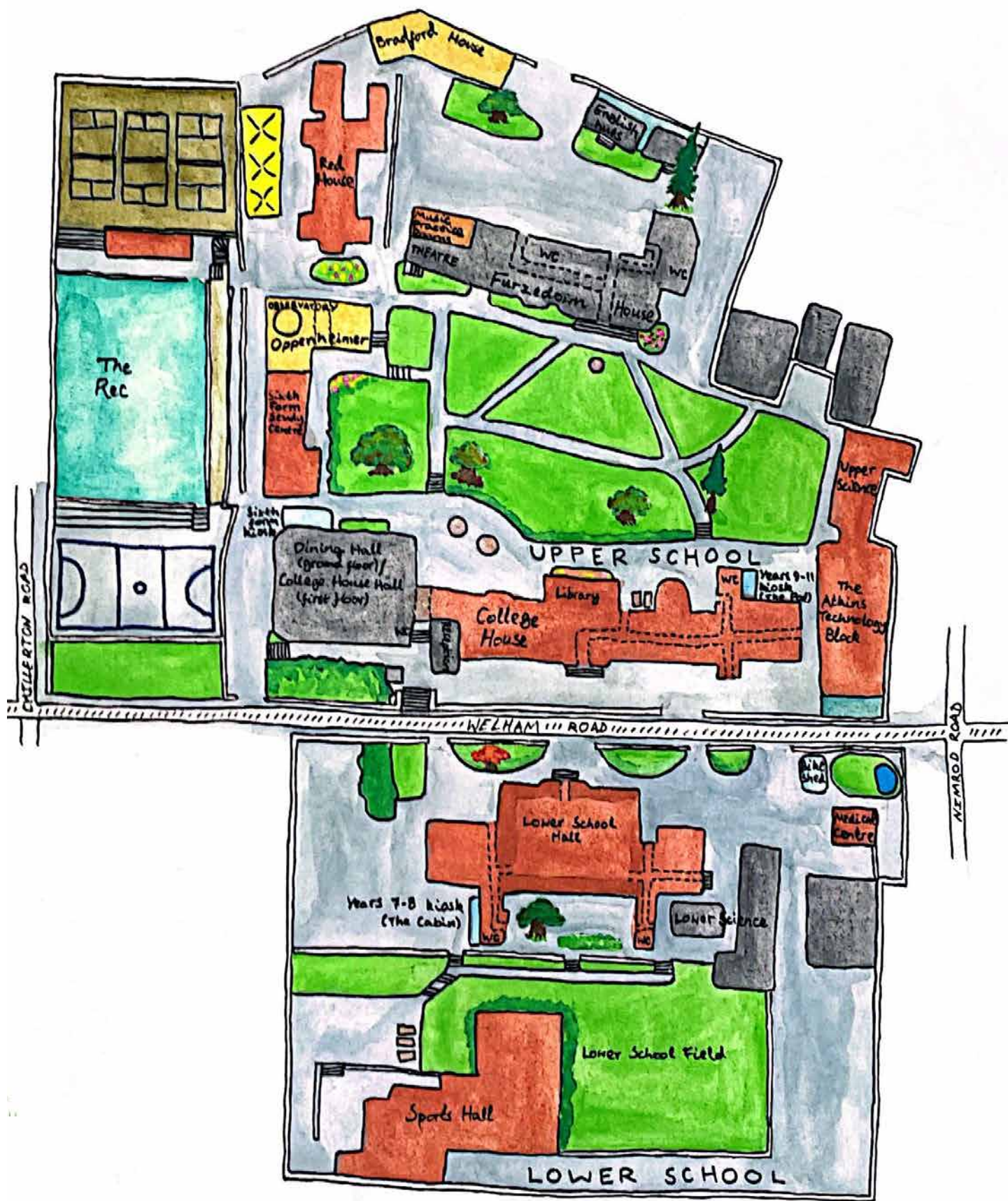
Instrumental and Vocal Tuition

We recognise the value of learning a musical instrument and offer high-quality tuition to support pupils in realising their musical potential. We are very fortunate to have an outstanding team of peripatetic instrumental and vocal teachers, who have a wealth of professional and pedagogic experience.

We currently offer lessons on: **piano, organ, voice, acoustic, electric and bass guitar, drum kit, violin, viola, cello, double bass, flute, recorder, oboe, clarinet, bassoon, trumpet, French horn, trombone, euphonium/baritone, tuba, composition and music theory.**

There is a cost for individual music tuition, which is heavily subsidised by the school. We are also able to loan most instruments for a small additional fee, which covers the costs associated with general wear and tear.





Finn Mahin
(Graveney Student)



GRAVENEY SCHOOL

Graveney School is part of the Graveney Trust
Registered Office, Welham Road, London SW 17 9BU

T: 020 8682 7000

E: sixthformadmissions@graveney.wandsworth.sch.uk

www.graveney.org

Company number 7687897