



STOVER  
SCHOOL

# GUIDE TO SIXTH FORM COURSES

STOVER SCHOOL



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STOVER SCHOOL

# HEADMASTER'S WELCOME

MR RICHARD NOTMAN

Welcome to Stover School; if this is your first taste of the school, I would encourage you to research extensively, use the school website, visit if possible and generally gather as much information as you can about the fantastic provision that we offer for our pupils.

Our Sixth Form is designed to fully equip our young people with the tools they will require for the next stages of their education and indeed, to give them the skills required to continue to be successful for the rest of their lives. The framework around which this personal growth is built during the two years of Sixth Form study is the Personal Development Plan. This encourages pupils to think beyond their studies and create opportunities and commitments through which they will grow as leaders, risk managers, creative thinkers, resilient individuals and responsible global citizens. Please read the Personal Development Plan booklet to gain a more complete insight into the benefits it offers our Sixth Form pupils.

Ultimately we want to enable our pupils to academically flourish, explore their individuality and develop the passion and skills required to change the world for the better. The future is in their hands.

NURTURE • INSPIRE • PREPARE





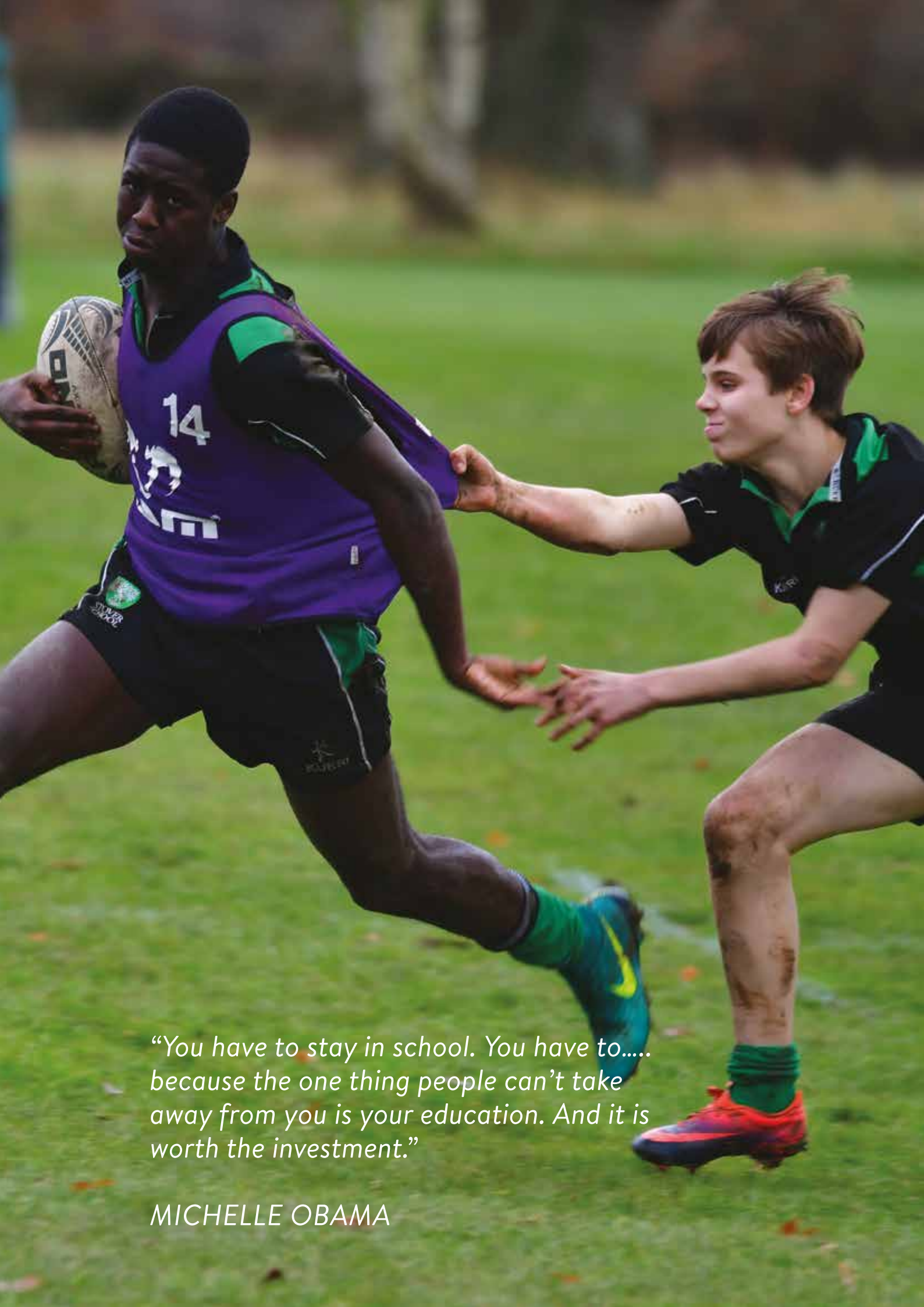


## JOINING US WHY STOVER SCHOOL?

Family is at the heart of school life and small class sizes mean that every pupil is known as an individual and treated as an integral member of the community. Pupils who feel valued and cared for are able to achieve to the very best of their potential. Our pupils take ownership of their learning and develop cognitive skills such as creativity, logic, flexibility and resolution which will see them succeed in the wider world.

The broad A Level curriculum, delivered by our passionate teaching cohort, offers pupils the opportunity to grow as independent learners and exceed their expectations. Our A Level results and the support provided consistently enable our university applicants to access their first choice placements – a great accolade to the hard work and dedication of both pupils and staff. This has been a difficult year across the country for A level pupils, and we were delighted that our Year 13 cohort achieved a 100% pass rate, with over 39% of grades being awarded at A\* to A; this represents the best A level outcomes on record.

The school sits within 64 acres of estate parkland; open fields and woodland overlooked by the Dartmoor National Park - the perfect environment, away from the stresses and expectations of everyday life. Pupils can free themselves to be inspired to learn and grow into independent and confident young adults, who are able to leave school ready to take on the challenges of life.



*“You have to stay in school. You have to.....  
because the one thing people can’t take  
away from you is your education. And it is  
worth the investment.”*

**MICHELLE OBAMA**



## LIFE AS A SIXTH FORMER

Our ethos means that we expect our pupils to work hard, show independence and participate in the wider life of the school and local community.

The Stover Sixth Form Centre is the dedicated facility which forms the focal point of the Sixth Form community.

The building is modelled on facilities found at universities and provides exceptional areas for both study and social contact. The communal work space provides a great place to work collaboratively or socialise. It also features computers, scanner, colour printer, and a fully stocked careers library. Within the Centre there are also private study facilities, comfortable relaxation areas, outdoor garden with patio and a Sixth Form kitchenette.

Of course our Sixth Formers also make full use of the rest of our lovely estate, where alongside our large and well-equipped classrooms the facilities include a Drama Studio with professional standard sound and lighting, a large and well-stocked library, a music centre with a wide range of equipment and practice rooms, extensive sports facilities including Tennis Academy, floodlit courts, outdoor and covered tennis and netball courts and gym, workshops and creative spaces for expressive art and design.

The Head of Sixth Form and Deputy Head of Sixth Form are based in the Centre and have an open door policy so pupils can drop in for advice, support or just a chat at any time.

Away from the classroom, opportunities for Sixth Formers are endless; from dynamic music and drama performances, leadership responsibilities, and a wide range of enrichment experiences to social outings and events.













## HEAD BOY

# XAVIER

“My short time at Stover has been both memorable and rewarding; providing me with the necessary skills I will need to succeed in later life. Coming in from another country and choosing the right Sixth Form is incredibly challenging and takes a lot of time and consideration, however, visiting Stover made my choice clear. The support provided has been a vital part of my time here especially the help and encouragement I have received from staff at Stover. I have overcome many challenges that have worried me and have been able to build my own coping mechanisms and strategy.

Stover Sixth Form is an incredible environment that helps us to exceed expectations and encourages us to find our own individuality and be unique. The experiences I have had at Stover have given me so many opportunities and allowed me to grow as a person. For this reason, I will forever be grateful.”

## HEAD GIRL

# DARCY

“I was a student at Stover from a very young age and seeking something new, left to attend a college which had over 2000 students per year. I returned to Stover Sixth Form and can say that the transition was made very smooth thanks to the teachers and pupils. A year on, the decision has undoubtedly been a good one. The support and opportunities received at Stover are unlike anywhere else and have been paramount in my development as a person ready for university life.

Choosing the right Sixth Form can be very challenging, but returning to Stover was an easy decision for me. The Sixth Form is not just a place to gain qualifications, but to learn skills needed for life beyond education. My experiences at Stover have provided me with a well-rounded skillset and long-lasting memories which I will hold close forever.”

## SIXTH FORM

# PERSONAL DEVELOPMENT PROFILE

### PURPOSE OF THE PROFILE

One of the most important success measures for any Sixth Form pupil is achieving the necessary entry requirements for post 18 provisions, be that college or university entry, essential elements for application to an apprenticeship, a work based placement or full time job.

However, academic results alone won't ensure success in selection processes, higher level study and an ensuing career. Here, softer, personal skills will come to the fore; the ability to present, communicate and negotiate, understand team dynamics, manage risk, socialise, empathise, problem solve, be creative, flexible, motivated and resilient, will all be crucial factors. Such skills, coupled with excellent examination results, will make Stover Sixth Formers extremely employable.

The Personal Development Profile (PDP) provides the framework through which all Sixth Form pupils plan for and then achieve their best possible examination outcomes, while also maximising gains made in the development of their personal skill sets.

For more information see the Personal Development Plan booklet.







## CURRICULUM

# THE EXTENDED PROJECT

The EPQ is an excellent platform on which to build further academic achievement. It will also give you a range of valuable skills that are sought after in the workplace, such as time management, research skills, presentational ability and more importantly the ability to work to a plan. The Extended Project is valued by universities as evidence of ability to complete independent research and write a longer style essay or dissertation. It also attracts UCAS points for university. The Extended Project is awarded a grade from A\* - E.

### EXTENDED PROJECT QUALIFICATION (EPQ)

AQA/WJEC/EDUQAS

The Extended Project qualification allows you to develop your interests in a particular topic, experience or skill. Amongst other things you will gain skills in the following:

Time management skills.

Independent research and learning skills

Note-taking, essay structuring and referencing skills.

Self-reliance and teamwork where necessary.

Extended writing skills.

Literacy and Numeracy skills.

Extended Projects can take several forms. The key is that it is an in-depth study.

You can choose to do either:

- A dissertation - This type of Project is a university-style dissertation on any topic which can be researched and argued about; for example, a controversial biological, historical, ethical, philosophical, psychological, economic or environmental issue. The dissertation uses secondary research sources to provide a reasoned defence of a point of view, with consideration of counter-arguments.
- An Investigation - This type of Project is a scientific investigative project involving the collection of data from primary research, which may happen within the context of a geographical or biological field study - for example, a study of erosion, a study of pollution or a statistical survey of attitudes concerning a social issue. The Investigation/ Field Study uses primary sources of data, such as questionnaires, observation or scientific experimentation, with a process of hypothesis creation and testing.





•A performance - This type of Project involves the development of performance skills and techniques in a creative process leading up to a performance before a designated audience - for example, a performance of music, drama or sport. It can take the form of a response to a brief or performance commission.

• An artefact - This type of Project involves a process of research, design and the application of creative skills in developing and realising a piece of work in response to a client brief. Types of artefact project include creating a painting or sculpture, designing a piece of furniture or a garment, creating a website, solving an engineering/construction problem or producing a piece of graphic design.

There will be taught sessions to help you develop the range of skills needed for the Extended Project. These include:

Research methods

Presentation skills

Project management skills

Dealing with ethical issues

Action planning

Self- and peer-evaluation skills to aid reflection on learning and personal development.

You will have a personal supervisor to support your work on the project and to help you review and evaluate your personal learning and development. The rest is up to you. You can approach other staff for specialist inputs where appropriate. There will also be other people and experiences to draw upon in your life outside of the sixth form.



## COMMUNITY SPORTS LEADER

A highly successful course which provides Stover School pupils with the unique opportunity to develop leadership skills whilst supporting others in the school environment (level 2) or the local community (Level 3).



### COMMUNITY SPORT LEADER EDEXCEL

A highly successful course which provides Stover School pupils with the unique opportunity to develop leadership skills whilst supporting others in the school environment (level 2) or the local community (Level 3).

The Sports Leader Award is a nationally recognised qualification that enables successful candidates to lead groups of people in sport and recreational activities with indirect supervision.

It encourages participants to take responsibility for others, develops organisational and communication skills and instils confidence in people for whom leading groups in sporting activities is a new experience.

Who can become a sports leader?

Anyone can do a Sports Leader Award- as long as they are 16 or older and have some get up and go! You don't need to be a sporting superstar to get involved.

A Sports Leader Award is a nationally recognised qualification and can help you

get a job or get into further education.

The Level 2 Award in Sports Leadership gives people aged 16 upwards the skills needed to plan and deliver safe sporting and recreational activities.

Both awards develop vital leadership skills such as communication, organisation and motivation, whilst instilling the confidence and desire in people to make a difference within their own communities.

The qualification is practical in nature, with an emphasis on learning through doing and applying knowledge, rather than through theory.

In Year 12 pupils can gain the Sports Leader award- they must complete a Learner Evidence Record and 10 hours of leadership.

In Year 13 the award is the Higher Sports Leader award- a more comprehensive Learner Evidence Record is completed and 30 hours of leadership in 3 different areas, working with children, special needs and the community. This can also gain valuable UCAS points on successful completion.



## CERTIFICATE OF PERSONAL EFFECTIVENESS

The qualification offers imaginative ways of accrediting young people's activities. It promotes, and allows centres to record, a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges.



### CERTIFICATE OF PERSONAL EFFECTIVENESS

The Certificate of Personal Effectiveness (CoPE) modules are divided into three sections; A, B and C. Each section should take at least 10 hours to complete – 10 hours is worth one credit. Students will need 12 credits to gain the Certificate of Personal Effectiveness.

The module titles are: Communication; Citizenship and community; Sport and leisure; Independent living; The environment; Vocational preparation; Health and fitness; Work-related learning and enterprise; Science and technology; International links; Expressive arts; Beliefs and values; Combined studies (this module allows you to mix and match a combination of challenges from other modules).

Pupils will produce a portfolio of evidence to demonstrate their achievements, and must also demonstrate competence at Level 1 or 2 in the six CoPE skills units:

- Introduction to Working with Others
- Introduction to Improving own Learning and Performance

- Introduction to Problem Solving
- Planning and Carrying out a Piece of Research
- Communication through Discussion
- Planning and Giving an Oral Presentation

### ASSESSMENT

Level 1 helps candidates to develop familiarity with the basic knowledge, techniques and understanding involved in working with others and helps to show they can apply their skills in routine and supportive situations.

Level 2 builds on Level 1 by requiring candidates to extend their use of basic techniques when working with others. It recognises their ability to take some responsibility for some decisions about how they select and apply their skills to meet the demands of largely straightforward tasks.

Level 3 marks a shift from straightforward tasks to being capable of responding to the demands of more complex activities. Candidates need to demonstrate more explicit reasoning ability and personal responsibility in making decisions about how tasks are organised when working with others.



## SIXTH FORM

# ENRICHMENT

## STOVER SCHOOL

Sixth Formers have a vital role to play in school life at Stover. Considerable time and effort is spent in providing enrichment opportunities to ensure our pupils develop into mature, reliable young adults.

The Personal Development Plan empowers pupils to be involved within the school community. Sixth Form pupils take charge of a number of leadership roles, working with pupils as young as nursery age and providing superb role models. Examples of leadership roles include school prefects, sports leaders, coaches or assistants for our activities programme, whilst others become literacy leaders, peer mentors or music coordinators.

A whole range of opportunities is available to pupils at Stover School. Being able to offer our children a wide range of diverse opportunities is very important as it encourages them to become independent, confident and successful members of the community. We aim to provide a wealth of opportunities to complement, enrich and extend those already offered by the school curriculum.

Being close to Dartmoor means that our pupils can access wide open spaces and participate in character building challenges such as The Tens Tors and The Duke of Edinburgh Award Scheme.

The option to join the Combined Cadet Force (CCF) is also available to Senior School pupils. With the aim to instill values in young people that will help them get the most out of their lives, and to contribute to their communities and country.





## SIXTH FORM

# PREPARING FOR THE FUTURE

The Sixth Form Centre is the hub for both the academic and pastoral care of the Sixth Form. Its resources include daily papers, journals and periodicals available for pupils to keep up with current affairs and maintain a healthy interest in the news. We prepare pupils for their UCAS applications with a programme of seminars, assessments and structured visits, guiding and advising them on the careers options available, and an interview techniques - whether considering a traditional university pathway or applying for apprenticeships.

During the Sixth Form years, every student has the opportunity to undertake an Extended Project Qualification (EPQ). It provides an opportunity for them to broaden their skills beyond the boundaries of the A Level syllabus, grow their research skills and helps them to stand out in a university or job application and often reduces entry requirements for university courses.

Stover School is a great advocate of the EPQ as it promotes an aspiration for higher education and gives candidates a real sense of ownership and control of their own project.







*"The EPQ is a definite strength in an application. It can create the heartland of a personal statement and give it depth and substance."*

SHEILA COSGROVE  
UNIVERSITY OF YORK'S  
ADMISSIONS DEPT

## A-LEVEL

# EXAMINATION RESULTS

## STOVER SCHOOL

This has been a difficult year across the country for A level pupils, and we are delighted that our Year 13 cohort at Stover have achieved outstanding examination results. Stover pupils achieved a 100% pass rate, with over 90% of grades being awarded at A\* to C; this represents the best A level outcomes on record.

Headmaster, Richard Notman, said “I am immensely proud of the way that our pupils have coped with the adversity and uncertainty that this academic year has presented; their achievements against this backdrop are all the more remarkable. In equal measure, I would like to recognise the absolute professionalism of the Stover staff in delivering the Department of Education’s strategy for our 2020 examination group. Well done to all concerned!”

## ADMISSIONS

# ENTRY REQUIREMENTS

Pupils are expected to gain Grade 6 or above at GCSE level, in the subjects they wish to study at A Level, and have pass grades in English and Mathematics.

Where this is not the case, alternative provisions can be explored that are tailored to the specific needs of the pupil.





*"In some parts of the world, students are going to school every day. It's their normal life. But in other parts of the world, we are starving for education... it's like a precious gift. It's like a diamond."*

**MALALA YOUSAFZAI**







## MOVING ON SIXTH FORM DESTINATIONS

We are very proud of our examination results and our record in enabling pupils to achieve their ambitions.

A large proportion of our pupils progress to higher education on leaving Stover School, many of whom have started degree courses at different universities in all parts of the country and around the world, including traditional and new universities. The majority have progressed to prestigious Russell Group universities, including the University of Exeter, University of Bath, Durham University, University of Oxford and the University of Cambridge.

A good number of pupils move on to competitive Higher Level Apprenticeships or take up employment in a range of highly-valued occupations.

You can be confident that, by studying at Stover School, we will prepare you to face the future with confidence.



## SIXTH FORM BOARDING

Sixth Form boarding life provides an oasis of comfort, friendship and stability whilst preparing pupils for independent living in the years ahead.

Boarders enjoy comfortably furnished study bedrooms with modern facilities. Ongoing refurbishments mean that the facilities are being constantly updated.

Daily life as a boarder provides plenty of study time in a disciplined environment with dedicated prep time and access to academic support.

Downtime in the Stover Boarding Houses is busy and good fun. Midweek activities involve the whole boarding community, and house parents support off site activities wherever possible. Weekend trips offer the opportunity for relaxation and a change of scenery, combined with educational visits to inspire and improve the mind!

Our relaxed weekend brunches, campfire sing-alongs and popular BBQ's help to re-create family life and allow our overseas boarders to experience English traditions and further unite the boarding community.









## ART: TEXTILE DESIGN

AS/A-Level Art: Textile Design encourages a broad approach which allows pupils to develop a sound grounding in both fashion and textiles while still exploring the subject in-depth.



### TEXTILE DESIGN

Pupils are able to take either the Fine Art; Art, craft & Design; Textile Design or Photography course. To build up a strong Arts portfolio they can take two of the above. However, this is a very demanding option.

Pupils are strongly encouraged to explore the work of as wide a range of designers and artists as possible to provide inspiration for their own work. The course is taught as an art course and candidates are expected to develop their drawing skills through a life drawing class. Apart from making large pieces of finalised work, sketch books are kept and a folder of studies and research is developed over the course.

The Personal Investigation (A Level) which is part of the course, allows pupils to study some aspect of design in-depth. This normally takes the form of an original illustrated study. Regular trips and gallery visits enrich experiences and inspire work.

### AQA AS LEVEL

Available on request, but most pupils will be expected to complete the full A Level.

#### A LEVEL

**Coursework:** Personal Investigation Project (practical - supported by written material)

- No time limit
- 96 marks
- 60% of A Level

**Examination:** Externally set assessment

- Preparatory Period plus 15 hours supervised time
- 96 marks
- 40% of A Level

Non-exam assessment (NEA) set by AQA, marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June. The written material must be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.





## FINE ART, ART, CRAFT AND DESIGN

AS/A-Level Art: Fine Art and/or Art, Craft & Design encourages a broad approach which allows pupils to develop a sound grounding in a variety of media, while still exploring the subject in-depth.



### ART: FINE ART/ ART, CRAFT AND DESIGN AQA

AS/A-Level Art: Fine Art and/or Art, Craft & Design encourages a broad approach which allows pupils to develop a sound grounding in a variety of media, while still exploring the subject in-depth.

Both the Fine Art and the Art, Craft & Design course at Stover allow pupils to develop skills in a range of media. From painting, print and sculpture to film, multimedia and mixed media.

The course allows pupils flexibility to experiment with different techniques and to specialise if they so wish. Pupils are encouraged to build on their successes at GCSE and begin to work in a more conceptual manner. Making connections with other artists becomes more and more important, and trips and gallery visits are offered to enrich experiences.

An Art box with all the equipment necessary will be needed for this course.

### AS LEVEL

Available on request, but most pupils will be expected to complete the full A Level.

### A LEVEL

**Coursework:** Personal Investigation Project (practical - supported by written material)

- No time limit
- 96 marks
- 60% of A Level

**Examination:** Externally set assessment

- Preparatory Period plus 15 hours supervised time
- 96 marks
- 40% of A Level

The written material must be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.



## ART: PHOTOGRAPHY

The Photography course at Stover allows pupils to develop skills in a range of genres, from traditional portraiture to film, multimedia and mixed media.



### ART: PHOTOGRAPHY

Pupils will be using digital cameras and software to produce their images/film. Computer programmes such as Adobe Photoshop can be used to enhance the creative process. The work will take on a number of formats from high quality print to video clips, slides, short films or highly imaginative mixed media or experimental approaches.

The Photography course at Stover allows pupils to develop skills in a range of genres, from traditional portraiture to film, multimedia and mixed media. The course allows pupils flexibility to experiment with different techniques and to specialise if they so wish. Pupils are encouraged to build on their successes in Art GCSE and begin to work in a more conceptual manner. Gallery visits are offered to enrich experiences.

We now have a dark room for pupils to experiment with traditional techniques.

A digital SLR camera is required for photography AS and A Level.

### AS LEVEL

Available on request, but most pupils will be expected to complete the full A Level.

### A LEVEL

**Coursework:** Personal Investigation Project (practical - supported by written material)

- No time limit
- 96 marks
- 60% of A Level

**Examination:** Externally set assessment

- Preparatory Period plus 15 hours supervised time
- 96 marks
- 40% of A Level

The written material must be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.





## BIOLOGY

Biology is the study of life and living things, from one-celled organisms to arguably the most complex living creature of all — the human being. Biology includes the study of genes and cells that give living things their special characteristics.



### BIOLOGY

A Level Biology will give you an exciting insight into the contemporary world of biology. It covers the key concepts of biology and practical skills are integrated throughout the course. This combination of academic challenge and practical focus makes the prospect of studying A Level Biology highly appealing. You will learn about the core concepts of biology and about the impact of biological research and how it links to everyday life. You will learn to apply your knowledge, investigate and solve problems in a range of contexts.

You will be provided with a course textbook, and your own dedicated microscope for the duration of your studies. A comprehensive Biozone workbook is available to buy and we have our own Stoverbio Twitter page.

### SPECIFICATION UNITS

Year 12 pupils take four mandatory units for the Advanced Subsidiary (AS) qualification. For Year 13 pupils seeking an Advanced award (A2), a further

### OCR

two mandatory units are studied. Evidence for practical competence is filed in your own lab file. We start small and work our way up!

A summary of the units is shown below:

**AS: Module 1:** Practical skills in Biology

**AS:Module 2:** Foundations in Biology, including Cell Structures, Biological Molecules, and Cell Division

**AS:Module 3:** Exchange and Transport in animals and plants

**AS:Module 4:** Biodiversity, Evolution and Disease

**A2 Module 5:** Communication and Homeostasis

**A2 Module 6:** Genetics, Evolution and Ecosystems

3 exams across all modules from both years are examined

### CAREER OPPORTUNITIES

The course prepares pupils for higher education, to follow degree courses in Biology, other sciences or environmentally-orientated subjects.



## BUSINESS STUDIES

Business Studies looks at the theoretical and applied knowledge young people require to understand the business world around them so that they may make informed financial decisions and have the skills to run their own businesses.



### BUSINESS STUDIES

Every single one of us has been involved with some sort of business transaction today and all have relied upon a mutual understanding between a consumer and a provider. Business Studies theorises and applies the knowledge for young people to understand the business world around them so that they may make informed financial decisions, be the next great innovator or entrepreneur and have the skills to be able to run their own business.

The course in Business Studies enables you to apply your personal experiences to the world about you and to have this richly exemplified by a number of business persons visiting the school. Throughout the course there will be an expectation that you will gain first-hand experiences as much as possible through visits to factories, start-up businesses and multinational companies. You never know you might even meet your next employer!

As the course progresses pupils will develop their skills from a knowledge base approach to a more synoptic and evaluative approach and will be expected to demonstrate the ability to apply knowledge and understanding to

### AQA

problems and issues arising from both familiar and unfamiliar business situations. They will also learn to evaluate, distinguish between and assess appropriateness of fact and opinion, and judge information from a variety of sources.

### SPECIFICATION - A LEVEL

You will be studying the topics: What is a Business?; Managers, Leadership and Decision Making; Decision Making to Improve Marketing Performance; Decision Making to Improve Operational Performance; Decision Making to Improve Financial Performance; Decision Making to Improve Human Resource Performance; Analysing the Strategic Performance of a Business; Choosing Strategic Direction and Managing Strategic Change.

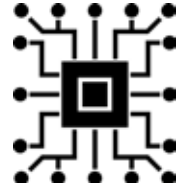
### ASSESSMENT

Three 2-hour exams of 100 marks each. Each exam accounts for 33.3% of the paper.

### CAREER OPPORTUNITIES

If you are interested in starting your own business or working in any of the areas of a large company such as Marketing, Accounting, Law or Personnel Management then this is the course for you.





## COMPUTER SCIENCE

Computer science will encourage you to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study.



### COMPUTER SCIENCE

Computer science will encourage you to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It provides insight into, and experience of how computer science works, stimulating your curiosity and encouraging you to engage with computer science in your everyday life. You will be provided with a course textbook and have access to many online resources to help you throughout the course.

You will study the following topics:  
The characteristics of contemporary processors, input, output and storage devices

- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues
- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

You will choose a computing problem to work through according to the guidance in the specification and will produce a

### OCR

portfolio of evidence to support the project. It will look at the following:

- Analysis of the problem
- Design of the solution
- Developing the solution
- Testing of the solution
- Evaluation

### ASSESSMENT

Computer systems (01) – written  
140 marks - 2 hours and 30 minutes  
40 % of total A level

Algorithms and programming (02) – written  
140 marks - 2 hours and 30 minutes  
40 % of total A level

Programming project  
Non-exam assessment - 20% of total A level

### CAREER OPPORTUNITIES

Computer Science leads to careers in programming and technology. It is also used widely in the Sciences, particularly physics as well as: Cybersecurity Consultant, Information Systems Manager, Multimedia Programmer, Systems Analyst, Games Developer, Web Developer and Forensic Computer Analyst







# CHEMISTRY

From the moment you are born, and throughout your life, you are surrounded by chemistry – the air you breathe, the food you eat and the clothes you wear – they're all chemistry.



## CHEMISTRY

Chemistry is the study of substances; what they are made of, how they interact with each other and the role they play in living things. At A Level you will study the structure of atoms in more detail and link this to how they interact with one another in elements, compounds and mixtures. You will look at the structure of substances, and how this affects their properties. You will also consider how compounds are made in industry, what factors will make processes more or less financially viable and how Chemists help to reduce damage to the environment.

### SPECIFICATION - AS / A LEVEL

At AS level pupils take 2 units of assessment covering content from modules 1 – 4.

#### Year 12 AS

Module 1: Development of Practical skills  
Module 2: Foundations in Chemistry  
Module 3: Periodic Table and Energy  
Module 4: Core Organic Chemistry

## OCR

### Year 13 A2

Module 5: Physical Chemistry and Transition Elements  
Module 6: Organic Chemistry and Analysis

### CAREER OPPORTUNITIES

Chemistry opens up lots of career opportunities including making medicines to fight cancer, developing exciting new ice cream flavours, creating new make-up and hair products, designing marketing campaigns, making new materials for faster computers and more complex mobile phones and protecting the environment

The skills you develop while studying Chemistry mean that you can do a whole range of other jobs as well, such as management, sales and marketing, ICT and finance.

Chemistry A Level is more mathematical than GCSE so confidence with calculations is required. Practical skills are important in this subject and pupils should expect to carry out lots of experiments.



## DRAMA & THEATRE STUDIES

In a world where creativity and imagination are increasingly in demand, studying Drama and Theatre in Sixth Form will open up a wide range of higher education and career pathways.



### DRAMA & THEATRE STUDIES WJEC EDUQAS

With the creative and performing arts responsible for bringing over £11bn to the UK's economy there are a vast number of pathways to follow with the right A level grounding. Employment opportunities vary from actor, director, lighting designer, producer, scenic artist, marketing manager, film director, sound engineer, costume designer, arts administrator and voice or movement coach, to name but a few. During the course you will have the opportunity to develop your own pieces of theatre, study particular texts and practitioners and witness professional productions of live theatre.

### SPECIFICATION A690QS

A Level Component 1: Theatre Workshop. Non-exam assessment: internally assessed, externally moderated 20% of qualification. Learners will be assessed on either acting or design. Pupils participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen by your teacher.

Component 2: Text in Action Non-exam assessment: two performances externally assessed by a visiting examiner 40% of qualification. Pupil will be assessed on either acting or design. Students participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by Eduqas (WJEC)

Component 3: Text in Performance written examination: 2 hours 30 minutes 40% of qualification. Sections A and B two questions, based on *As You Like It*, by William Shakespeare, and *Love and Information* by Caryl Churchill. Section C A series of questions based on a specified extract from: *The Curious Incident of the Dog in the Night-Time*, by Mark Haddon, adapted by Simon Stephens.





## ENGLISH LITERATURE

A Level English Literature is highly regarded by all universities as a rigorous, traditional academic subject. A respectable grade demonstrates your ability to think critically, analytically, independently and creatively.



### ENGLISH LITERATURE

It sits exceptionally well with other “arts” subjects like History and Modern Languages; complements creative subjects like Drama, Art and Music and also offers a valuable balance and contrast for scientists.

### SPECIFICATION

English Literature A-Level is a 2 year course which is examined in Year 13. Teaching is spread over 2 years.

#### Paper 1: Love Through the Ages

Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play. Examination will include two unseen poems.

This is assessed in a 3 hour written exam (‘open book’ in Section C only). Worth 75 marks and 40 % of the A Level.

**Questions** - Section A: Shakespeare: one passage-based question with linked essay (25 marks)

Section B: Unseen poetry: compulsory essay question on two unseen poems (25 marks)

### AQA

Section C: Comparing texts: essay question linking two texts (25 marks)

**Paper 2:** literature from 1945 to the present day. Study of three texts: one prose, one poetry, and one drama, of which one must be written post-2000. Examination will include an unseen extract. This is assessed in a 2½ hour exam, which is ‘open book’. Worth 75 marks and 40% of the A Level.

**Questions** - Section A: Set texts. One essay question on set text (25 marks)

Section B: Contextual linking

- one compulsory question on an unseen extract (25 marks).
- one essay question linking two texts (25 marks)

Non-exam assessment: Independent critical study: texts across time.

Comparative critical study of two texts, at least one of which must have been written pre-1900.

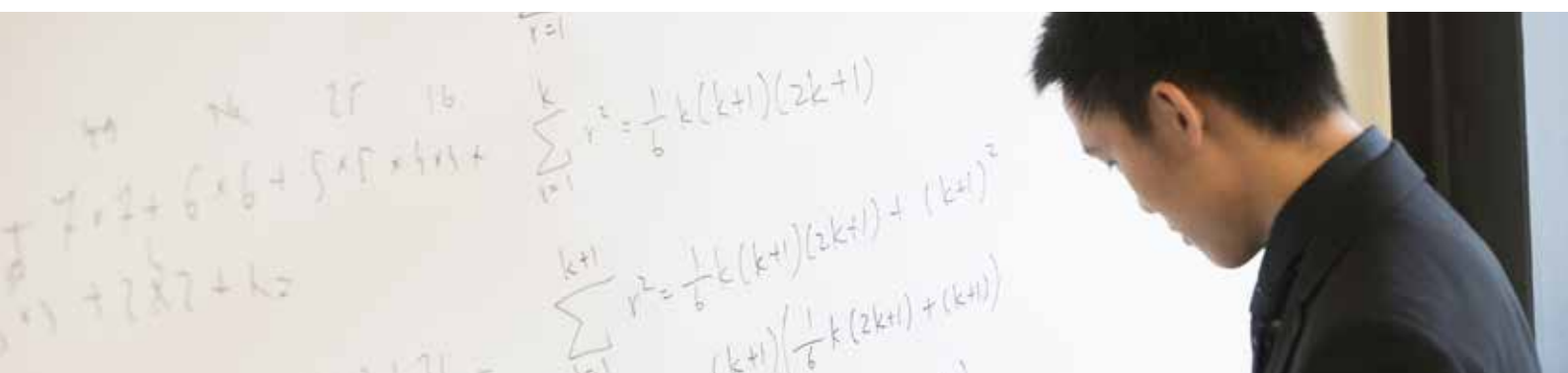
One extended essay (2500 words) and a bibliography.

This is internally assessed by teachers and moderated by AQA. Worth 50 marks and 20% of the A Level.



## ECONOMICS

Content takes into account fundamental advances and changes in economic ideas such as behavioural economics, importance of financial markets and development economics, so that students can relate what they are learning to the world around them.



### ECONOMICS

The course is designed for pupils to learn how to apply economic theory to support analysis of current economic problems and issues, and encourage pupils to appreciate the interrelationships between microeconomics and macroeconomics. Engaging and up-to-date content is studied so that pupils can relate what they are learning to the world around them – locally, nationally and globally. Pupils develop the knowledge and skills needed to understand and analyse data, think critically about issues and make informed decisions. They will also build upon their quantitative skills and appreciate that, when evaluating arguments, both qualitative and quantitative evidence are important. Assessment is carried out with real-life case studies and data exercises to better prepare pupils for further study and employment.

### SPECIFICATION

Individuals, firms, markets and market failure:

- Economic methodology and the economic problem
- Individual economic decision making
- Price determination in a competitive market

### AQA

- Production, costs and revenue
- Perfect competition, imperfectly competitive markets and monopoly
- The labour market
- The distribution of income and wealth: poverty and inequality
- The market mechanism, market failure and government intervention in markets

The national and international economy:

- The measurement of macroeconomic performance
- How the macroeconomy works: the circular flow of income, AD/AS analysis and related contents
- Economic performance
- Financial markets and monetary policy
- Fiscal policy and supply-side policies
- The international economy

### FINAL ASSESSMENT

The final assessment consists of three equally weighted, 2-hour examinations. Paper 1 and Paper 2 focus on the microeconomy and macroeconomy respectively with data response questions in Section A and essay questions in Section B. Paper 3 examines Economic Principles and Issues with Section A multiple choice and Section B requiring a written response to a case study.





# GEOGRAPHY

Geography is a subject where you explore a variety of current world issues as well as developing your report writing capabilities, analytical abilities and decision making skills.



## GEOGRAPHY

Geography will appeal to pupils who have an interest in and concern for the environment. It will also suit pupils who enjoy travelling and finding out about new people, places, landscapes and events.

The syllabus follows on well from GCSE, with some familiar themes recurring at a higher level, but there are also many fresh and exciting topics.

## SPECIFICATION

### Paper 1 (30% of the Qualification)

Tectonic Processes and Hazards.  
Coastal Landscapes and Change  
(Fieldwork - Dawlish Warren).  
The Water Cycle and Water Insecurity.  
The Carbon Cycle and Energy Security.

### Paper 2 (30% of the Qualification)

Globalisation.  
Shaping Places, Regenerating Places  
(Fieldwork - Plymouth)  
Superpowers.  
Global Development and Migration,  
Identity and Sovereignty.

## EDEXCEL

### Paper 3 (20% of the Qualification)

This paper is a synoptic investigation, where pupils will be provided with a resource booklet around a contemporary world issue and asked to answer questions and solve problems around that issue.

### Non-Examined Assessment (20% of the Qualification)

The independent investigation will take the form of a 3000-4000 word report on a topic chosen and developed by the pupil.

There will be a minimum of 4 days fieldwork.



## HISTORY

History is an excellent vehicle for helping to produce a trained, independent and well-disciplined mind. The methods of study and research involved provide a firm intellectual grounding for a range of future careers.



### HISTORY

Pupils will study:

- Significant events, individuals and issues
- A range of historical perspectives
- The diversity of society
- The history of more than one country or state
- Continuity and change over a period of time
- An element of British history

This specification allows direct progression from the GCSE syllabus currently offered although GCSE is not a prerequisite for taking this course. A range of options are available for each unit (3 over two years). Options must focus upon a combination of British/English History and European/World History. Planned options for the A Level are:

British/English History - The Tudors: England, 1485–1603 - This option allows pupils to study in breadth issues of change, continuity, cause and consequence in this period.

### AQA

European/World History - Revolution and Dictatorship: Russia, 1917–1953 - This option provides for the study in depth of the coming and practice of communism in Russia.

Non-Examined Assessment (NEA)

This is an independently researched enquiry addressing a question set in the context of approximately 100 years. Learners will complete a 3500–4500 word essay on a topic of their choice. This is an internally assessed unit.

### ASSESSMENT

There will be one examination series available each year in June to all learners. Certification is subject to two years study.





## HOME ECONOMICS FOOD SCIENCE AND NUTRITION

Students learn about the relationship between the human body and food, as well as developing practical skills linked to the cooking and preparation of food.



### LEVEL 3 APPLIED DIPLOMA/ CERTIFICATE

WJEC

This diploma is a two year course which allows pupils to learn about the relationship between the human body and food, as well as developing practical skills linked to the cooking and preparation of food. There is a strong emphasis on practical work. The Diploma includes three units of study. The Certificate is a one year course, studying only Unit 1.

#### SPECIFICATION

**Unit 1:** Meeting Nutritional Needs of Specific Groups. The purpose of this unit is for pupils to develop an understanding of the nutritional needs of specific target groups and plan to cook complex dishes to suit their needs.

#### External Assessment

90 minute examination; plus 15 minutes reading time

Section A is short answer questions

Section B is extended answer questions

Section C relates to a case study

#### Internal Assessment

A task for pupils to demonstrate practical cookery skills.

**Unit 2:** Ensuring Food is Safe to Eat. Pupils will develop an understanding of the hazards and risks in relation to the storage preparation and cooking of food.

#### External Assessment

Pupils work on a case study to apply their knowledge on food hygiene.

**Unit 3:** Current Issues in Food Science and Nutrition. Pupils will develop the skills needed to plan, carry out and present a research project on current issues related to food science and nutrition. Pupils may study a topic which relates to their chosen field of study at university, therefore enhancing their personal statement e.g. a research study on sport and nutrition.

#### Internal assessment

The research study is internally assessed. In addition to studying these units, pupils will have the opportunity to sit RSPH examinations in the following areas. Food Safety, Food Allergy and Nutrition and Special Diets.

#### UCAS POINTS

Distinction\* =56 points Merit =32points  
Distinction =48 points Pass = 16 points



## MATHEMATICS

A-level Maths provides pupils with a thorough grounding in the mathematical tools and techniques often needed in the workplace. The logic and reasoning skills developed make sure the qualification is widely respected.



### MATHEMATICS

Ideally students will be expected to have gained the equivalent of an A/A\* in the new specification GCSE (Grades 7-9), have strong algebra skills and the ability to work independently.

#### SPECIFICATION

The changes to AS and A-level Maths qualifications represent the biggest in a generation.

**AS Mathematics** is now a standalone one year qualification that can be taken in Year 12 or Year 13. At the end of the year the assessment comprises two examinations: Paper 1 has Pure Mathematics content only and Paper 2 Statistics and Mechanics.

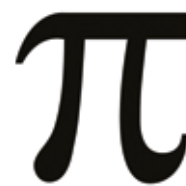
**A Level Mathematics** is a two year course assessed at the end of the two years comprising three two hour papers: Paper 1 and 2 have Pure Mathematics content only and Paper 3 Statistics and Mechanics.

Both courses are designed to run alongside one another however a pupil taking the AS qualification could not then count that towards the A-Level qualification. Each paper carries equal weighting.

### EDEXCEL

The content of AS Mathematics is (briefly): Proof, Algebra and functions, Coordinate geometry, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Vectors, Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions, Statistical hypothesis testing.

The content of A-Level Mathematics is (briefly): Proof, Algebra and functions, Coordinate geometry, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Numerical methods, Vectors, Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Moments, Statistical sampling, Data presentation and Interpretation, Probability, Statistical distributions, Statistical hypothesis testing.



## FURTHER MATHEMATICS

A-level Further Mathematics is designed to broaden and deepen the mathematical knowledge and skills developed when studying A-level Mathematics. It may be studied alongside or after taking A-level Mathematics.



### FURTHER MATHEMATICS EDEXCEL

For the able pupil who really enjoys Mathematics there is the opportunity to study Further Mathematics. A-Levels in both subjects would be good for those wishing to study Mathematics, Accountancy, Physics or Engineering at university.

Ideally pupils will be expected to have gained the equivalent of an A/A\* in the new specification GCSE (Grades 7-9), have strong algebra skills, the ability to work independently and to have demonstrated a marked ability in the subject.

### SPECIFICATION

AS Further Mathematics is now a standalone one year qualification that can be taken in Year 12 or Year 13. At the end of the year the assessment comprises two examinations. Paper 1 is pure content and Paper 2 is optional pure or applied content.

A-Level Further Mathematics is a two year course assessed at the end of the two years comprising four 1 hour 30 min papers. Papers 1 & 2 have pure content and Paper 3 and 4 have optional pure or applied content. Equal weighting applies for all papers.

The content of AS Further Mathematics is (briefly): Complex numbers, Further Algebra and Functions, Further Calculus, Further Vectors, Polar Coordinates, Hyperbolic Functions and a choice of two applied areas of study from the fields Discrete Mathematics, Mechanics and Statistics.

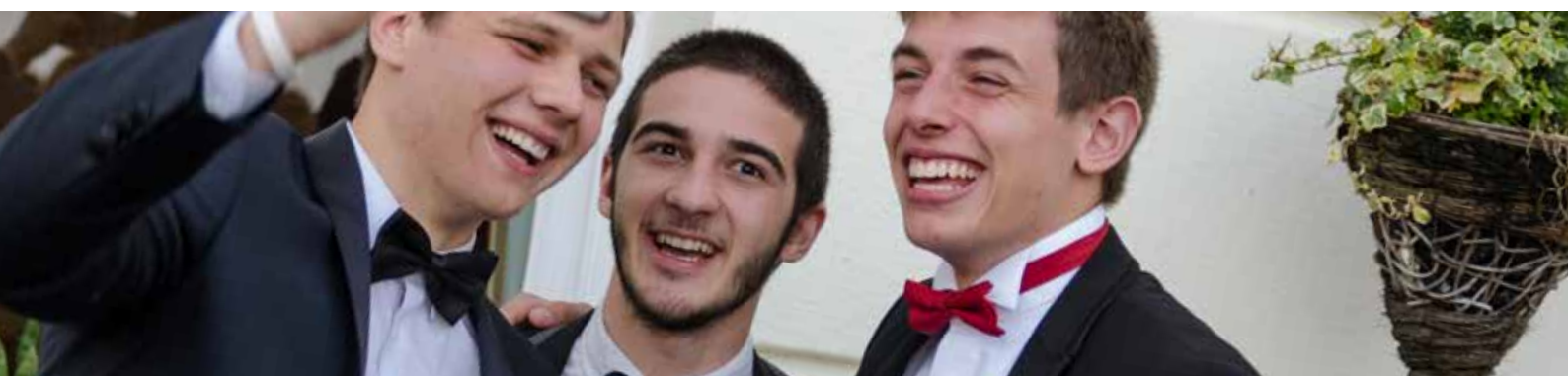
The content of A-Level Further Mathematics is (briefly): Proof, Complex numbers, Matrices, Further Algebra and Functions, Further Calculus, Further Vectors, Polar coordinates, Hyperbolic functions, Differential equations, Trigonometry, Coordinate geometry, and the content from two of the three applied fields Discrete Mathematics, Statistics and Mechanics.





## MODERN LANGUAGES

Whatever your chosen career, possession of skills in one or more Modern Language will, without doubt, make you a more flexible, adaptable and mobile global citizen.



### MODERN LANGUAGES

### AQA

The course will convert your GCSE pass to a high level of spoken, written and grammatical accuracy. It will enhance your personal communication skills and you will develop an intimate knowledge of the culture of the countries where the languages are spoken.

### WHY STUDY LANGUAGES?

A large number of university courses can be supplemented by a modern language, thus opening up career opportunities extensively. Leading universities now promote the fact that, in our global economy, many companies are keen to employ linguists. Studies also show that, at degree level, modern foreign language students have employment chances second only to a degree in medicine.

### AS AND A-LEVEL FRENCH THEMES

#### Aspects of French-speaking society: current trends

(AS and A-level) • The changing nature of family • The 'cyber-society' • The place of voluntary work

**Artistic culture in the French-speaking world** (AS and A-level) • A culture proud of its heritage • Contemporary francophone music • Cinema: the 7th art form

**Aspects of French-speaking society: current issues** (A-level only) • Positive features of a diverse society • Life for the marginalised • How criminals are treated

**Aspects of political life in the French-speaking world** (A-level only) • Teenagers, the right to vote and political commitment • Demonstrations, strikes – who holds the power?

### AS AND A-LEVEL GERMAN THEMES

#### Aspects of German-speaking society (AS and A-level)

• The changing state of the family • The digital world • Youth culture: fashion and trends, music, television

**Artistic culture in the German-speaking world** (AS and A-level) • Festivals and traditions • Art and architecture • Cultural life in Berlin, past and present

**Multiculturalism in German-speaking society** (A-level only) • Immigration • Integration • Racism



**Aspects of political life in the German-speaking world** (A-level only) • Germany and the European Union • Politics and youth • German re-unification and its consequences

### AS AND A-LEVEL SPANISH THEMES

**Aspects of Hispanic society** (AS and A-level)

- Modern and traditional values
- Cyberspace
- Equal rights

**Artistic culture in the Hispanic world** (AS and A-level)

- Modern day idols
- Spanish regional identity
- Culture

**Multiculturalism in Hispanic society** (A-level only)

- Immigration
- Racism
- Integration

**Aspects of political life in the Hispanic world** (A-level only) • Today's youth, tomorrow's citizens • Monarchies and dictatorships • Popular movements

### ASSESSMENT

#### AS Paper 1

Written exam: Listening, Reading, Translation into English-90 marks - 45% of AS

#### AS Paper 2

Written exam: Translation into target language, Essay on set text or film - 50 marks-25% of AS

#### AS Paper 3

Oral exam: Discussion of two sub-themes, based on stimulus cards-60 marks - 30% of AS

#### A-level Paper 1

Written exam: Listening, Reading, Translation into English, Translation into target language 100 marks - 50% of A-level

#### A-level Paper 2

Written exam: 2 essays on set texts/films 80 marks - 20% of A-level

#### A-level Paper 3

Oral exam - Discussion of a sub-theme based on a stimulus card - Presentation and discussion of individual research project 60 marks - 30% of A-level







## ENGLISH AS AN ADDITIONAL LANGUAGE

This course is designed for pupils whose first language is not English.



### ENGLISH AS AN ADDITIONAL LANGUAGE IELTS

In Year 12, pupils for whom English is a second language are offered EAL lessons in preparation for the IELTS exam. Such lessons can be continued in Year 13 if still needed. The IELTS (International English Language Testing System) is an internationally recognised English language test for international pupils who wish to study in a UK university. Although the IELTS level required may vary depending on the university course, an overall academic IELTS score in the region of 6.5 is usually required.

The IELTS assesses competence in four different skills: reading comprehension, listening comprehension, writing and speaking. Each section of the exam is worth 25%.

As well as preparing for the exam itself, the course content also provides a good foundation for understanding and using academic English in other examination subjects.



## MUSIC

A-level Music enables pupils to extend their knowledge and understanding of music, to create and develop their own musical ideas and to demonstrate technical, interpretative and communication skills through performing music.



### MUSIC

The format is similar to GCSE, with study in composition, set works and performance. An AS examination is also available, with reduced requirements in performance, composition and fewer Set Works.

**Performance** – at the end of the two years pupils will perform a recital on their chosen instrument / voice lasting around 10-12 minutes. They will be expected to perform regularly throughout the course.

**Composition** – at the end of the two years pupils will submit two compositions – one a free choice or commission from the exam board, and the other a Bach Chorale Harmonisation. The Bach chorale work teaches harmony, cadences and chord use / names.

**Set works** – There are 6 areas of study, covering a wide range of music from Mozart to Kate Bush. The set works have been carefully chosen to give pupils a wider and deeper understanding of the development of music over the past 500 years. This is examined with a Listening Paper, including essays in the final term of the course.

### EDEXCEL

### SPECIFICATION UNITS

The course is divided into six units, 3 at AS and 3 at A2 level.

#### Year 12 : AS

Unit 1 - Appraising Music (Listening) Examination-40%  
Unit 2 - Composing: Creating Musical Ideas  
Externally assessed coursework - 30%  
Unit 3 - Performing: Interpreting Musical Ideas - 30%

#### Year 13 : A2

Unit 4 - Appraising Music - Externally assessed - 40%  
Unit 5 - Composing: Developing Musical Ideas, assessment by commissioned exercise - 30%  
Unit 6 - Performing: Externally assessed examination - 30%

### ENTRY REQUIREMENTS

We recommend candidates should have secured a good pass at Music GCSE with a minimum of Grade 6 standard on their first-study instrument or voice. They will also need to have passed, or be at Grade 5 Theory standard. It is expected that A Level Music pupils will take part fully in the life of the Music department and involve themselves in choirs, orchestra, chamber ensembles and stage productions as appropriate.



## PHILOSOPHY AND ETHICS

Philosophy, Ethics and Religion is a subject that stretches pupils mentally and allows them to develop their own critical points of view on some of the most challenging questions in life.



### PHILOSOPHY AND ETHICS

Can you use logic to explain God's existence? Do we have a duty to take care of the planet as a living organism? What value do Buddhists place on the practice of meditation? These are some of the questions A Level pupils consider in depth on the course. The course is divided into three components: Philosophy of Religion; Religious Ethics and Developments in Buddhist Thought. Each component is examined in a two-hour written paper at the end of the two-year course. Pupils study all three components. The course is rigorous and pupils will learn how to research scholars and key thinkers; how to critically analyse texts and how to structure their arguments in writing. The course teaches pupils how to engage with philosophical thinking through class discussions and debates.

### SPECIFICATION UNITS

#### **Philosophy of Religion**

Ancient philosophical influences

#### **Religion and Ethics:**

Normative ethical theories

#### **Developments in Buddhist Thought:**

Buddhist beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world.

### OCR

### ASSESSMENT

To achieve the full A level, pupils take three two-hour written papers on each topic. Each paper is worth 120 marks. The papers are marked on knowledge and understanding and the ability to develop a critical response to theories and ideas. Philosophy is a dynamic and active subject. Philosophy pupils will be given opportunities to learn the art of practising philosophy through group and individual inquiry. Pupils will explore theories and ideas through mind-maps, charts, flow diagrams, pair discussion, group debate, critical reading of books, articles, film, lectures and podcasts. They will be taught reading for understanding, note-taking, academic writing and research skills and will be shown how to structure arguments and present a case verbally and in writing. Most importantly, Philosophy pupils will have fun!

### CAREER OPPORTUNITIES

A course in Philosophy, Ethics and Religion is highly valued by universities and employers. The course equips pupils to think independently and to develop critical reasoning skills. It is suitable for many career paths in the fields of the arts, education, medicine, law, science and natural history.





## PSYCHOLOGY

Psychology is the study of people and behaviour and can be used as a final qualification or as a way of discovering what academic Psychology is about.



### PSYCHOLOGY

Psychology is a rigorous, academic subject requiring good skills in English, Mathematics and Science.

For every theory in psychology there are about ten opposing theories. It is a subject that requires good critical thinking skills and problem solving. You will gain the skills to source, use and interpret information, design experiments and use related software.

### SPECIFICATION UNITS

The Psychology specification offers a good grounding in modern psychological theories and therapies. There are opportunities to study the classics of psychology as well as engaging in ongoing contemporary debates which give great opportunities for discussion.

There are two exams leading to the AS qualification if required (components 1 and 2 as listed below). However, most pupils opt to complete the A level qualification which consists of three

### EDUQAS

equally weighted papers which are examined at the end of year two.

#### Component 1:

Psychology Past and Present (33.3%).  
Written examination 2.25 hours.  
(Compulsory questions relating to five psychological approaches, therapies and classic pieces of research evidence)

#### Component 2:

Investigating Behaviour (33.3%).  
Written Examination 2.25 hours.  
(Principals of research; personal investigations; application of research methods.)

#### Component 3:

Implications in the Real World (33.3%)  
Written Examination 2.25 hours.  
Applications and Controversies.

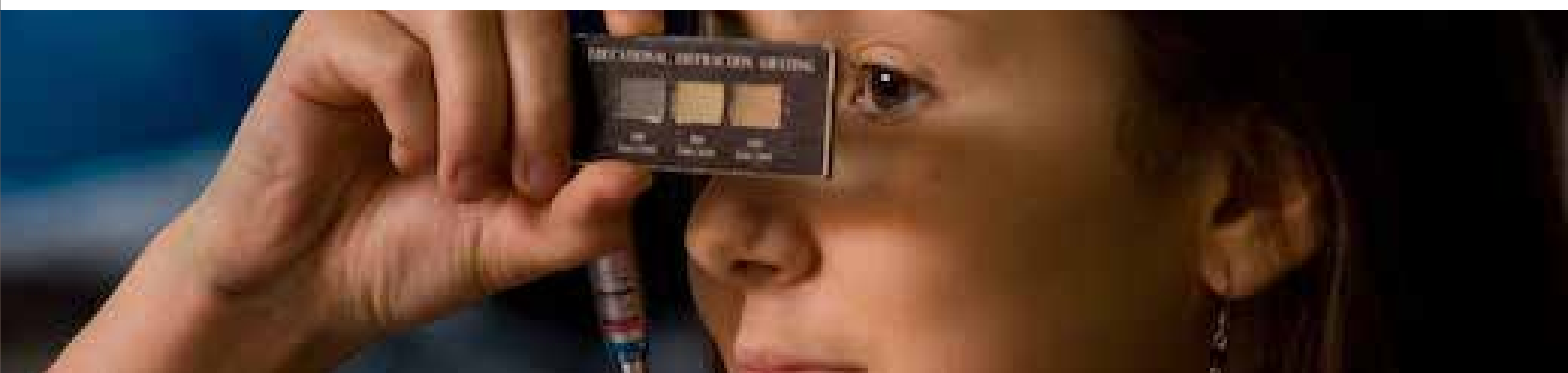
### CAREER OPPORTUNITIES

Psychology A level can be useful for pupils who intend to work with people in roles such as management, media and teaching.



## PHYSICS

A Level Physics enables pupils to build on their knowledge of the laws of physics, applying their understanding to solve problems on topics ranging from sub-atomic particles to the entire universe.



### PHYSICS

Physicists explore the universe. Their investigations range from particles that are smaller than atoms to stars that are millions and millions of kilometres away. The reward of studying Physics is not only a satisfied curiosity, but a better understanding of the physical world. As Physics is a science, practical work is an important element of the course.

### SPECIFICATION UNITS

At the end of one year of study, pupils can take two units of assessment covering content from 4 modules. Practical skills are developed and assessed throughout the course.

#### Year 12: AS

Module 1: Development of Practical Skills  
Module 2: Foundations of Physics  
Module 3: Forces and Motion  
Module 4: Electrons, waves and quantum physics

### OCR

#### Year 13: A2

Module 5: Newtonian world, astrophysics, thermal physics, gravitation.  
Module 6: Nuclear and particle physics, electromagnetism, and medical physics.

After two years of study, pupils complete three units of assessment covering modules 1 to 4, plus content from modules 5 and 6.

### CAREER OPPORTUNITIES

Stover pupils studying Physics have gone on to a wide range of further study at university. From astrophysics to fashion design, architecture to medicine, and of course, engineering.

To be successful in Physics you will need to develop problem solving skills, mathematical skills, data analysis skills and practical skills. These are highly valued by employers everywhere, so having A level Physics on your CV ensures you stand out from the crowd.



## PHYSICAL EDUCATION

Our Physical Education qualifications allow pupils to play to their strengths and gain dynamic skills for further education and a healthy future. It teaches pupils to evaluate performance and suggest plans for improvement.



### PHYSICAL EDUCATION

### AQA

This qualification is linear so pupils will sit all their exams and submit all their non exam assessment at the end of Year 13.

Topics covered in Year 12

1. Applied anatomy and physiology
2. Skill acquisition
3. Sport and society

Topics covered in Year 13

4. Exercise physiology
5. Biomechanical movement
6. Sport psychology
7. Sport and society and the role of technology in physical activity and sport

Pupils will also participate in a practical activity throughout the 2 year course, and this has to be one that is included in the specification. At the end of the 2 years they will be assessed in their performance in this sport. They will also be required to submit an oral or written analysis of performance. This accounts for 30% of the final marks.

Pupils will sit two, 2 hour examinations, each worth 35%. The questions will be a variety of multiple choice, short and extended writing essay type questions.

### ASSESSMENT

#### PAPER 1

- Factors affecting participation in physical activity and sport  
Written Exam 2 hours (35% of marks)

#### PAPER 2

- Factors affecting optimal performance in physical activity and sport.  
Written Exam 2 hours (35% of marks)

#### NON-EXAM ASSESSMENT

Practical performance in physical activity and sport.  
Internal assessment, external moderation ( 30% of marks)







## STOVER SCHOOL

# SCHOLARSHIPS

Stover School offers the following scholarships.

• Academic • Music • Sport • Arts

### PURPOSE OF SCHOLARSHIPS

Scholarships are designed to reward excellence and to celebrate exceptional talent. These awards take into account assessment results, a pupil's ability, potential, attitude and work ethos.

In recognition of this achievement, the scholar is offered a reduction in the fees for a designated time at Stover School. In addition, music scholars may be offered free tuition in their primary musical instruments.

Scholarship invitations are sent out to all parents who have expressed an interest.

We encourage parents who are applying for scholarships and who anticipate that they will experience difficulty in meeting the balance of the tuition fees, to also apply for one of the school's means-tested bursaries.

Details regarding bursaries are available from the Admissions Office.

### SCHOLARSHIP EXPECTATIONS

All scholarships are subject to annual review, and a scholar is expected to help set high standards amongst their peers, and to demonstrate an ongoing commitment to their discipline in school. Within these guidelines, it is not necessarily obligatory for a scholar to opt for any particular academic subject in Year 12.



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