

20.05.22 2nd Order Differential Equations

Solve $\frac{d^2y}{dx^2} + 2\frac{dy}{dx} + 10y = 13\cos x + 16\sin x$ given, $y(0)=1, y'(0)=8$.

$$AE: m^2 + 2m + 10 = 0$$

$$m = -1 \pm 3i$$

$$CF = e^{-x} (A\cos 3x + B\sin 3x)$$

$$PI = \text{try } y = a\cos x + b\sin x$$

$$y' = -a\sin x + b\cos x$$

$$y'' = -a\cos x - b\sin x$$

$$-a\cos x - b\sin x + -2a\sin x + 2b\cos x + 10a\cos x + 10b\sin x$$

equate coefficients:

$$9a + 2b = 13 \quad (1)$$

$$9b - 2a = 16 \quad (2)$$

$$\textcircled{1} \times 4.5: 40.5a + 9b = 58.5$$

$$- \quad 9b - 2a = 16$$

$$\hline 42.5a - 42.5$$

$$a = 1, b = 2$$

$$\therefore PI = \cos x + 2\sin x$$

$$GS: y = e^{-x} (A\cos 3x + B\sin 3x) + \cos x + 2\sin x$$

$$PS: y(0) = 1$$

$$1(A\cos 3(0)) + \cos 0 = 1$$

$$A + 1 = 1, A = 0$$

$$y' = -e^{-x} B\sin 3x + e^{-x} 3B\cos 3x + 2\cos x$$

$$y'(0) = 8$$

$$3B + 2 = 8, B = 2$$

$$\therefore PS: y = 2e^{-x}\sin 3x + \cos x + 2\sin x$$



STOVER
SCHOOL

GUIDE TO SIXTH
FORM COURSES

2023 - 2025

stover.co.uk



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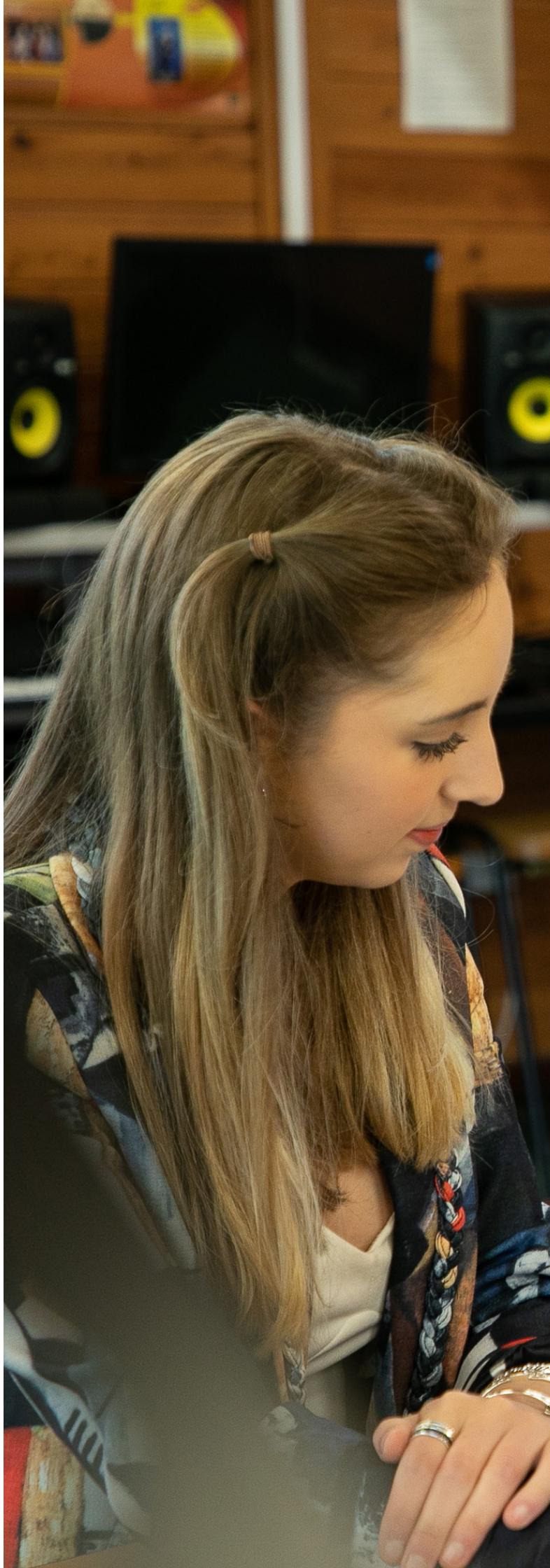


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STOVER SCHOOL

HEADMASTER'S WELCOME

MR RICHARD NOTMAN

Welcome to Stover School.

Our Sixth Form is designed to fully equip our young people with the tools they will need 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 flourish, explore their individuality and develop the passion and skills required to change the world for the better. The future is in their hands.





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 team, 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 testament to the hard work and dedication of both pupils and staff.

Last year, over half the A level grades achieved by Stover pupils were at grades A* to B. Our Alumni have moved on to a variety of courses at universities such as Durham, Exeter, Bath, Bristol, Leicester, Leeds and Reading.

Stover 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.

A young man with dark, curly hair, wearing a white shirt, a dark vest, and a teal tie, is sitting at a desk. He is looking down at a notebook and writing with a green pen. The background is a blurred window showing greenery outside.

“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 tables, benches and an outdoor table tennis table. There is a Sixth Form kitchenette and vending machine.

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, a gym, nine-hole golf course, 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

Anton

Sixth Form at Stover is somewhat different from the rest of the school. We're a small group with diverse interests and some of us have international backgrounds. This creates for a variety of ideas, ambitions and aspirations. Apart from the academic side, there are plenty of privileges that Sixth Form students can take advantage of. We get a lot more freedom during break times and study periods.

Occasionally, pupils choose to go and clear their heads with a stroll through Stover Country Park or relax a little with a game of pool with friends. Sixth form students can also take on more responsibility, such as becoming a part of the prefect team or helping with lunchtime duties. Miss Robinson is the head of Sixth Form. She is very experienced and always prepared to answer any questions.

Her role includes encouraging students to make a greater impact in school life, show leadership, and take responsibility. I enjoy being a part of the Stover Sixth Form and I look forward to the future opportunities that this special place will offer me.

HEAD GIRL

Elise

At Stover the Sixth Form is a very welcoming and hospitable community. Pupils perform to a very high standard in their academic fields but never miss out on fun activities too! As a small-sized Sixth Form, we are provided with many opportunities to bond with our peers and with the younger pupils in the school. For example, in peer mentoring or in activities.

There are also a lot of other exciting roles that pupils may choose to take, such as sports leaders or becoming part of the prefects team. Additionally, all teachers, particularly our head of sixth form – Miss Robinson, are exceptionally willing to help at any time and are extremely experienced to answer any questions that you may have. Our prefects team are also very approachable and available for any queries. I particularly enjoy Sixth Form at Stover because it is such a positive learning environment with so much accessible support and so many opportunities!

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.



CURRICULUM

THE EXTENDED PROJECT QUALIFICATION

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 EPQ 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)

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.

EPQ's 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.

• **An 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 EPQ.

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

The Community 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. The award develops 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, those with 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 acting as 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 which 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 instil 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 which are 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 on interview techniques - whether considering a traditional university pathway or applying for apprenticeships.

During their 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 2022

STOVER SCHOOL

Despite the difficulties and uncertainties of the past couple of years and the tightening of grade boundaries on the return to full, formal examinations, the Stover School 2022 Year 13 cohort have produced another impressive set of A Level results. Stover pupils achieved a 98% pass rate, with over half of all grades being awarded at A* to B.

Particular congratulations should go to Soobin Kim and Romilly Penman who respectively achieved 1 A* and 2 A grades in: Maths, Biology and Chemistry; and Art, Biology and Geography, with both girls also gaining A* or A grades for their EPQs. Soobin is going on to study Chemistry at Bristol University and Romilly, who has been at Stover since Reception Class, will be going to Durham University to study Archaeology. Head Girl, Anna Stone, another long-established Stover pupil, achieved 4 A grades in Maths, Physics, Biology and Geography and an A for her EPQ; and Amelie Quartley gained 3 A grades in Art, Geography and Psychology, and an A for her EPQ. Anna will be studying Biological Sciences at Durham University and Amelie will go on to study Education with Psychology at Bath University. James Griffin with As in Biology and Geography and a B in Physics as well as an EPQ A* will be going to Exeter University to study Geography.

As well as outstanding A level results in themselves, the 5 candidates named above achieved well over 1 grade higher, for each subject they sat, than their Value Added predictions – based on national CEM data. This highlights the effectiveness of the targeted support offered by the school staff and the tremendous work ethic displayed by the pupils.

ADMISSIONS

ENTRY REQUIREMENTS

Pupils are expected to gain Grade B (6) or above 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

Exam Results 20

GCSE

87% gained grade 4 or above

85% achieved 5 or more GCSEs, at grades 9-4, including English and Mathematics

A Level

100% pass rate

69% (A* - C)



Year 13 Leavers Destinations

Following these A level results we were pleased to see Stover pupils taking up places on the following degree courses.

University

Aberystwyth
Bath
Bristol
Bristol UWE
Bristol UWE
Cardiff Metropolitan
Durham
Durham
Exeter
Leicester
Leeds
Oxford Brookes
Oxford Brookes
Plymouth
Plymouth
Reading
UEA
UEA

Course

Business Information Technology
Education with Psychology
Chemistry
Business Management and Marketing
Psychology
Sport Conditioning, Rehabilitation and Massage
Archaeology
Biological Science
Geography
Physics with Astrophysics
Modern Languages and International Relations
Paramedic Science
Sport, Coaching and Physical Education
Economics
Education with Foundation
Business and Management
Energy Engineering with Environmental Management
Medicine





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, including traditional and new universities. The majority have progressed to prestigious Russell Group universities, including the University of Exeter, University of Bath, Bristol University and Durham University.

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



SIXTH FORM BOARDING

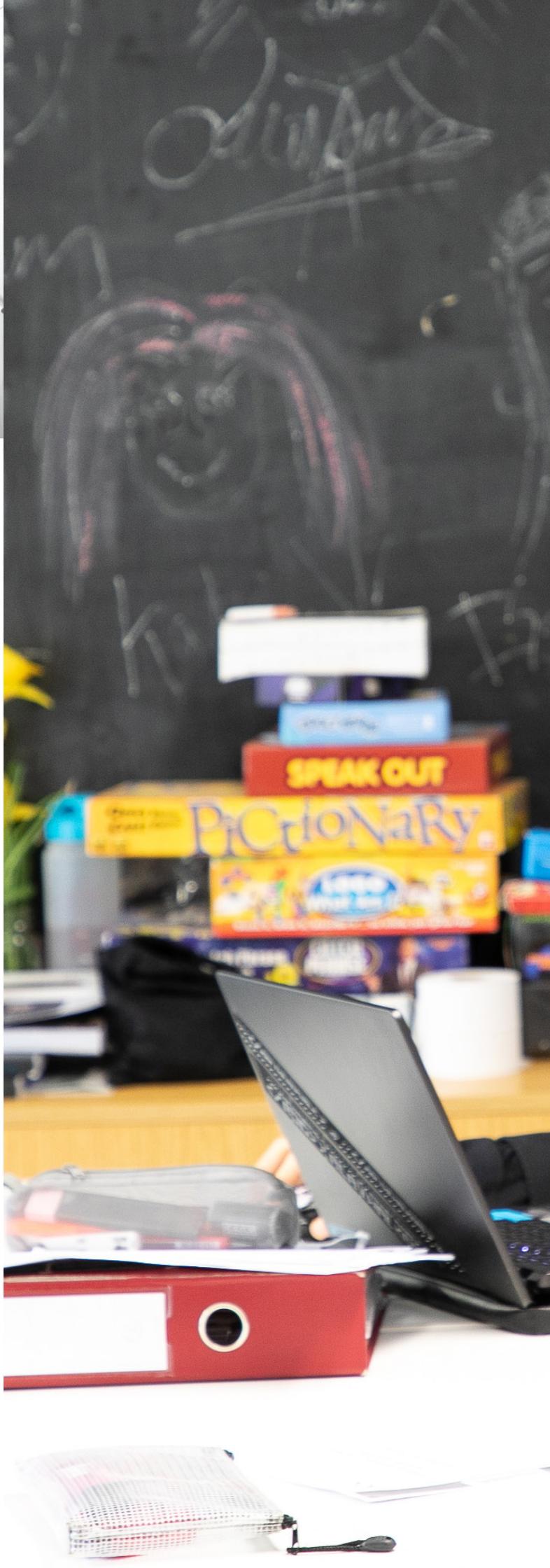
Sixth Form boarding life provides an oasis of comfort, friendship and stability whilst preparing pupils for independent living in the years ahead.

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 and popular BBQs help to re-create family life and allow our overseas boarders to experience English traditions and further unite the boarding community.





ART: ART, CRAFT AND DESIGN

A-Level Art: 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: ART, CRAFT AND DESIGN:

A-Level Art: 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.

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

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.

AQA

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

Pupils are introduced to a variety of experiences that explore a range of photographic techniques and processes including traditional and new technologies.

ART: TEXTILE DESIGN /

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.



ART: PHOTOGRAPHY

ART: TEXTILE DESIGN

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

For both Textiles and Photography pupils are strongly encouraged to explore the work of as wide a range of designers, photographers and artists as possible to provide inspiration for their own work. The courses are taught as art courses and candidates are expected to develop their drawing skills. 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, which is part of the course, allows pupils to study some aspect of design in-depth and includes a written element. Regular trips and gallery visits enrich experiences and inspire work.

AQA A LEVEL

AQA

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

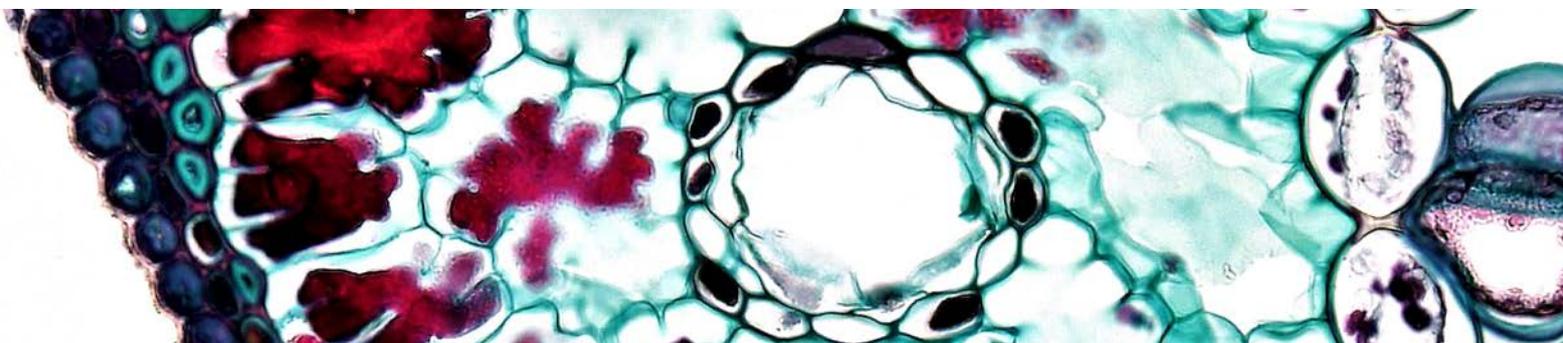
96 marks

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.

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 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.

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

OCR

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 allows pupils to develop an understanding of their world. It enables them to make better financial decisions, to understand why businesses make the choices they do and to understand the impact of those choices on society as a whole. The ambition is that all pupils will leave the course with some of the skills needed to run their own business.



BUSINESS STUDIES

The course in Business Studies enables you to apply your personal experiences to the world about you and to explore this through family business or by thinking about starting your own business. 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 based approach to a more evaluative approach where opinions are supported by facts and evidence. Pupils will be expected to demonstrate the ability to apply knowledge and understanding to 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.

AQA 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

OCR

You will choose a computing problem to work through according to the guidance in the specification and will produce a 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 paper
140 marks available
2 hours and 30 minutes
40 % of total A level

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

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

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

After two years of study for A2, pupils complete three units of assessment covering modules 1 to 4, plus content from modules 5 and 6.

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. Pupils 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.

ENVIRONMENTAL SUSTAINABILITY

Environmental sustainability and related environmentally-based sectors are growing rapidly within the UK.



ENVIRONMENTAL SUSTAINABILITY

EDEXCEL

The government has introduced relevant legislation and international agreements and protocols with an emphasis on reducing global warming, climate change, low carbon economy and the need for conservation. A need has been identified to educate and train pupils for employment within environmental sustainability sector-based organisations or individuals within a wide range of other related organisations.

Pupils have the opportunity to study this vocational qualification as a Subsidiary Diploma (a 2 year course equivalent to 1 A Level) or as a Certificate (a 1 year course equivalent to an AS Level).

This qualification provides a clear, structured route into a range of careers within the environmental sustainability and related sectors, whilst also providing an important new progression route to higher education and further training within the sector.

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.

Paper 3 (20% of the Qualification)

EDEXCEL

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

The 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.
- European/World History - Revolution and Dictatorship: Russia, 1917–1953

AQA

- 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.

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.

1 year course - Certificate

2 year course - Diploma

LAW

Pupils studying law A Level will develop a range of transferable skills: analytical skills, attention to detail, logical thinking, research skills, essay writing skills and the ability to produce a balanced argument.



LAW

The course demystifies the law and is suitable, not only for those wanting to follow a career in law, but for pupils with an interest in English, History, Philosophy, Psychology, Economics and Business, to name just a few!

Pupils will study the nature of law and the English Legal System looking at the origins of law, the law-making process, the structure of the courts and access to justice. This essential knowledge forms a part of all three examinations. Pupils will then move to Criminal Law and develop their understanding of the legal system by studying rules and principles concerning general elements of criminal liability: liability for offences against the person, property offences and attempt, as well as various defences.

Pupils will then look at the role of Tort Law and the principles concerning liability in negligence, occupiers' liability and nuisance as well as associated remedies. Finally, there is a choice to study either Contract Law or Human Rights Law.

AQA

All the examinations will include a combination of multiple-choice, short answer and extended written responses.

ASSESSMENT

PAPER 1: The English Legal System and Criminal Law – 2 hour examination (33% of A Level)

PAPER 2: The English Legal System and Tort Law – 2 hour examination (33% of A Level)

PAPER 3: Law of Contract OR Human Rights - 2 hour examination (33% of A Level)

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

EDEXCEL

then count that towards the A-Level qualification. Each paper carries equal weighting.

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 minute 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

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

AQA

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

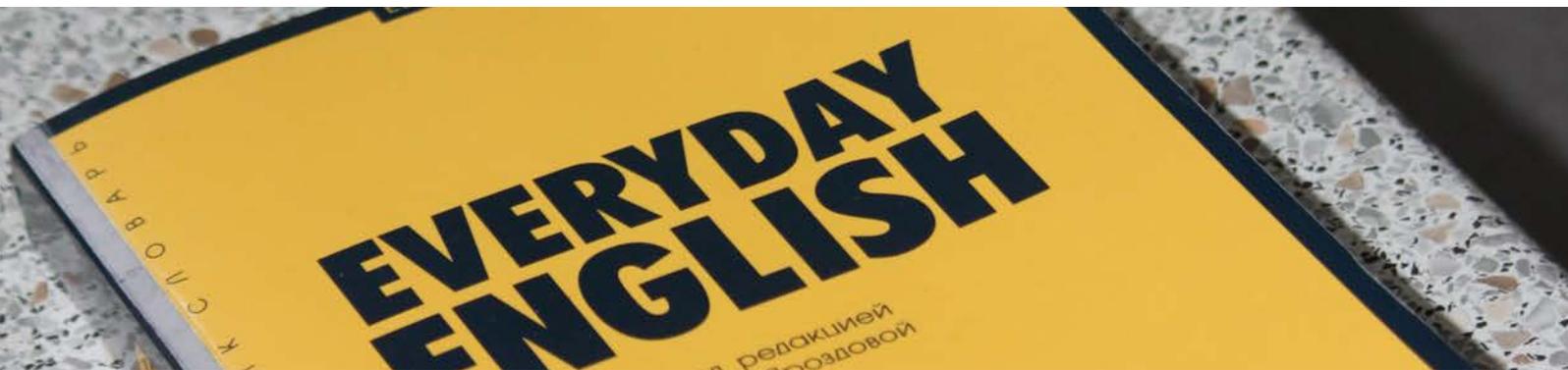
Written exam: 2 essays on set texts/films 80 marks - 20% of A-level

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.

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 J.S. Bach 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 three units.

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.

MUSIC TECHNOLOGY

A Level Music Technology enables pupils to learn about Music Production skills, theory and history spanning the last 100 years. We follow the Edexcel Specification. The course is ideal for pupils wanting to learn how to create and record their own music, or for a career in Sound Production.



MUSIC TECHNOLOGY EDEXCEL

There are two coursework elements and two written examinations taken at the end of the course.

COURSEWORK ELEMENT 1 – RECORDING (20%)

Pupils will learn how to capture, edit and process audio using a variety of microphones and techniques. The examined content will be an Exam board commissioned recreation of a pre-existing pop / rock song. The pupil is expected to be in complete control of the recording process once the controlled assessment task starts.

COURSEWORK ELEMENT 2 – TECHNOLOGY BASED COMPOSITION (20%)

Pupils will learn how to input and control MIDI. They will learn how to capture and process samples. The examined content will be an exam board commission, for example, composing the musical score for a short film. Once the controlled assessment starts, the pupil is expected to be in full control of the process.

WRITTEN PAPER ONE – LISTENING AND APPRAISING (25%)

Pupils will learn about recording techniques and principles, development and theory. This paper assessed their knowledge through a series of aural extracts and 2 comparative essays.

WRITTEN PAPER TWO – PRODUCING AND ANALYSING (35%)

Pupils will learn about the principles of sound and audio technology, including using production techniques for corrective and creative purposes. This paper tests those skills through a variety of practical and written tasks using a DAW (for Stover School, this is Logic X). There is an essay about one specific area of music production theory

ENTRY REQUIREMENTS.

GCSE Music is very useful for this course. The ability to play an instrument is not as important as for Music A Level, but it is preferable, especially some keyboard skills. ICT skills are useful. Experience of using Music software to create or record music is very advantageous. This course can be taken in addition to Music A Level.

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

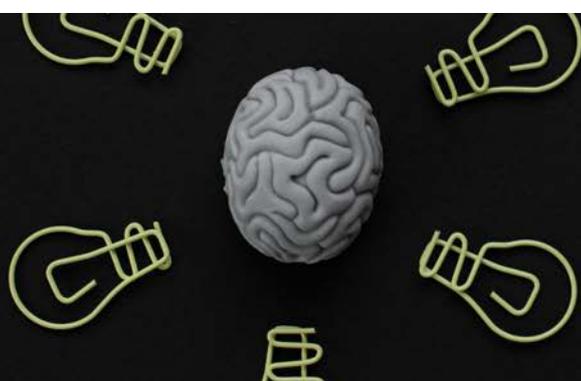
To achieve the full A level, pupils take three two-hour written papers on each topic. Each paper is worth 120 marks. The papers are marked on knowledge and understanding and the ability to develop a critical response to theories and ideas. Philosophy is a dynamic and active subject. Philosophy pupils 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 scientific study of the mind and behaviour and can be used as a final qualification or as an introduction into future academic study in the field and into the number of different career paths within Psychology.



PSYCHOLOGY

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

For every theory in psychology there are ten opposing theories. It is a subject that requires good critical thinking skills and problem solving. Pupils 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 equally weighted papers which are examined at the end of year two.

EDUQAS

Component 1:

Psychology Past and Present (33.3%).
Written examination 2.15 hours.
(Compulsory questions relating to five psychological approaches, therapies and classic pieces of research evidence)

Component 2:

Investigating Behaviour (33.3%).
Written Examination 2.15 hours.
(Principals of research; two personal investigations; application of research methods.)

Component 3:

Implications in the Real World (33.3%)
Written Examination 2.15 hours.
Applications; such as Criminal behaviour, addictive behaviour and Stress.

CAREER OPPORTUNITIES

Psychology A level gives pupils a number of transferable skills that are required in a wide variety of careers. It can be useful for pupils who intend to work in roles such as management, human resources, marketing, media or teaching, to name but a few.

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. Bio-mechanical 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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‘Pupils are down-to-earth, outdoorsy, enthusiastic, up for giving everything a try and happy in their own skin. A charming bunch of adventurers, making the absolute best out of a wonderfully holistic and healthy education.’

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