



REED'S
School

| 6th Form Handbook

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INTRODUCTION

From the Headmaster

Reed's Sixth Form offers a wide range of academic subjects and students are consulted and advised as to their best A Level combinations. Academically the achievements and expectations at Reed's are high with A*, A & B grades averaging over 80%. Virtually all students go on to Higher Education, most at their first choice of institution and more and more Reed's students are going to the top universities. At A Level students are given a chance to focus fewer subjects and are able to explore their favourite subjects in depth. They spend more time on their academic passions and give full rein to their intellectual curiosity with a range of elective courses to complement their A Level choice. The style of learning in the Sixth Form changes and becomes more collaborative as Sixth Formers are encouraged to show more independence in their approach to their studies.

Socially, the Sixth Form offers opportunities for study in delightful surroundings where there are ample facilities for both relaxation and discussion. 2018 saw the opening of our new extended Sixth Form facilities with independent study areas, café, seminar rooms and learning pods. Girls are integral to the Sixth Form and we are proud of the positive influence they have across the whole school environment.

I am pleased that Reed's Sixth Formers have an impressive self-assurance by the time they leave and are confident of making their way in the world socially and professionally. Sixth Formers at Reed's build a community for life, which comes from their shared sense of purpose in an environment which is both stimulating and enjoyable.

Mr Mark Hoskins

From the Head of Sixth Form

“What you are to be, you are now becoming”* – at Reed's we encourage Sixth Form students to properly reflect on who they want to be and work towards achieving those goals.

The key to success in the Sixth Form is engagement. Students who are engaged in their learning, broader education and personal development will never want for motivation because everything they do will contribute towards longer-term goals. Academic engagement is an active process which involves truly thinking about, exploring and finding new ways to apply learning; this approach is fundamental to A Level and is reflected in lessons and the expectations we have of our students. Sixth Form students should expect to challenge and be challenged, explore their academic passions in greater depth and to develop intellectual curiosity. Their learning environment is collaborative with all class members expected to contribute and the teacher's role to guide, not simply tell; the outcome is genuine understanding of what has been studied.

Thus it is important to choose subjects carefully to ensure that they can fuel interest and engagement. If the challenge seems intimidating, the Sixth Form is set up in a way which will support students: small tutor groups enable individual attention; communication between teachers, students and parents is encouraged; pupil progress and well-being is monitored.

The Sixth Form at Reed's is a vibrant community; most importantly, it is populated with staff and students who are positive, engaged and eager to progress.

Mr Luke Michael

*Carl. R. Rogers

INTRODUCTION

Academic Courses in the Sixth Form

Introduction

At Reed's we offer a wide range of A Level options. Students may have already studied a number of these at GCSE and, in some cases, it is essential to have done the GCSE beforehand in order to progress to A Level; however, there are several subjects at A Level which are studied by students for the first time, and so this can be viewed as an exciting opportunity to broaden their horizons.

How many A Levels does a student study?

Students study three subjects at A Level from the beginning of their Lower Sixth allowing for sufficient time and effort to be focused on each subject. Students study each A Level subject for 5 double periods per week (350 minutes). For some pupils a fourth A Level will still be possible in Further Mathematics or German; however, it must be emphasised that the demands of the new A Level specifications make this a very challenging route and the priority must be on a student gaining three good A Level grades. Alongside their three A Levels students also choose electives from a range of courses to complement their studies and participate in the wider General Studies, games and activities programme.

Where to start with the choice of A Levels?

The choice of A Level subject for a student is always a vital decision and we expect decisions about subjects and combinations of subjects to be made after consideration and discussion. A student's best interest is served by the widest possible consultation and advice can be sought from individual subject teachers, Heads of Department, Tutor and Housemaster, as well as any member of the Sixth Form or Senior Leadership teams. Students meet with a member of staff to discuss their choices and, where necessary, there is parental involvement.

For students at Reed's the process is structured through the Spring Term of the Fifth Form and dovetails with the Mock Results Parents Evening, Sixth Form Options Evening and the careers interviews students have in the Autumn Term of the Fifth Form.

Pupils new to Reed's Sixth Form are also invited to the Options Evening to help them make their subject choices.

The following questions may help:

Which subjects do I enjoy?

Where do my strengths lie?

As most will be studying A Levels as a passport to a university place, it is worth remembering that students will need three B grades at A Level at the very least for most competitive courses and will, as a rule, get the highest grades in the subjects that they enjoy most and are most suited to. For many subjects the GCSE in the same subject is a prerequisite of study – subjects without a foundation GCSE have guidelines based on GCSE performance in aligned subjects or skill areas.

Are A Level subjects or combinations of subjects viewed differently by universities?

For the most part we are not privy to decisions made by admissions tutors at universities and there is only limited information made public. The most detailed information has been published by the Russell Group universities, which include Oxford and Cambridge. Their advice is students need to be studying two 'traditional' A Level subjects with a high percentage of the course assessed by final examination to make a successful application to most courses at their universities. They identify some A Levels as 'facilitating' subjects in that previous subject knowledge is built upon in degree studies and, as a result, needs to be studied at A Level to apply for a degree in that discipline – these subjects are Mathematics, Further Mathematics, English Literature, Physics, Biology, Chemistry, Geography, History, Latin, and Modern Foreign Languages. The Russell Group also identify subjects which have a strong vocational or practical bias – e.g. Media Studies, Art and Design, Business – here they state that the choice of one of this type of subjects will not hamper an application to a Russell Group university if the other subjects studied by a student are facilitating subjects. The Russell Group advice effectively means that the choice of third subject by a student is therefore very wide.

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It is worth noting that not all top universities are in the Russell Group (e.g. Bath) and there are far more universities in the UK where the most important factor in the success of a student's application will be the final grades achieved at A Level, irrespective of the subjects studied. Furthermore, Reed's pupils have gained entry to Russell Group universities without the subject profile outlined in the Russell Group advice and this is true for a significant percentage of current Russell Group undergraduates! The Russell Group have also openly discussed loosening their recommendations on facilitating subjects going forward. Our key advice is that students choose A Levels that play to their strengths and interests. Essay-based, traditional A Level subjects are not the only way forward and this is precisely why we offer a broad range of subjects in the Sixth Form. Indeed, some Reed's students will always be far more suited to practical assessment. These subjects can, of course, complement other studies or be the central plank of a student's studies at A Level and in the future.

Are there specific guidelines on subject selection and subject combinations?

If you are considering Mathematics A Level: As a general rule there seems little doubt that mathematics is the most universally desirable subject at A Level as a university entrance prerequisite, opening the way to many courses in business and management, the sciences, engineering and information technology; however, mathematics is a significantly more difficult subject at A Level and if a student does not find the passage through GCSE Mathematics smooth then they are unlikely to get the grades in A Level Mathematics that they would need for university entry. If a student at Reed's is not in the top two sets at GCSE then Mathematics A Level may prove too challenging - advice needs to be sought from the Mathematics department during the choices process.

If you are considering studying Medicine post A Level: A medical school will likely demand A Level Chemistry and possibly a second science such as biology but will welcome applicants with a language or humanities subject as their third A Level. Occasionally, individual institutions may be more prescriptive. Unusually, Cambridge medical students may still need two of biology, physics or mathematics as well as chemistry.

If you are considering studying Engineering post A Level: There are wide variety of engineering courses and specialisms and for the vast majority of these Mathematics and Physics A Level are required. Those wishing to successfully apply to Cambridge or Imperial College are likely to have also studied Further Mathematics A Level. At Reed's Physics A Level students must also take Mathematics A Level to access the mathematical content of Physics.

If you are considering studying Architecture post A Level: Traditionally there have been broadly two approaches to architecture degrees with differing A Level profiles. A student offering Mathematics and Physics A Levels will satisfy the demands of a more science-based degree whilst those with evidence of drawing skills through Fine Art A Level will have a portfolio of work to apply to a more art-based degree. Some universities will not be prescriptive in their subject demands.

If you are considering studying Fine Art and Graphic Design A Levels together: Please check with any intended university or college course that these courses are recognised by them as two distinct A Levels.

If you are considering studying Economics and Business A Levels together: Please check with any intended university or college course that these courses are recognised by them as two distinct A Levels.

If you are considering studying at a US university: Please explore the specific subject requirements at proposed universities. Generally speaking students are advised to maintain a humanities subject in their profile.

INTRODUCTION

Electives

In addition to their three A Levels, Reed's Sixth Form offers students a wide variety of elective courses. Here the opportunity exists to study a fourth A Level in Further Mathematics or German, undertake the Extended Project Qualification, and/or take electives in a wide variety of cultural, creative and practical life-skills.

All Sixth Form students, with the exception of Further Mathematicians, attend the Sixth Form General Studies course each week. This covers a wide range of Current Affairs, political, social and moral issues, and preparation for life beyond the Sixth Form. Weekly lectures from outside speakers address topics and issues beyond the confines of traditional academic subjects and provide the opportunity for students to develop their understanding of contemporary issues and their own critical judgement. The course in recent years has covered topics ranging from the Middle East, Living with Disability to Interview Skills.

In addition, students undertake a series of short courses on preparing for university. These cover politics, research skills, finance, cooking, practical life-skills, and modern languages.

The elective choices for September 2019 and possible combinations of elective courses will be published in April/May. Students choose combinations of courses that comprise up to four periods of study during the week. The majority of the elective courses are designed imaginatively for the benefit of the students and are not constrained by examination boards. In some electives, such as Music Technology, PE and Photography, students undertake work that may allow progression on to an AS Level qualification.

Sixth Formers also continue to contribute fully and flourish in the extra-curricular life of the School pursuing interests in the cultural, academic, sporting and spiritual life of the School as well as taking on increasing leadership roles. By the Upper Sixth all students enjoy roles as School or House prefects. A fuller view of the breadth of opportunities open to students in the Sixth Form can be seen on the website or in the Sixth Form Prospectus Supplement.

Subject Choice – the process for 2018/19

The timeframe for the year ahead is as follows:

October/November 2018: Careers interviews.

November 2018: Publication of the Sixth Form Handbook and Entry Tests for potential new students.

January 2019: Mock Examination and Parents Evening.

February 2018: Sixth Form Options Evening. Existing and new students and parents sample taster lessons and make a choice of three A Level subjects. Initially the choice of subjects is a free choice and we then work to maximise, as far as possible, overall choices. If a course is undersubscribed at this stage we may be unable to offer that subject. Students will be advised if any preferred combination is not possible by the end of February after we have explored the demand for additional classes.

February to March 2019: Student's choices will be discussed individually.

March 2019: Student's final choices for A Level confirmed. After this switches of subject choice may prove difficult if sets are full and changes cannot be guaranteed.

April/May 2019: Publication and selection of electives.

August 2019: Publication of GCSE results. Where students need to change subject choice based on GCSE results any decision is made in conjunction with the Sixth Form team. At this stage some changes may not prove possible. Final deadline for any agreed change is the 31st August 2019.

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Qualification for Entry into subjects

In order to maximise the prospects of success in the Sixth Form it is a condition for entry to A Level courses that students should have reached a broad educational standard. This means a minimum of 52 points must be scored at GCSE where each result is given its numerical value and the total sum of GCSE pass grades added together. (For example 9 grade 7 passes (9x7) scores 63 points). We expect Reed's students to comfortably exceed the 52 points target and they should be aiming for grades 8 or 9 in the subjects that they wish to take at A Level. Any student in the Fifth Form who does not achieve Gold, Silver or Bronze status for effort on a regular basis in their GCSE years is unlikely to qualify for the Sixth Form and we expect a positive disciplinary record.

For those seeking entry to Reed's Sixth Form from outside, entrance papers are sat in the preceding November. Further details are available from the Registrar. Entry into A Level courses at Reed's is dependent upon GCSE performance in that subject or in English and/or Mathematics. The grade guidelines for subject entry are detailed here:

Minimum grades for entry into A Level at Reed's.

Please note that grade 7 or 8 is usually expected in most subjects.

Subject	Minimum GCSE guideline
Art	grade 6 in Art
Biology	grade 7 in Biology IGCSE
Business	grade 6 in English and grade 7 in Maths
Chemistry	grade 7 in Chemistry IGCSE and grade 7 in Maths
Computing	Strong programming skills with ideally grade 7 in Computing GCSE
Drama	grade 6 in English Literature or grade 7 in Drama
Economics	grade 6 in English and grade 7 in Maths
English	grade 6 in English Language and Literature
French	grade 8, preferably 9 in French
Geography	grade 7 in Geography
Graphic Communication	grade 6 in Art or Design and Technology
History	grade 6 in History
Latin	grade 6 in Latin
Mathematics	grade 8, 9 in Mathematics plus ideally Further Mathematics GCSE
Further Mathematics	grade 9 in Mathematics GCSE and ideally Further Mathematics GCSE
Media Studies	grade 6 in English Language and Literature
Music	grade 6 in GCSE Music with strong performance skills
Physics	grade 7 in Physics IGCSE and A Level Mathematics must be taken
Product Design	grade 6 in Design and Technology
Religious Studies	grade 6 in Religious Studies, English or History
Psychology	grade 7 in Mathematics or a Science and English
Spanish	grade 8, preferably 9 in Spanish

SUBJECTS

Biology

Head of Department

Mrs L Paterson BSc

Examination Board

AQA

Course outline

This course is designed to inspire students, nurture a passion for Biology and develop practical skills alongside understanding of concepts and principles. The subject content is relevant in the classroom and to real world experiences and is a stepping stone to further study in courses like biological sciences and medicine.

Course Units – description and assessment

Paper 1 (35% of A Level)

Biological molecules

Cells

Organisms exchange substances with their environment
Genetic information, variation and relationships between organisms.

Relevant practical skills

Assessed by written exam comprising short and long answer questions.

Paper 2 (35% of A Level)

Energy transfers in and between organisms

Organisms respond to changes in their internal and external environments

Genetics, populations, evolution and ecosystems

The control of gene expression

Relevant practical skills

Assessed by written exam comprising short and long answer questions.

Paper 3 (30% of A Level)

Biological molecules

Cells

Organisms exchange substances with their environment
Genetic information, variation and relationships between organisms.

Energy transfers in and between organisms

Organisms response to changes in their internal and external environments

Genetics, populations, evolution and ecosystems

The control of gene expression

Relevant practical skills

Assessed by written exam comprising short and long answer questions.

Is the course right for you?

The content of the course is significantly more demanding than GCSE and students will find it challenging. They should have a passion for the subject as well as grade 7 or better in Biology at IGCSE or GCSE and have good skills in chemistry, mathematics, data handling and graph drawing. Those who adopt a diligent and hardworking approach to their studies will find it a very rewarding course.

What can you do after the course?

Biology is a great choice of subject for students who want a career in health and clinical professions, such as medicine, dentistry, veterinary science, physiotherapy, pharmacy, optometry, nursing, zoology, marine biology or forensic science. Other students go on to careers in law, computing, accounting or teaching. Whatever field a student will eventually work in, they will find biology a very rewarding and challenging course which will develop many of the skills essential for a successful career.

SUBJECTS

Business

Head of Department

Mr S D Whiteley BSc MA

Examination Board

Edexcel

Course outline

This course is designed to introduce students to the main functional areas of business and the skills and motivation behind the entrepreneur. It also helps develop an understanding of the economic environment in which businesses operate and the part they play in the local, national and international economy.

Course Units – description and assessment

The specification is divided into four themes of study:

- 1. Marketing & People:** meeting customer needs; the market marketing mix and strategy; managing people; entrepreneurs and leaders.
- 2. Managing Business Activities:** raising finance; financial planning; managing finance; resource management; external influences.
- 3. Business Decisions & Strategy:** this further develops the concepts from Theme 2 and students will develop an understanding of: business objectives and strategy; business growth; decision-making techniques; influences on business decisions; assessing competitiveness; managing change.
- 4. Global Business:** this further develops the concepts from Theme 1 and students will develop an understanding of globalisation; global markets and business expansion; global marketing; global industries and companies (multinational corporations).

A Level Paper 1: Marketing, People & Global Business (35% of A Level)

This paper assesses marketing, people and global businesses. Questions are drawn from Themes 1 and 4, and from local, national and global contexts.

Assessed:

Written Exam: Short and long answer questions

A Level Paper 2: Business Activities, Decisions & Strategy (35% of A Level)

This paper assesses business finance and operations, business decisions and strategy. Questions are drawn from Themes 2 and 3, and from local, national and global contexts.

Assessed

Written Exam: Short and long answer questions

A Level Paper 3: Investigating Business in a Competitive Environment (30% of A Level)

This paper draws on all four themes of study in a synoptic assessment with questions drawn from local, national and international contexts and based on a pre-released research brief.

Assessed

Written Exam: Short and long answer questions

Is the course right for you?

Throughout the course students develop a clear and concise style of writing of the type used in business, enabling them to communicate effectively about business-related issues. They will extensively use and interpret written and numerical data so need to be comfortable with Maths at GCSE level such as calculating ratios and percentage changes. A grade 7 in GCSE Mathematics is, therefore, a minimum requirement. There is also a significant amount of written contextual material to read in each examination paper.

What can you do after the course?

This qualification should enable students to progress on to a Business or Management degree or a degree that combines Business with almost any other subject. Many other students simply enjoy the fact that this course helps them widen their field of study. A Level Business students have successfully combined the subject with most other options available at Reed's, whilst the skills they learn will be useful to them in almost any career. We would, however, recommend that students do not take both Business and Economics A Level. Post-university employment rates for Business and Management are amongst the highest for all graduates; areas such as finance, banking, human resources, accountancy, management and marketing are popular destinations. Students who are thinking of starting their own business will also find this course to be of great benefit.

SUBJECTS

Chemistry

Head of Department

Mr C J Hawley BSc

Examination Board

AQA

Course outline

This course gives students the opportunity to study key concepts first covered at GCSE in greater detail. This course challenges and deepens a student's understanding of the material world and acts as gateway to success in many fields of undergraduate study. While studying A Level Chemistry students develop practical skills that include making observations, collecting data, analysing experimental results and formulating conclusions. 15% of the total A Level marks are for practical knowledge and understanding.

Course Units – description and assessment

Paper 1 (35% of A Level)

Atomic structure
Amount of substance
Bonding,
Equilibria (K_c)
Redox
Thermodynamics
Electrochemical cells
Acids and bases
Periodicity – Period 3
Group 2
Group 7(17)
Transition metals,
Relevant practical skills

Assessed

Written Exam: Short and long answer questions

Paper 2 (35% of A Level)

Amount of Substance
Bonding
Energetics
Kinetics
Equilibria
Aliphatic chemistry
Carbonyl chemistry
Aromatic chemistry
Amines
Polymers
Amino acids, proteins, DNA
Spectroscopy
Chromatography
Relevant practical skills

Assessed

Written Exam: Short and long answer questions

Paper 3 (35% of A Level)

Any content from Papers 1 and 2
Any practical skills

Assessed

Written Exam: practical analysis, short answers and multiple choice

Is the course right for you?

Students will need to obtain a good grade at IGCSE or Chemistry GCSE – preferably grade 8 or higher. There is a significant mathematical content in the specification and combining Chemistry with A Level Mathematics is to be recommended. If you do not take A Level Mathematics you will be required to take the additional maths course as an elective that will teach the skills and knowledge required in the specification. Chemistry is acknowledged to be one of the most demanding A Level subjects.

What can you do after the course?

This qualification should enable students to progress on to a Chemistry degree or a degree that combines chemistry with another subject such as biology. Chemistry is also the subject that is essential to study for a degree in medicine. It is also a valuable general qualification as it is regarded as a challenging subject.

SUBJECTS

Computer Science

Head of Department

Mrs J Mustafafova BSc

Examination Board

AQA

Course outline

This course is designed to inspire students and develop useful problem solving and practical skills for the future. Subject content looks at the practical application of programming and the theory of operation of Computer Science and its use in everyday life. The course is a stepping stone to further study in the Computer Science field and also very relevant to a wide range of other career paths, in particular engineering.

Course units - description and assessment

Paper 1 (40% of A Level)

Practical Programming

This paper tests a student's ability to program, as well as their theoretical knowledge of computer science. Based on pre-issued case study material.

Assessed

On-Screen exam.

Paper 2 (40% of A Level)

Theory of Computer Science

This paper tests a student's ability to answer questions on the theory elements of computer science.

Assessed

Written exam: Short and extended-answer questions

Non-exam assessment (20% of A Level)

The non-exam assessment examines a student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving.

Assessed

An extended project on a topic of a student's choosing to solve a real world problem.

Is the course right for you?

The content of the course is significantly more demanding than GCSE and students will find it challenging. They should have a passion for the subject as well as at least a grade 8 in Computing at IGCSE or GCSE, and have good skills in mathematics, data handling and a willingness to develop programming skills to a high level. Those who adopt a diligent and hardworking approach to their studies will find it a very rewarding course.

What can you do after the course?

Computer Science is a fast-growing subject that opens many doors not only in the Computer Science field. There are a wide variety of courses at university from straight Computer Science to many related degrees including Artificial Intelligence and Cybernetics to name but a few. It is also a recommended A Level for most Engineering courses at university and the skills gained of analysis and problem solving are very sought after by prospective employers and universities.

SUBJECTS

Drama

Head of Department

Mr T P Silk BA

Examination Board

Eduqas

Course outline

This course provides a balance between the practical and the theoretical aspects of the subject. Students read, analyse and stage from a range of texts. They also have the opportunity to develop their own work using a variety of stylistic conventions. Students are given the opportunity to develop both acting and technical production skills.

Course units - description and assessment

Component 1: Theatre Workshop (20% of A Level)

All Internally assessed

Students will be assessed on either acting or design. They participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text. The piece is developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. Students also produce a creative log.

Component 2: Text In Action (40% of A Level)

All Externally marked

Students are required to develop two pieces of theatre based on a stimulus set by Eduqas. The devised performance requires students to use the working methods of an influential theatre practitioner. The scripted performance needs to be in a contrasting style. Designers give a 5 – 10 minute presentation to the examiner. All students are required to complete a process and evaluation report.

Component 3: Text In Performance (40% of A Level)

Students study 'Cat on a Hot Tin Roof' by Tennessee Williams and 'Chimerica' by Lucy Kirkwood from the perspective of an actor, designer and director, and as an informed audience member. In the final section of the examination, there will be a series of questions on 'The Curious Incident of the Dog in the Night-Time' by Mark Haddon, adapted by Simon Stephens.

Assessment: Written exam

Is the course right for you?

Students will need to be comfortable approaching texts from the point of view of actor, director, designer, and audience. Practical acting ability or skill in technical elements is as important as the ability to analyse plays. You will also be receptive to seeing a diverse range of live performances.

What can you do after the course?

This qualification enables students to progress to a Drama degree, or further training at a Drama school. Students find the analytical skills developed useful for lots of different degree courses. There are close links with English, Music and Media Studies at both GCSE and A Level, and the subject would support further study of these. The presentation skills developed will be of use in almost any career.

SUBJECTS

Economics

Head of Department

Mr S D Whiteley BSc MA

Examination Board

Edexcel

Course outline

This course introduces students to economic concepts through real-world scenarios.

Course units - description and assessment

Theme 1: Introduction to markets and market failure

Students develop an understanding of the nature of economics, how markets work, market failure and government intervention.

Theme 2: The UK Economy – performance & policies

Students develop an understanding of measures of economic performance, aggregate demand, aggregate supply, national income, economic growth, macroeconomic objectives and policy.

Theme 3: The global economy

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students develop an understanding of business growth, business objectives, revenues, costs and profits, market structures, the labour market, and government intervention.

Theme 4: Making markets work

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students develop an understanding of international economics, poverty and inequality, emerging and developing economies, the financial sector, and the role of the state in the macroeconomy.

The examinations are drawn from these themes as follows:

A Level Paper 1: (35% of A Level)

Markets & business behaviour

Assessed:

Written paper drawn from Themes 1 & 3.

A Level Paper 2: (35% of A Level)

The national and global economy

Assessed:

Written paper drawn from Themes 2 & 4.

A Level Paper 3: (30% of A Level).

Microeconomics & Macroeconomics

Assessed:

Written paper drawn from Themes 1 to 4.

Is the course right for you?

Students need to be comfortable with Maths at GCSE (and possibly beyond) and happy dealing with abstract theory. They also need an interest in learning how the world operates and enjoy balancing various approaches to problems. A grade 8 at Mathematics GCSE is an entry requirement into the subject and A Level Mathematics is strongly recommended if a student intends to study Economics at university. There is also a significant amount of written contextual material to read in each examination paper.

What can you do after the course?

This qualification enables students to progress to an Economics degree or a degree that combines Economics with another subject such as Politics or Philosophy. For many top Economics degrees, students will also need to study Maths to A Level. Studying Economics to A Level may benefit studies in other subjects and can add breadth to an Arts or Science subject choice orientation. Post-university employment rates for economists are amongst the highest for all graduates; areas such as finance, banking, insurance, accountancy, management and consultancy are popular destinations.

SUBJECTS

English

Head of Department

Mrs A Trehearn MSt

Examination Board

Edexcel

Course outline

This course covers a range of canonical and modern literature texts including prose, poetry and drama. Students learn to compare and analyse form, structure and language and develop high level critical skills. They are required to read and think independently and develop a personal engagement with texts and ideas. The course is assessed purely through essay writing, so much time is spent on developing the skills of clear, precise and lucid written communication.

Students study two major prose texts – typically one classic and one modern such as ‘Frankenstein’ and ‘Never Let Me Go’. They also study a major drama such as ‘Doctor Faustus’ and a collection of contemporary poetry ‘Poems of the Decade’. They also complete a coursework essay of 3000 words on two texts, one of which is usually ‘The Great Gatsby’ in comparison with a text of their choice. In the U6, students study a Shakespeare play, typically ‘Hamlet’ and a single poet such as Chaucer.

Assessment

Prose Examination Paper (20% of A Level)

Poetry Examination Paper (30% of A Level)

Drama Examination Paper (30% of A Level)

Coursework (20% of A Level)

Is the course right for you?

Students must enjoy reading and be willing to read a range of challenging texts. They will need to read independently, experimenting with different texts. They will engage in discussion and consider other people’s views when forming judgements.

What can you do after the course?

This qualification hones critical and analytical skills and engages students with an extraordinary wide range of ideas about the nature of literature and of the human condition. It is one of the most popular courses studied at university and graduates who successfully complete the degree are well suited to a range of professions.

SUBJECTS

Fine Art

Head of Department

Miss A N Johnson MA

Examination Board

AQA

Course outline

This course introduces students to a variety of experiences that explore a range of fine art media, processes and techniques using both traditional and new media. These are complemented by the study of relevant images and artifacts from European and non-European examples. Students' responses will be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions. Drawing is an integral part of the course and students use sketchbooks to underpin their work. The course includes workshops and visits to galleries and museums. A life class is held once a week after school and all students attend.

Course Units - description and assessment

At the start of the course students are introduced to a variety of experiences exploring a range of media, processes and techniques. They look at a range of artists from the cutting edge contemporary to the Old Masters and continually relate and re-evaluate their work from this basis. The work includes returning to the basics of line, tone, form, shape and colour and learning new techniques and reinforcing those learnt during the GCSE course. The projects progress to allow the students to develop their own style. This work develops the student's ability to sustain work from an initial starting point to a fully realised outcome.

Component 1: Personal Investigation (60% of A Level)

Students develop work in response to an idea, issue, concept or theme of their choice. The focus of the investigation is identified independently by the student and is an in-depth and coherent study that demonstrates a student's ability to construct and develop a sustained line of reasoning from an initial starting point to final realisation. This is supported by written analysis detailing their understanding of their creative decisions, critical analysis and reflection on their project.

Component 2: Externally set assignment (40% of A Level)

Students choose from a range of up to eight assignments. They produce a clearly defined selection of work, which will lead to a finished piece or pieces. The final exam is 15 hours long and is marked along with the preparatory work by internal assessment and then moderated by the examination board.

Is the course right for you?

Drawing plays a key role in this course and the ideal student is one who enjoys exploring the creative use of materials and putting their feelings, ideas and emotions into the interpretation of the set themes. For some students Fine Art can be a demanding subject due to the volume of coursework but it can be successfully combined with other A Level subjects.

What can you do after the course?

Many students progress to Art School, where entry is usually by portfolio submission; however, an understanding and interpretation of the visual world can have a positive benefit in a variety of fields. Successful postgraduates enter a diverse range of careers from gallery and museum curating to teaching and publishing as well as working as an artist. Fine Art is often required for students considering an Architecture degree and can help with an application for History of Art.

SUBJECTS

French

Head of Department

Mrs H T Salford BA

Examination Board

Edexcel

Course outline

This course inspires students to have an appreciation of the language, literature, film and culture of the French-speaking world. The course enables students to develop an advanced level knowledge and understanding of the French language, the culture of France and other francophone countries, as well as practical and valuable language and transferable study skills.

The course builds on familiar and popular themes covered at GCSE with new content that provides clear links to some of the most fundamental and interesting aspects of French culture and language. Students study popular literary texts and films together with authentic source materials from France and the wider French-speaking world.

A Level French places an emphasis on spontaneity and grammar, as well as providing plenty of opportunities for students to apply their knowledge independently and creatively. Students are encouraged to develop ideas and their use of language to persuade, analyse and give critical responses in their writing and speaking.

Is the course right for you?

Success at GCSE is no guarantee of suitability for A Level modern languages. For A Level, we would not recommend anything less than a high grade 8 or 9 at GCSE. Students must have some natural linguistic talent to be successful and must be prepared to work consistently hard, in an organised fashion. The course is demanding and requires a high level of commitment, so there must be a genuine interest in the language itself and a wish to learn more about French society and culture.

What can you do after the course?

A modern language combines well with any other subject. Mixed degrees with a language and business or law, for instance, are popular and many Universities offer a language with their science or engineering degree courses. Specialist linguists taking French or German or Spanish A Level, followed by a University degree in modern languages are then in the same position as all arts graduates, namely that they will seek employment in a wide range of areas where no specific degree is required: industry, business, the Civil Service, etc. Language graduates have the additional asset that their linguistic skills will be a useful extra in certain careers, particularly in commerce and industry. This aspect of the qualification is becoming increasingly important.

SUBJECTS

Geography

Head of Department

Mr L Buckingham

Examination Board

AQA

Course Outline

This course explores human and physical geographical themes in a natural progression from GCSE. Essentially a broad study of man's interaction with the natural world, it explores relevant issues to modern society, providing students with the opportunity to develop fieldwork skills in both the Lower and Upper Sixth. An individual Geographical Investigation comprises 20% of the A Level.

Course Units - description and assessment

Unit 1: Physical Geography (40% of A Level)

Students study core themes of the water and carbon cycles. These are supplemented by the study of optional themes based around different global environments. Topics include Coastal Systems and Natural Hazards (including both tectonic and climatic hazards).

Assessed by written exam comprising short and long answer questions.

Unit 2: Human Geography (40% of A Level)

Students study a core theme of Global Systems and Governance which places emphasis on the central importance of globalisation to human and sustainable development in the 21st Century. Pupils then study a Changing Places module which presents an opportunity to develop a detailed understanding of various factors influencing two case studies. This is supplemented by an optional theme on Urban Environments or Population.

Assessed by written exam comprising short and long answer questions.

Unit 3: Geographical Investigation (20% of A Level)

Students complete an individual investigation involving data collected in the field. The individual investigation is based on a question defined and developed by the student relating to any part of the specification. All students are required to undertake fieldwork in relation to processes in both physical and human geography. Students undertake four days of fieldwork during their A Level. Past destinations have included residential trips to the Isle of Wight, the Lake District and Somerset.

Assessed by individual project.

Is the course right for you?

Geography is a multidisciplinary subject and, therefore, suits a wide range of students who have a general interest in global and environmental issues. Skills developed in Geography A Level include essay writing, debate, data analysis/interpretation and fieldwork. Students are expected to have achieved at least a grade 6 at GCSE in Geography in order to undertake A Level.

What can you do after the course?

Geography develops a range of important skills in students and is therefore a valuable academic A Level choice. As both an art and a science, it complements a range of subjects at A Level and is relevant to society as well as a number of degree courses outside the humanities. There are many doors open to those who go on to read Geography at University, including land-based industries such as surveying and environmental consultancy, finance and business management, law, leisure and tourism and research.

SUBJECTS

Graphic Communication

Head of Department

Miss A N Johnson MA

Examination Board

AQA

Course outline

This course introduces students to a variety of experiences exploring a range of graphic media, techniques and processes. They are made aware of traditional and new technologies and explore areas of graphics such as illustration, packaging, design for print, communication and motion graphics. Practical work is underpinned by a study of historic and contemporary designers. The course includes an introduction to industry-standard computer programmes such as Indesign, Illustrator and Photoshop.

Course Components - description and assessment

At the start of the course students work on a variety of projects using a range of graphic media and techniques. The work is research based, which includes visits off-site to collect information. Students learn about graphic design by looking at the work of other graphic designers and, using this knowledge, produce a solution to a design brief. This work develops a student's ability to sustain their investigation from an initial starting point to a fully realised outcome.

Component 1: Personal Investigation (60% of A Level)

Students develop work in response to an idea, issue, concept or theme of their choice and the focus of the investigation is identified independently by them. They produce an in-depth, coherent study demonstrating their ability to construct and develop a sustained line of reasoning. This is supported by written analysis detailing their understanding of their creative decisions, critical analysis and reflection on their project.

Component 2: Externally set assignment (40% of A Level)

Students choose from a range of up to eight assignments and produce a clearly defined selection of work leading to a finished piece(s). The final exam is 15 hours long and is marked along with the preparatory work by internal assessment and then moderated by the examination board.

Is the course right for you?

An ability to draw and a desire to work on computer is essential to success on this course. All work is based on research and as the course progresses the student has to be motivated and be able to work independently. Problem solving and creative thinking are essential skills to develop.

What can you do after the course?

This course is not only suitable for those intending to go to Art School as an understanding of the disciplines and insights of graphic design will have positive benefits and applications throughout life. Many students do indeed go on to a variety of art-related courses, including those specialising in graphic design. Once a relevant degree is completed a whole range of careers are on offer from art direction, illustration, and publishing to film, television and advertising to name but a few. The Creative Industries are one of the biggest growth areas in the UK and Graphic Communication A Level could be the first step to an exciting career.

SUBJECTS

History

Head of Department

Mr A J Waller BA

Examination Board

AQA

Course outline

This course offers students the opportunity to study history in breadth as well as in depth. It also offers an opportunity to really stretch and challenge conscientious and ambitious students. In addition to that, it is a chance to hear some great stories!

Course units - description and assessment

Unit 1: The Tudors 1485-1603 (40% of A Level)

This unit entails a comprehensive study of the world of England's most famous dynasty. It explores the rise of Henry VII, the dramatic reign of Henry VIII, the crisis of the mid-Tudor period and the 'Golden Age' of Elizabeth I.

Assessed by written exam.

Unit 2: America: A Nation Divided c. 1845-1877 (40% of A Level)

This unit explores a period of major change in American history, which saw the disintegration of the country into two nations, the bloody struggle to save the union in the American Civil War and the subsequent attempts to reconstruct the nation.

Assessed by written exam.

Unit 3: A Historical Investigation (20% of A Level)

This unit requires students to explore of topic of their own choice within the context of a turbulent century which saw the Communists rise to power in Russia. The unit will provide them with an enhanced understanding of the nature and purpose of history as a discipline and is assessed through a piece of coursework, which must be at least 3,000 words in length.

Assessed by individual project.

Is the course right for you?

Many of the skills required at GCSE are necessary for A Level - skills such as the ability to evaluate and interpret source material. In addition students need to present clear, concise, logical and relevant argument. Work centres around essays and students will need to read widely around each topic and develop their skills of essay presentation. Most importantly students need to develop the ability to work independently and demonstrate the desire to develop an inquiring mind.

What can you do after the course?

History broadens the mind and the subject creates many employment opportunities. It can form the entry route into occupations such as archivist or teacher and can lead to areas such as law, librarianship, the Civil Service, journalism, government and politics, and business.

SUBJECTS

Latin

Head of Department

Miss K T Morland MA

Examination Board

OCR

Course outline

This course develops further competence in the Latin language enabling students to read, understand and appreciate the literature of Roman prose and verse in its original form whilst acquiring some understanding of the civilisation within which the literature was written.

Course units - description and assessment

Paper One

Unseen translation (33% of A Level).

Students build on grammar and vocabulary learnt at GCSE to provide them with the breadth of knowledge necessary to translate a passage from an unseen author.

Assessed by written exam.

Paper Two

Prose composition (17% of A Level).

Having learnt from a set vocabulary list, students translate a passage from Latin into English.

Assessed by written exam.

Paper Three

Prose Literature (25% of A Level).

Students study a range of literature from some of the best writers in history, such as Cicero, Tacitus, and Pliny. They will need to demonstrate an understanding of how these texts translate, why they are effective, and the context in which they were written.

Assessed by written exam.

Paper Four

Verse literature (25% of A Level).

Students study a range of literature from some of the best writers in history, such as Virgil, Ovid and Catullus. They demonstrate an understanding of how these texts translate, why they are effective, and the context in which they were written.

Assessed by written exam.

Is the course right for you?

A good grade in GCSE Latin is required. A student who intends to study A Level Latin should have strong linguistic skills.

What can you do after the course?

A Level Latin supports all subjects in the curriculum and forms a useful bridge between the arts and sciences. It provides entry at degree level to all classical subjects and, in addition, gives access to languages, law, history, philosophy, management studies, medicine – the list goes on ad infinitum!

SUBJECTS

Mathematics

Head of Department

Mr J Wright BSc

Examination Board

Edexcel

Course outline

The course is made up of two-thirds pure mathematics and one-third applied mathematics. The introductory applied modules to Statistics and Mechanics are studied.

Course units - description and assessment

Papers 1 and 2

Pure Mathematics

(67% of A Level)

Students study proof, algebra and function, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, numerical methods, differentiation, integration and vectors.

Assessed by written exams.

Statistics and Mechanics

(33% of A Level)

Students study applied mathematical topics covering both statistics and mechanics. In statistics they study sampling, data presentation and interpretation, correlation, regression, probability, statistical distributions and hypothesis testing. In mechanics students study kinematics, forces and Newton's Laws.

Assessed by written exam.

Is the course right for you?

The A Level course builds only on the more difficult topics studied at GCSE and students need to have achieved a grade 8 or 9 to select Mathematics A Level. It is important that their Algebra and Trigonometry is particularly strong.

What can you do after the course?

Students with an A Level Mathematics are well equipped to go into almost any career. Many students go on to study mathematics, science or engineering-related degree courses, though business, computing and financial courses are also commonly chosen.

SUBJECTS

Further Mathematics

Head of Department

Mr J Wright BSc

Examination Board

Edexcel

Course outline

This course expects students to use complex mathematical skills and knowledge to solve problems. It is delivered at Reed's as a fourth A Level complementing the choice of Mathematics A Level which underpins this qualification.

Course units – description and assessment

The course has two compulsory components with students selecting two further options to be examined on.

Paper 1: Core Pure Mathematics 1 (25% of A Level)

Paper 2: Core Pure Mathematics 2 (25% of A Level)

In these units students study proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions, and differential equations.

Assessed by written exam.

Paper 3: Further Mathematics Option 1 (25% of A Level)

Students take one of the following four options:

A: Further Pure Mathematics 1

B: Further Statistics 1

C: Further Mechanics 1

D: Decision Mathematics 1

Assessed by written exam.

Paper 4: Further Mathematics Option 2 (25% of A Level)

Students take one of the following seven options:

A: Further Pure Mathematics 2

B: Further Statistics 1

C: Further Mechanics 1

D: Decision Mathematics 1

E: Further Statistics 2

F: Further Mechanics 2

G: Decision Mathematics 2

Assessed by written exam.

Is the course right for you?

Further Mathematics A Level is designed for students who find A Level Mathematics highly accessible and who wish to devote over half their A Level study time to mathematics. It is a highly specialist and demanding qualification.

What can you do after the course?

An A Level in Further Mathematics is targeted at students wishing to study Mathematics, Physics or Engineering courses at selective universities. It is advisable to offer Further Mathematics A Level in an application to Imperial College, Oxford or Cambridge to read subjects such as economics, mathematics, physics or engineering and for many Russell Group universities in applications to read mathematics.

SUBJECTS

Media Studies

Head of Department

Mr L G Michael BA

Examination Board

Eduqas

Course outline

This course allows students to explore how the media works across every significant medium. Students learn to decode and analyse meanings in media products as well as exploring how the media positions an audience. This is achieved through analysis of products across the media as well as students making their own media; there is an emphasis on emerging technologies. The business side of the industry is also studied in depth with an exploration of the financial drivers as well as marketing and advertising.

Course units - description and assessment

Component 1: Media Products, Industries and Audiences (35% of A Level)

This section explores advertising, marketing, film, newspapers, radio, music video and video game products. The first part of Component 1 analyses the media products themselves, looking at how they are constructed to create meaning and what effect they have on an audience. The second part looks at media products from the business point of view, examining how they are made for and marketed to differing audiences.

Assessed by written exam.

Component 2: Media Forms and Products in Depth (35% of A Level)

This component brings together the making and meaning of products with the business and marketing elements to explore areas of the media industry in depth. Three specific areas are studied:

- Television in the Global Age – explores UK and European television shows and industries.
- Magazines: Mainstream and Alternative Media compares how mass market and niche magazine products are written and sold to audiences.
- Media in the Online Age - explores how the internet has transformed the media and implications on the industry.

Assessed by written exam.

Component 3: Cross-Media Production (30% of A Level)

An individual project based on two media. For example, making the opening minutes of a TV show and designing a magazine marketing campaign for it.

Assessed by individual project.

Is the course right for you?

Media Studies is one of the fastest growing subjects at A Level. Study of the media industries provides students with an up-to-date understanding of the political and cultural agendas of news editors, film producers, and the advertising industry. Media Studies combines the disciplines of a traditional academic subject with more current approaches to learning. Students develop a keen appreciation of the media from the perspective of the industry and of the audience. The critical awareness which is developed is readily transferred to other areas of study. Students should have a critical interest in all forms of media from an audience perspective as well as a willingness to question such key issues as whether the media reflects or influences our views and be prepared to engage with complex theory.

What can you do after the course?

Media Studies is an increasingly popular choice for entry into many degree courses including the social sciences, arts, film, journalism, political science and literary studies.

SUBJECTS

Music

Head of Department

Mr I. Carnegie MA

Examination Board

AQA

Course outline

This course demands performing, composing, listening and analytical skills in almost equal measure. Students improve their skills in performing and composing in a range of styles and they will listen to a wide variety of music and develop a more informed appreciation of how and why it was written and/or performed. The subject is divided into three components - appraising music, performance and composition.

Course units - description and assessment

Unit 1: Performance (35% of A Level)

This unit gives students opportunities to extend their performance skills as soloists and/or as part of an ensemble. They choose music in any style; any instrument(s) and/or voice(s) are acceptable as part of an assessed performance of a balanced programme of music of 10 minutes duration. Notated and/or improvised performances may be submitted.

Unit 2: Composition (25% of A Level)

The composition section further develops a student's composition skills, leading to the creation of two pieces - one to a brief and one free. The composition to a brief takes the form of a four-part harmony exercise.

Unit 3: Appraising (40% of A Level)

This unit focuses on listening to familiar and unfamiliar music and understanding how it works. Students study music from the areas of Western Classical Tradition 1650-1910 and Music for Media (focusing on film music). Within each area of study, set works form the focus of study and students are required to understand the musical features used and the context of pieces. In the examination, students will complete aural questions relating to familiar and unfamiliar music, complete essays drawing on their knowledge of the context of the set works and then a longer essay evaluating features and style of film music studied.

Is the course right for you?

Ideally, students should have Music GCSE; however, more importantly, they must be fluent in reading both treble and bass clef notation and be of at least Grade VI standard on their first instrument. Grade V Music Theory is desirable, but not a requirement.

What can you do after the course?

This course could be used as preparation for a variety of courses in higher education. The course focuses on developing analysis and essay skills which are widely applicable to degree level study. The combination of performance, composition and appraisal also makes it suitable preparation for all academic and practical music courses. It is also an ideal complement to any music technology or recording courses as it helps to broaden knowledge of musical styles.

SUBJECTS

Physics

Head of Department

Mr W Pope BEng

Examination Board

AQA

Course outline

This course has content which is relevant to the real world and is interesting to teach and learn. It is a stepping stone to future study and the course inspires students to nurture a passion for physics and lays the groundwork for further study in both physics and engineering.

As physics is fundamentally an experimental subject, the specification provides numerous opportunities to use practical experiences to link theory to reality, and equips students with the essential practical skills they need.

Course Units – description and assessment

Paper 1 (33% of A Level)

Measurements and Error
Particles and Radiation
Waves
Mechanics and Materials
Electricity
Periodic Motion

Assessed by written exam

comprising short, long and multiple choice questions.

Paper 2 (33% of A Level)

Further Mechanics and Thermal Physics
Fields and Their Consequences
Nuclear Physics

Assessed by written exam

comprising short, long and multiple choice questions.

Paper 3 (33% of A Level)

Practical Skills and Data Analysis and Astrophysics or
Turning points in Physics

Assessed by written exam

comprising short, long questions on practical skills and data analysis and on either Astrophysics.

Is the course right for you?

Physics A Level can be very challenging. Students must be taking A Level Mathematics to be able to access A Level Physics. We also require them to have achieved a 7 or above in GCSE or IGCSE Physics. Good mathematicians with a sound scientific base will find the course stimulating and enjoyable.

What can you do after the course?

Physics is at the heart of everything and is a highly rewarding discipline to study at school, university and beyond. Above all, physics opens doors to a wide variety of careers. That is a bold statement, perhaps, but one that can be justified. Physics explores questions like how did the universe begin? How will it end? What is a black hole? Is time travel possible? If students have an enquiring mind, always asking why things happen, then physics will help them find the answers. It forms the basis of most modern technologies and holds the future to global wellbeing. The career opportunities available are as vast as the subject itself due, in part, to the transferable skills gained whilst studying physics and to the recognition by employers that physics is a demanding discipline requiring a highly numerate and logical mind.

SUBJECTS

Product Design - Design and Technology

Head of Department
Mr P Millington BEd

Examination Board
AQA

Course Outline

This course encourages students to take a broad view of Product Design, to develop their capacity to design and make products and to appreciate the complex relationships between design, manufacture and marketing. They investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to apply their learning to practical production.

Students gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

Course Papers – description and assessment

Examinations

Written Paper 1 (25% of A Level)

Core technical principles and core designing and making principles

Written Paper 2 (25% of A Level)

Specialist knowledge, technical and designing and making principles

Coursework

Non Examined Assessment (50% of A Level)

Design and make project.

Practical application of technical principles, designing and making principles and specialist knowledge.

The theme is identified by the candidate.

Is the course right for you?

If students enjoyed Design and Technology at GCSE then this course is a direct continuation and extension of the topics covered there. Greater emphasis at A Level is placed upon the design folder. Nevertheless, the majority of time is spent designing and making in the workshop.

What can you do after the course?

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of career areas, especially those in the creative industries. Product Design fits well with a diverse range of student profiles. Many Reed's students have gone directly on to a Product or Industrial Design degree course at university. Alternatively, many Fine Art or Graphic Design students complement their creative learning experience and Art College application with this subject. Product Design is also an ideal addition to a STEM profile of mathematics and physics and adds an applied facet to learning.

SUBJECTS

Psychology

Head of Department

Mrs J G Hart BA

Examination Board

AQA

Course outline

An engaging and effective introduction to Psychology, students learn the fundamentals of the subject and develop skills including critical analysis, independent thinking and research.

Course Papers - description and assessment

Paper 1 – Introductory Topics in Psychology

(33% of A Level)

This unit covers Social Influence, Memory, Attachment, Psychopathology

Assessed by written exam

involving multiple choice, short answer and extended writing.

Paper 2 – Psychology in Context

(33% of A Level)

This unit covers Biopsychology and Research Methods.

Assessed by written exam

involving multiple choice, short answer and extended writing.

Paper 3 - Issues and Options in Psychology:

(33% of A Level)

In this unit students develop their understanding of the psychological approaches to schizophrenia and addiction.

Assessed by written exam

involving multiple choice, short answer and extended writing.

What can you do after the course?

This qualification should enable students to progress on to a Psychology degree or a degree that combines Psychology with another subject (some Psychology degrees require Mathematics and/or Science A Levels). The applications of Psychology are numerous and students could end up working in areas as varied as the police or prison services, the field of social work, human resources, marketing, counselling, therapy, teaching, ergonomics, advertising, research, public relations, medicine...the list is endless.

Is the course right for you?

Students will need to be comfortable with Mathematics at GCSE due to the statistical element of the course and they also need to write well and have the ability to structure an argument under pressure. An interest in human behaviour is essential, but bear in mind that this is a scientific subject and will not involve students expressing opinions.

SUBJECTS

Religious Studies

Head of Department

Mr E M H Swift BA

Examination Board

OCR Religious Studies

Course outline

This course is split into thirds between Philosophy, Ethics and Developments in Christian Theology.

Philosophy (33% of A Level)

Ancient Philosophical Influences: Plato & Aristotle

Mind, Body, Soul

Religious Experience

Arguments for the existence of God: Observation

Arguments for the existence of God: Reason

Problem of Evil

Philosophical Language: Cognitive, Via Negativa,

Analogical, Symbolic

Religious Language: Verification, Falsification, Language

Games

Religious Pluralism

Gender

Ethics (33% of A Level)

Utilitarianism

Natural Law

Situation Ethics

Normative Ethics

Applied Ethics

Business Ethics

Meta-Ethical Theories

Sexual Ethics & Gender in Society

Religious Pluralism and Society

Christian Theology (33% of A Level)

Christian Moral Principles

Christian Moral Action: Bonhoeffer

Augustine on Human Nature

Knowledge of God's Existence

Death and the Afterlife

The Nature and Attributes of God

Conscience

The Person of Jesus Christ

Assessment by essays in written examination

The assessment takes the format of essays in three written examinations. 60% of the marks available are awarded for the students' opinion and evaluation, with 40% for knowledge and explanation respectively.

Is the course right for you?

Students who enjoy fundamental questions about the state of the universe, the existence of a God and questions of right and wrong will relish this course. Those who rise to the challenge of expansive, discursive subjects will thrive in this A Level.

What can you do after the course?

This qualification is a perfect complement to a variety of degree choices. It is most closely linked with degrees in philosophy and theology; having said this, the closest subjects to philosophy are actually mathematics and physics. If you are interested in a degree which involves ethics, for example Journalism, Economics, Medicine, Law or PPE, then this is a highly regarded and recommended A Level.

SUBJECTS

Spanish

Head of Department

Miss L Ashby BA

Examination Board

AQA

Course outline

This course constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity. The approach is a focus on how Spanish-speaking society has been shaped socially and culturally and how it continues to change. Students study aspects of the social context, together with aspects of the artistic life of Spanish-speaking countries. These aspects are then developed further in the study of multiculturalism.

Students also study aspects of the political landscape including the future of political life in the Hispanic world by focusing on young people and their political engagement.

Assessment tasks cover listening, speaking, reading and writing skills.

Course content

Aspects of Hispanic society

- Modern and traditional values (Los valores tradicionales y modernos)
- Cyberspace (El ciberespacio)
- Equal rights (La igualdad de los sexos)

Multiculturalism in Hispanic society

- Immigration (La Inmigración)
- Racism (El Racismo)
- Integration (La Convivencia)

Artistic culture in the Hispanic world

- Modern day idols (La influencia de los ídolos)
- Spanish regional identity (La identidad regional en España)
- Cultural heritage or cultural landscape (El patrimonio cultural)

Aspects of political life in the Hispanic world

- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos de mañana)
- Monarchies, republics and dictatorships (Monarquías, repúblicas y dictaduras)
- Popular movements (Movimientos populares)

Grammar

Literary texts and films

Students study either one text and one film or two texts from a specified list.

Is the course right for you?

For A Level, we recommend at least a high grade 8 in Spanish GCSE with students demonstrating natural linguistic talent. The course is demanding, and requires a high level of commitment, so there must be a genuine interest in the language itself and a wish to learn more about its society and culture.

What can you do after the course?

A modern language combines well with any other subject. Mixed degrees with a language and business or law, for instance, are popular and many Universities offer a language with their science or engineering degree courses. Specialist linguists taking French or German or Spanish A Level, followed by a University degree in modern languages are then in the same position as all arts graduates, namely that they will seek employment in a wide range of areas where no specific degree is required: industry, business, the Civil Service, etc. Language graduates have the additional asset that their linguistic skills will be a useful extra in certain careers, particularly in commerce and industry. This aspect of the qualification is becoming increasingly important.

FOURTH COLUMN ELECTIVE QUALIFICATIONS

The electives comprise a number of courses. Amongst the electives the following choices may lead to formal qualifications if studied over the two years of the Sixth Form:

Extended Project Qualification (EPQ)

Course outline

The Extended Project is a single piece of work of a student's choosing that requires evidence of planning, preparation, research and independent learning. It is a significant undertaking by a student and requires a high degree of independence to be a successful.

The course begins with a series of lectures and workshops where students are introduced to the principles of academic research and decide upon a specific focus of independent study. This usually complements their existing A Level subjects and may be part of the focus of an application for university. The project is undertaken with supervision from a member of staff and can either be a dissertation of around 5000 words or be the creation of an artefact with supporting analysis.

The skills that students develop through the Extended Project are excellent preparation for university-level study. Students can refer to the Extended Project in their UCAS personal statements and at possible interviews to demonstrate some of the qualities that universities are looking for.

German A Level

Students study four main themes over the two years which are assessed through listening, speaking, reading and writing: Aspects of Society (Family, Digital World, Youth Culture); Artistic culture (festivals and traditions, cultural life in Berlin; Multiculturalism (immigration and multi-cultural society); Aspects of political life (Germany in the EU and Reunification).

Students spend the first year studying a German film and in the second year they study a literary text. Students are assessed on both German works (film+ literary text) studied over the two-year period. Students also prepare a presentation and discussion on an independent research topic of their choosing from the target language country, assessed as part of the Speaking examination.

Music Technology AS Level

Students learn a variety of recording and production techniques whilst studying the principles of sound and audio technology. This is a practical based course with a clear emphasis on music technology rather than musical theory. Over the two years students complete a number of technology-based compositions and assignments and develop their skills of listening, producing and analysing music.

Photography AS Level

Students learn a variety of traditional and digital techniques, when producing personal responses to project briefs. They develop a self-identified personal creative enquiry, which builds on their prior learning, leading to final practical work. This elective leads to an AS Level in Photography over two years, and is the ideal complement to studying A Levels in the visual arts. There will be some independent study involved with this elective, which amounts to approximately one hour per week.

Physical Education – Reed's SportsCAPE

Students engage in a wide variety of sports-related activities whilst studying for an AS in Physical Education over two years. The Reed's SportsCAPE (Sports Careers and Athletic Performance Education Programme) comprises AS Level PE, coaching qualifications in at least two sports, practical coaching experience, coach mentoring, a Strength and Conditioning qualification, participation in a lecture programme dovetailing with the High Performance Programme (Nutrition, Sports Psychology, social media, injury management, performance analysis etc.), a Sports Careers Evening and involvement in the delivery of the Reed's School Primary Forum events. This programme focuses on the development of practical and theoretical sports skills.



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