6th Form Options Prospectus 2026

Introduction – Mrs Taylor (Headteacher)

At Ramsey Grammar School we offer wonderful opportunities and support to take the exciting steps into Sixth Form study. We invest and believe in our young people so that they may achieve their greatest ambitions. Your time in Sixth Form allows you to hone your academic abilities, find your true passions and plan for an exciting future after school.

Our Sixth Form is a stimulating place to learn; providing you with wide ranging study options as well as extracurricular activities and enrichment to develop your skills for the future. We are extremely proud of the achievements of our Sixth Formers past and present and are excited to welcome you to Ramsey Grammar School Sixth Form to be a part of our future.

Best wishes for shaping your inspiring future.

Mrs S Taylor
Headteacher

Message From The Sixth Form Leadership Team

It's our privilege to welcome you to the next big step in your academic journey. As a team we pride ourselves in helping each student to achieve their full potential and as a result we have adapted and refined our range of Level 3 qualifications to suit a variety of skills, interests, and ambitions. Our tutor team are dedicated Sixth Form specialists with a great deal of experience between them, both in academic and pastoral matters. Whatever your goal, whether you are aiming for University, thinking of a career on the island or still need advice deciding, we're here to help get you there. Our facilities include two spacious study areas for silent and group study work, a kitchen, a computer suite and Lecture Theatre. All of this is designed to give you a dedicated learning experience more akin to the modern University or world of work by offering you a new level of independence and autonomy. We look forward to seeing you on GCSE results day where your next chapter begins.

Mr S Curran
Head of Sixth Form

Mrs N Lewis
Assistant Head of Sixth Form

What are the options at 6th Form?

Ramsey Grammar School Sixth Form offers a wide range of Level 3 courses. These include A-Level, which is a General Certificate of Education (GCE) Qualification designed around an individual subject and is predominantly assessed by examinations, and BTEC, which is a vocational or applied coursework-based qualification that is also well regarded by universities and employers.

To maintain the maximum flexibility with respect to Sixth Form course choices students are encouraged to aim high and to gain the best GCSE results that they possibly can.

Subject Choices

At RGS most students are expected to select three subjects, though occasionally some students will select four. In addition, all students will follow an enrichment programme.

We work in partnership with Castle Rushen High School (CRHS) and Queen Elizabeth II High School (QEII) to provide a wide range of courses and opportunities for our students.

Many students completing two years in the Sixth Form go on to university, sometimes taking a gap year either before or after their degree.

Possible/Probable courses on offer 2026

Agriculture	Global Perspectives
Art and Design	Health and Social Care (BTEC)
Biology	History
BTEC Performing Arts and Dance	Information Technology
Business	Mathematics
Chemistry	Further Maths
Computer Science	Music
Core Mathematics	Photography
Design and Technology	Physical Education (BTEC)

Economics	Politics
English Language	Psychology
English Literature	Religious Studies
French	Sociology
Geography	Spanish
Geology	Physics

Physical Education

In Years 12 and 13 most students take part in a double lesson of Games on a Thursday. During the year they will have the opportunity to take part in a wide variety of sports:

Football	Basketball	Cross Country
Rugby	Volleyball	Weight Training
Hockey	Table Tennis	Tennis
Netball	Badminton	Softball
Cricket	Rounders	

Students are also encouraged to participate in the many interschool events and clubs that take place regularly throughout the year. We hope that by offering a wide options programme, coupled with a comprehensive package of extracurricular clubs and fixtures, our senior students will see sport as being part of a healthy lifestyle that they will continue with into adult life.

Making your choices

When deciding which courses to apply for there are a variety of factors that students will need to consider. The first thing is to think about what grades they are likely to achieve at GCSE. This will help to establish which subject combinations to study in the Sixth Form. Secondly, students will need to look at the entry requirements for the separate subjects under consideration. These entry requirements are put in place to ensure high standards of work and that the demands of the subjects can be met.

Interests, Strengths and abilities
Choose subjects that you enjoy and are good at and ask yourselves these questions

- Do I have the skills and abilities demanded by the course?
- Will I find the subject interesting?
- Am I prepared to work at least six hours per week on this subject as well as several hours outside the classroom?

Future Aspirations

- Consider how your 6th form choices will affect your future plans. Research potential career paths or further education courses and check their entry requirements.
- Ask yourselves - do I need this subject for my chosen career or University course? (If you are unsure about what you would like to do, try to pick a variety of options so you can choose more than one career path).

Balance

- Ask yourselves - is my intended programme well balanced - in terms of subject matter and methods of assessment?

Support and Guidance
You will receive support from your teachers and tutors throughout this process. Speak with your teachers to understand the subject content and workload. Your parents or carers can also help you make these decisions.

How the A level Courses Work

Course Structure
Level 3 courses typically last for two years (Years 12 and 13) and are assessed through:

- Written exams (usually at the end of Year 13)
- Controlled assessments or coursework (in some subjects)
- Practical assessments (in subjects like Art)

Grading
GCEs are graded from A*-E. Other types of qualifications like BTECs are graded from Pass to Distinction*.

FAQs
Can I change my options later?
Once courses begin in September, **changes will not be possible.**

What if I don't know what career I want yet?
It's perfectly normal not to have a career in mind yet. Choose subjects that you enjoy and have achieved well at GCSE level.

How will my A levels affect my future?
A levels are a foundation for further education, undergraduate degrees, and the employment sector. These are often viewed on CVs by potential employers. Level 3 is a gateway into higher level and more specialised higher education and training.

What are the Island entry requirements for 6th form?

Key Dates

Event/Information	Date
6th form options Prospectus published to students/parents	28th January 2026
6th Form Options evening	28th January 2026
Indicative 6th form choices submitted (in school using a form)	13th February 2026
GCSE Results Day and Sixth Form enrollment meetings	20th August 2026

Next Steps

1. Read this information booklet carefully and use the information to inform your early preferences
2. Attend the options evening and discuss potential choices with your teachers and parents.
3. Submit your indicative preferences using an electronic form (this will be done in school time)

Contact Information
If you have any questions or need further guidance, please contact:

- **Mr S Curran (Head of 6th Form) Mrs N Lewis (Deputy Head of 6th form)**
- **Email:** rgsenquiries@sch.im
- **Phone:** 811100

Subject	Agriculture
Exam board	**SQA**
Course Components	This course is designed to give students a broad agricultural knowledge base. During your course you will study the following units: • Livestock Husbandry, Health and Welfare • Combinable Crop Production • Tractor Operations and Attachments • Farm Maintenance Skills • Soils and Soil Fertility • Grassland Production. • Livestock Reproductive and Digestive Systems • Sheep Production • Pig Production • Agriculture: Environmental Awareness • Poultry Production • Tractor Driving
How is the subject assessed?	There are no exams. The qualification is continuously assessed throughout the two years of the course via observations, short tests and a portfolio of evidence.
Skills Development	• Handling, breeding, and caring for livestock • Understanding animal health, welfare, and nutrition • Techniques for growing, managing, and harvesting crops • Managing combinable crops and grassland production • Operating and maintaining farm machinery, including tractors and attachments • Basic farm repair and maintenance skills • Assessing soil quality and maintaining soil fertility • Implementing sustainable farming practices • Understanding the environmental impact of farming • Applying sustainable agricultural method • Knowledge of livestock production (e.g., sheep, pigs, poultry, dairy, beef) • Understanding reproductive and digestive systems of livestock • Understanding and applying health and safety procedures on the farm • Managing tasks and completing assignments to a high standard • Practical application of agricultural knowledge in real-world settings • Analysing agricultural problems and applying solutions effectively
Entry Requirements	Science Grade C

<table>
<tr><th>Subject</th><th>Art and Design</th></tr>
<tr><td>Exam board</td><td>AQA</td></tr>
<tr><td>Course Components</td><td>Component 1 : Personal Investigation (Coursework): 96 marks - 60%
Component 2 : Externally Set Assignment (Exam) 96 marks - 40%
Component 1: Is completed during Years 12 and 13. You will complete a series of themed project pieces, using a range of media.
Component 2: Is completed towards the end of Year 13, during either April/May</td></tr>
<tr><td>How is the subject assessed?</td><td>
<table>
<tr><th>Assessment Objectives (AOs)</th><th>Component 1 Weighting (approximate %)</th><th>Component 2 Weighting (approximate %)</th><th>Overall Weighting of AOs (approximate %)</th></tr>
<tr><td>AO1</td><td>15</td><td>10</td><td>25</td></tr>
<tr><td>AO2</td><td>15</td><td>10</td><td>25</td></tr>
<tr><td>AO3</td><td>15</td><td>10</td><td>25</td></tr>
<tr><td>AO4</td><td>15</td><td>10</td><td>25</td></tr>
<tr><td>Overall Weightings of Components</td><td>60</td><td>40</td><td>100</td></tr>
</table>
</td></tr>
<tr><td>Skills development</td><td>You will be required to develop your skills in the following areas:
appreciation of different approaches to recording images, such as observation, analysis, expression and imagination
awareness of intended audience or purpose for their chosen area(s) of fine art
understanding of the conventions of figurative/representational and abstract/non-representational imagery or genres
appreciation of different ways of working, such as, using underpainting, glazing, wash and impasto; modelling, carving, casting, constructing, assembling, mono printing, lino printing.
understanding of pictorial space, composition, rhythm, scale and structure
appreciation of colour, line, tone, texture, shape and form.
how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study within fine art
historical and contemporary developments and different styles and genres
how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
continuity and change in different styles, genres and traditions relevant to fine art
a working vocabulary and specialist terminology that is relevant to their chosen area(s) of fine art.</td></tr>
<tr><td>Entry Requirements</td><td>C at GCSE</td></tr>
</table>

<table>
<tr><th>Subject</th><th>Biology</th></tr>
<tr><td>Exam board</td><td>OCR</td></tr>
<tr><td>Course Components</td><td>• Module 1 – Development of practical skills in biology
• Module 2 – Foundations in biology
• Module 3 – Exchange and transport
• Module 4 – Biodiversity, evolution and disease
• Module 5 – Communication, homeostasis and energy
• Module 6 – Genetics, evolution and ecosystems</td></tr>
<tr><td>How is the subject assessed?</td><td>
<table>
<tr><th colspan="2">Assessment Overview</th></tr>
<tr><td>Biological processes (1) 100 marks
2hrs 15 minutes written paper</td><td>37% of total A-Level</td></tr>
<tr><td>Biological diversity (2)
100 marks
2hrs 15 minutes written paper</td><td>37% of total A-Level</td></tr>
<tr><td>Unified biology (3)
70 marks
1 hr 30 minutes written paper</td><td>26% of total A-Level</td></tr>
<tr><td>Practical endorsement in biology (4)*
(non-exam assessment)</td><td>Reported separately</td></tr>
</table>
All 3 exams are sat at the end of Year 13
</td></tr>
<tr><td>Skills development</td><td>• Students who are interested in key biological ideas and understanding and how they relate to each other and those who are interested in the development of transferable skills including investigative, problem solving, research, decision making, mathematical skills and analytical skills. This course opens up a range of possibilities for further study and careers associated with Biology</td></tr>
<tr><td>Entry Requirements</td><td>• Minimum of 77 at GCSE Combined Science is recommended, although we will look at candidates with 66 on a case-by-case basis. A grade B in GCSE Maths is also recommended</td></tr>
</table>

Subject	Business Studies
Exam board	AQA
Course Components	Business is front-page news. The way businesses operate is under greater scrutiny than ever before, while TV programmes like The Apprentice and Dragon's Den have raised the profile of Business to a new generation. The AQA Business specification at RGS enables students to engage with, explore and understand business behaviour and develop a critical understanding of what business is and does. *Please be aware that AQA is launching a replacement specification for 2026 onwards, outlined below:* The content of the course is as follows: *What is business? Managing marketing and finance:* Business and objectives Forms of business and stakeholders Marketing management Financial management *Managing people and operations* People management Operations management Managing business culture *Business and society, business and the external environment, and business strategy* Business and society Business and the external environment Strategy Change
How is the subject assessed?	There is both ongoing formative assessment throughout the two years of A level Business, consisting of both informal and formal exam-based assessments. At the end of Year 12 a formal 'Mock Exam' is held, in line with school policy, to assess suitability for progression to Year 13. The actual A-level is assessed by three two hour written exams at the end of the course. All three papers consist of case studies with compulsory questions. There is no coursework in A level Business.
Skills development	1. Demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues. 2. Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues. 3. Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences. 4. Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues.
Entry Requirements	It is not essential to have studied Business at GCSE level but it would be reasonable to expect GCSE students to have gained at least a grade 5 to consider carrying on to A level. A level Business requires that students are comfortable with both extended written responses and both handling and analysing numerical data. Therefore, a minimum of a B grade in both English Language and Maths is very strongly recommended. Further information regarding studying Business at RGS 6th Form can be obtained from Miss L Duggan, Mrs J Davies or Mr C Hindle.

Subject	Chemistry
Exam board	CAIE
Course Components	**Physical Chemistry** – Covers atomic structure, bonding, energetics, kinetics, equilibria, electrochemistry, and acid-base theory. **Inorganic Chemistry** – Focuses on periodic trends, group chemistry, transition metals, and coordination compounds. **Organic Chemistry** – Includes functional groups, reaction mechanisms, spectroscopy, and synthesis. **Analytical Techniques** – Explores spectroscopic methods (IR, NMR, MS) and chromatography. **Practical Skills** – Emphasizes experimental design, data analysis, and evaluation.
How is the subject assessed?	**Paper 1** Multiple Choice 1 hour 15 minutes 40 marks 40 multiple-choice questions Questions are based on the AS Level syllabus content. Externally assessed 31% of the AS Level 15.5% of the A Level **Paper 2** AS Level Structured Questions 1 hour 15 minutes 60 marks Structured questions Questions are based on the AS Level syllabus content. Externally assessed 46% of the AS Level 23% of the A Level **Paper 3** Advanced Practical Skills 2 hours 40 marks Practical work and structured questions Questions are based on the experimental skills in the Practical assessment section of the syllabus. Externally assessed 23% of the AS Level 11.5% of the A Level **Paper 4** A Level Structured Questions 2 hours 100 marks Structured questions Questions are based on the A Level syllabus content; knowledge of material from the AS Level syllabus content will be required. Externally assessed 38.5% of the A Level **Paper 5** Planning, Analysis and Evaluation 1 hour 15 minutes 30 marks Questions are based on the experimental skills of planning, analysis and evaluation. The context of the questions may be outside the syllabus content. Externally assessed 11.5% of the A Level AS Level Papers 1, 2, and 3 – November 2026 A Level Papers 4 and 5 – June 2027
Skills development	These key concepts, taught throughout the Chemistry A level, are the essential ideas and skills that help students develop a deep understanding of the subject and make links between different aspects. **Atoms and forces** - Matter is built from atoms interacting and bonding through electrostatic forces. The structure of matter affects its physical and chemical properties, and influences how substances react chemically. **Experiments and evidence -** Chemists use evidence gained from observations and experiments to build models and theories of the structure and reactivity of materials. Theories are tested by further experiments and an appreciation of accuracy and reliability is gained. **Patterns in chemical behaviour and reactions** - Patterns in chemical behaviour can be identified and used to predict the properties of substances. By applying these patterns, useful new substances can be designed and synthetic routes created. **Chemical bonds -** The understanding of how chemical bonds are made and broken by the movement of electrons allows us to predict patterns of reactivity. Appreciation of the strength of chemical bonds leads to the understanding of a material's properties and its uses. **Energy changes** - The energy changes that take place during chemical reactions can be used to predict the extent, feasibility and rate of such reactions. An understanding is gained of why and how chemical reactions happen
Entry Requirements	• 77 at GCSE Combined Science is recommended, although candidates with 66 will be accepted on a case-by-case basis. A grade B in GCSE Maths is also recommended.

<table>
<tr><th>Subject</th><th>Computer Science</th></tr>
<tr><td>Exam board</td><td>AQA</td></tr>
<tr><td>Course Components</td><td>1. Fundamentals of programming
2. Fundamentals of data structures
3. Fundamentals of algorithms
4. Theory of computation
5. Fundamentals of data representation
6. Fundamentals of computer systems
7. Fundamentals of computer organisation and architecture
8. Consequences of uses of computing
9. Fundamentals of communication and networking
10. Fundamentals of databases
11. Big Data
12. Fundamentals of functional programming
13. Systematic approach to problem-solving
14. Non-exam assessment – the computing practical project</td></tr>
<tr><td>How is the subject assessed?</td><td>
<table>
<tr><th>Paper 1</th><th>+</th><th>Paper 2</th><th>+</th><th>Coursework</th></tr>
<tr><td>What's assessed
This paper tests a student's ability to program, as well as their theoretical knowledge of computer science.</td><td></td><td>What's assessed
This paper tests a student's ability to answer questions from subject content.</td><td></td><td>What's assessed
The pupil's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem.</td></tr>
<tr><td>Assessed
• On-screen exam: 2½ Hours
• 40% of A-level</td><td></td><td>Assessed
• Written exam: 2½ Hours
• 40% of A-level</td><td></td><td>Assessed
• 75 marks
• 20% of A-level</td></tr>
<tr><td>Questions
Compulsory short answer questions that include writing, adapting and extending programs.</td><td></td><td>Questions
Compulsory short-answer and extended-answer questions.</td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>Skills development</td><td>The A-Level in Computer Science is intended to encourage students to develop;
• An understanding of, and the ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation
• The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
• The capacity for thinking creatively, innovatively, analytically, logically and critically
• The capacity to see relationships between different aspects of computer science
• Mathematical skills related to:
o Boolean algebra
o Comparison and complexity of algorithms
o Number representations and bases
• The ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.</td></tr>
<tr><td>Entry Requirements</td><td>Grade A/B in GCSE Mathematics, and preferably a 'B' Grade in GCSE Computer Science</td></tr>
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Subject	Core Maths
Exam board	AQA Level 3 Certificate
Course Components	The course is broken down into two parts. **1. The Compulsory Content:** • Analysis of data • Maths for personal finance • Estimation • Critical analysis of given data and models **2. The Optional Content:** • Statistical Techniques • Critical Path and Risk analysis • Graphical techniques
How is the subject assessed?	**Paper 1 Written Exam:** 1 Hour 30 minutes (Compulsory content) **Paper 2 Written Exam:** Students must choose one of these options to be assessed on: • Optional application 1 – Statistical techniques • Optional application 2 – Critical path analysis • Optional application 3 – Graphical techniques
Skills development	The Level 3 course in Mathematical Studies was developed for those students who wished to keep up a mathematical element to their studies but not sit a full A-Level. The course is for students who have attained a C grade or higher in GCSE Mathematics and is run over two years during Enrichment. The qualification is particularly valuable for developing good quantitative skills, whether that be in higher education or employment. Degrees such as Biology, Geography and Business Studies all expect a high level of mathematical competency that can be supported by studying Core Maths.
Entry Requirements	Achieving a B Grade at GCSE would be preferable [For students on a C – places would be subject to successful interview]

Subject	Economics
Exam board	AQA
Course Components	A-level Economics will give you an excellent understanding of how economies allocate their scarce resources to meet the needs and wants of their citizens. You will develop a greater understanding of the economic problems which face individuals, firms and governments on a local, national and global level and the alternative ways these problems can be resolved. Over this two-year course, you will study areas and topics drawn from both micro and macroeconomics. Microeconomics: • the economic problem and economic methodology • individual economic decision making • price determination in a competitive market • 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. Macroeconomics: • the measurement of macroeconomic performance • how the macroeconomy works • economic performance • financial markets and monetary policy • fiscal policy and supply-side policies • the international economy
How is the subject assessed?	There is both ongoing formative assessment throughout the two years of A level Economics, consisting of both informal and formal exam-based assessments. At the end of Year 12 a formal 'Mock Exam' is held, in line with school policy, to assess suitability for progression to Year 13. At the end of the two year course, you will sit three two hour written exams – each exam will be worth one third of the A-level. Paper one will cover markets and market failure, paper two will cover the national and international economy and paper three will draw on material from the whole course. The papers will feature a range of question styles including: • multiple choice questions • short answer questions • essay questions • data response questions • case studies.
Skills development	Our approach to Economics is to apply economic theory to support analysis of current economic problems and issues and encourage students to appreciate the interrelationships between microeconomics and macroeconomics. Students 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.
Entry Requirements	It is not essential to have studied Business at GCSE level to study Economics but it would be reasonable to expect GCSE Business students to have gained at least a grade 5 to consider progression to A level Economics. A level Economics requires that students are comfortable with both extended written responses and both handling and analysing numerical data. Therefore, a minimum of a B grade in both English Language and Maths is very strongly recommended. Further information regarding studying Economics at RGS 6th Form can be obtained from Mr C Hindle.

Subject	English Language
Exam board	Edexcel
Course Components	There are four components in a linear two year A-Level course. We do not study the AS course. Component 1: Language Variation, 35% of total grade Component 2: Child Language, 20% of total grade Component 3: Investigating Language, 25% of total grade Component 4: Crafting Language, coursework, 2 assignments of 3000 words total, 20% of total grade.
How is the subject assessed?	Components 1, 2 and 3 are assessed through written exams. Component 4 is coursework that is completed before students complete the exams.
Skills development	• Develop and apply your understanding of the concepts and methods appropriate for the analysis and study of language • Explore data and examples of language in use • Engage creatively and critically with a varied programme for the study of English • Develop your skills as producers and interpreters of language • Independently investigate language in use.
Entry Requirements	B or 6 in English GCSE

Subject	English Literature
Exam board	Edexcel
Course Components	There are four components in a linear two year A-Level course. We do not study the AS course. Component 1: Drama – 2 texts studied, 30% of total grade Component 2: Prose – 2 texts studied, 20% of total grade Component 3: Poetry – poetic form, meaning and language from modern and traditional poets, 30% of total grade Component 4: Coursework – based on 2 personally chosen texts, extended comparative essay of 2500-3000 words, 20% of total grade.
How is the subject assessed?	Components 1, 2 and 3 are assessed through written exams. Component 4 is coursework that is completed before students complete the exams.
Skills development	• Read widely and independently set texts and others that you have selected yourself • Engage critically and creatively with a substantial body of texts and ways of responding to them • Develop and effectively apply your knowledge of literary analysis and evaluation • Explore the contexts of the texts you are reading and others' interpretations of them • Undertake independent and sustained studies to deepen your appreciation • Understanding of English literature, including its changing traditions • Challenge yourselves, your preconceptions, prejudices and views of the wo around them
Entry Requirements	B or 6 in English GCSE

Subject	French
Exam board	AQA
Course Components	Students study 4 topics: Aspects of Francophonie Artistic Culture in the French World Multiculturalism in French Society Aspects of Political Life.
How is the subject assessed?	Paper 1 – Listening, Reading & Writing (2 hrs 30 mins) worth 50% of the A-Level. Paper 2 – Writing (2 hours) worth 20% of the A-Level. Students are required to write two essays of approximately 300 words in French on one of the literary texts studied and another on the film studied. Alternatively, students can choose to write two essays on the literary texts. Paper 3 – Speaking (21-23 minutes) worth 30% of the A-Level including 5 minutes preparation time
Skills development	French at RGS is taught collaboratively with QEII and CRHS. Students must have obtained a grade A*- A in GCSE French, should have a good knowledge of French grammar and feel comfortable in making the effort to speak in French. They must have a passion for languages and an interest in French culture. This three-unit specification requires students to develop their ability to write and speak in French with accurate grammar and syntax for a range of purposes and to understand written or spoken French in a variety of contexts and genres.
Entry Requirements	• B in GCSE French

Subject	Geography
Exam board	CIE
Course Components	• **AS-Level course** involves the study of **six** core units: Hydrology, Atmosphere and Weather, Rocks and Weathering, Population, Migration and Settlement Dynamics. • **A-Level Course** involves the study of **four** out of eight Optional units: Coastal Environments, Hazardous Environments, Tropical Environments, Arid Environments, Environment Management, Economic Transition, Global Interdependence, Production, location and change. • **Fieldwork** is still very much an integral part of both the AS and A-Level Course and there will be opportunity to take part in fieldwork activities both on the Isle of Man and in the UK.
How is the subject assessed?	The course consists of **4 units** of assessment: Each exam is **1 hour and 30 mins** and accounts for **25%** of the overall grade. Paper 1: Core Physical Geography (AS) Paper 2: Core Human Geography (AS) Examination in **June of Year 12** Paper 3: Advanced Physical Geography options Paper 4: Advanced Human Geography options Examination in **June of Year 13**
Skills development	The A-Level Geography course builds and develops the knowledge, understanding and skills gained in KS4 so it is essential that you have already successfully completed the IGCSE Geography course.
Entry Requirements	B at GCSE Geography

Subject	Geology
Exam board	WJEC / Eduqas A/S and A-level offered.
Course Components	Taught course including 20 specified practicals and 4 days fieldwork. 11 units contain the study of: • Mineralogy, composition of the Earth, and the rock cycle • Surface processes & igneous, sedimentary and metamorphic rock formation • Fossils and time (incl dinosaurs in year 2) • Earth structure and global tectonics • Geological maps, cross-sections, and applications • Structural geology & rock deformation • Climate change & mass extinctions • Earth materials & natural resources • Geological hazards • Engineering geology • Geology of the lithosphere
How is the subject assessed?	A/S – 2 papers at the end of year 1, one of them practical-based. A-level – 3 papers at the end of year 2, one of them practical-based.
Skills development	• Curiosity, questioning, analytical thinking, geological sample analysis, lab & fieldwork skills, independent study, groupwork & discussion, mapwork.
Entry Requirements	• GCSE C-grade in Maths, English, and Science. No requirement for any pre-existing knowledge of geology.

Subject	Global Perspectives
Exam board	**Cambridge**
Course Components	**Essay** – Candidates research global issues such as Food Security, Climate change, Poverty & inequality exploring different perspectives. Essay writing techniques, research skills and critical thinking. **Team Project** – Candidates work in teams to identify a local problem that has global relevance. Each team members researches that problem from a distinct perspective and suggests a solution based on their research findings. Individual research, proposed solutions and reflection skills. **Exam** – Written exam consisting of three compulsory questions based on sources provided which present perspectives on issues of global significance. Candidates analyse and evaluate arguments, interrogate evidence and compare perspectives. **Research Report** – Candidates research and write a 5000-word research report on a title of their choice, including a proposal form and research log.
How is the subject assessed?	**Year 1 – 50%** 10-minute presentation These are videoed and submitted to the exam board } 16% of A-Level 800-word reflective paper Students devise their own essay title to write a 2000-word Essay 16% of A-Level 1 hour 30 minutes examination 18% of A-Level **Year 2 – 50%** 5000-word report including research log and bibliography 50% of A-Level
Skills development	Global Perspectives provides opportunities to acquire disciplined and scholarly research skills • promoting a critical, questioning approach to information using the language of reasoning • prompting self-reflection and independence of thought • creating opportunities to understand and engage with key global issues wherever they live and work • nurturing an awareness and understanding of, and respect for, the diversity of perspectives on global issues • offering an interdisciplinary approach to global issues • encouraging development of independent learning skills in preparation for study in higher education and lifelong learning • promoting an understanding of appropriate research skills • engaging in the research process on an academic topic of their own choice which reflects their interest • providing opportunities for the exercise of the higher-order thinking skills of analysis, synthesis and evaluation • providing opportunities to develop oral presentation and communication skills
Entry Requirements	It is not essential to have studied Global Perspectives at GCSE level but it would be reasonable to expect GCSE students to have gained at least a grade C to consider carrying on to A level. C in English

Subject	History
Exam board	CIE
Course Components	**Papers 1 and 2:** France, 1774–1814 Liberalism and nationalism in Germany, 1815–71 Russia from autocracy to revolution, 1881–1924. **Paper 3:** The origins and development of the Cold War. **Paper 4:** Mussolini's Italy, 1919–41 Stalin's Russia, 1924–41 Hitler's Germany, 1929–41
How is the subject assessed?	The course is separated into 4 Units, Units 1 and 2 to be assessed at the end of Year 12 in an external AS Level examination (50% of the final grade) and Units 3 and 4 at the end of Year 13 (50% of the final grade).
Skills development	• Students will learn to recall, select and deploy historical knowledge appropriately and effectively. • Students will be able to demonstrate an understanding of the past through explanation, analysis and a substantiated judgement of key concepts: causation, consequence, continuity, change and significance within an historical context, the relationships between key features and characteristics of the periods studied. • Analyse, evaluate and interpret a range of appropriate source material and understand how aspects of the past have been interpreted and represented. • All of the skills developed during the course are highly prized at degree level for a variety of subjects, and for further employment.
Entry Requirements	• 5 or C History GCSE

<table>
<tr><th>Subject</th><th>Information Technology</th></tr>
<tr><td>Exam board</td><td>Cambridge – A-Level</td></tr>
<tr><td>Course Components</td><td>
<table>
<tr><th>AS-Level</th><th>Additional A2 Content</th></tr>
<tr><td>1. Data, information, knowledge and processing
2. Hardware and software
3. Monitoring and control
4. Algorithms and flowcharts
5. eSecurity
6. The digital divide
7. Expert systems
8. Spreadsheets
9. Modelling
10. Database and file concepts
11. Sound and video editing</td><td>12. IT in society
13. New and emerging technologies
14. Communications Technology
15. Project management
16. System life cycle
17. Mail merge
18. Graphics creation
19. Animation
20. Programming for the web</td></tr>
</table>
</td></tr>
<tr><td>How is the subject assessed?</td><td>
<table>
<tr><th>Exam</th><th>AS-Level</th><th>A-Level</th></tr>
<tr><td>Paper 1 – Theory (1hr 45 mins)</td><td>50%</td><td>25%</td></tr>
<tr><td>Paper 2 – Practical (2hrs 30 mins)</td><td>50%</td><td>25%</td></tr>
<tr><td>Paper 3 – Theory (1 hr 45 mins)</td><td></td><td>25%</td></tr>
<tr><td>Paper 4 – Practical (2hrs 30 mins)</td><td></td><td>25%</td></tr>
</table>
</td></tr>
<tr><td>Skills development</td><td>Learners will develop a broad range of IT skills, it is important to gain an understanding of the various components, uses, and applications of IT systems within a range of organizations, including the use of networking technology. Additionally, one should develop an understanding of how IT systems affect society in general.

Developing a broad knowledge of the use of IT in workplace situations and understanding the potential risks involved is crucial. It is also essential to understand the system life cycle and apply this understanding to workplace scenarios.

Furthermore, acquiring project management skills is necessary, along with staying aware of new and emerging technologies. Lastly, applying knowledge and understanding of IT to solve problems is a key aspect of IT proficiency.</td></tr>
<tr><td>Entry Requirements</td><td>C in English and Math’s</td></tr>
</table>

Subject	Maths
Exam board	WJEC
Course Components	The course consists of: • Pure topics make up two-thirds of the qualification and provide the techniques in Algebra, Geometry, Trigonometry and Calculus that form the fundamental building blocks of the subject, and; • Mathematical applications make up the remaining third of the qualification: Statistics – probability and data handling; Mechanics – kinematics and forces.
How is the subject assessed?	**Examinations are held in Year 12 for AS Mathematics** 1. AS Unit 1: Pure Mathematics A Written examination: 2 hours 30 minutes, 25% of qualification, 120 marks 2. AS Unit 2: Applied Mathematics A Written examination: 1 hour 45 minutes, 15% of qualification, 75 marks This paper will comprise two sections: Section A: Statistics (40 marks) Section B: Mechanics (35 marks) **Examinations are also held in Year 13 for A2 Mathematics.** 1. A2 Unit 3: Pure Mathematics B Written examination: 2 hours 30 minutes, 35% of qualification, 120 marks 2. A2 Unit4: Applied Mathematics B Written examination: 1 hour 45 minutes, 25% of qualification, 80 marks. The paper will comprise two sections: Section A: Statistics (40 marks) Section B: Mechanics (40 marks)
Skills development	Studying A Level Maths will help you to develop **critical thinking, problem-solving, and analytical skills**. It will enhance your logical thinking and teach you to break down challenging tasks into smaller, manageable steps. A Level Maths also fosters **quantitative literacy**, the ability to interpret numerical information and apply it when solving real-world problems. These skills **extend beyond the classroom**: they're valuable in various professional fields and will help you navigate a range of situations, from handling your finances to planning and executing projects effectively. A Level Maths provides an **important foundation** for studying maths, medicine, science, and engineering subjects at university; Employers **highly desire mathematical skills**. Those with a mathematics background often embark on careers in: Accounting & finance Actuarial science Consultancy STEM Healthcare Management Programming Research & Development If you want to work in a STEM field, A Level Maths should be a priority. Jobs within STEM fields often require **strong maths qualifications**
Entry Requirements	An A grade at GCSE Maths

Subject	Further Maths
Exam board	WJEC
Course Components	Topics covered include: Proof — Complex numbers — Matrices — Further Algebra Functions — Further Calculus — Vectors — Polar Coordinates Differential Equations — Numerical Methods — Trigonometry — Hyperbolics Students will gain an understanding of the Mathematics, both practical and theoretical, that underpin nearly all aspects of our lives – both in Further Pure and Further Applied
How is the subject assessed?	**Examinations are held in Year 12 for AS Mathematics** Further Pure Maths A Statistics A Mechanics A 1. AS Unit 1: Further Pure Mathematics A Written examination: 1 hours 30 minutes, 13% of qualification [70 marks] 2. AS Unit 2: Further Statistics A Written examination: 1 hour 30 minutes, 13% of qualification [70 marks] 3. AS Unit 3: Further Mechanics A Written examination: 1 hour 30 minutes, 13% of qualification [70 marks] **Examinations are also held in Year 13 for A2 Mathematics.** Further Pure Maths B and a choice of option Statistics B or Mechanics B 1. A2 Unit 3: Pure Mathematics B Written examination: 2 hours 30 minutes, 35% of qualification, 120 marks 2. A2 Unit4: Applied Mathematics B Written examination: 1 hour 45 minutes, 25% of qualification, 80 marks. The cohort will have a designated choice made between: Unit 5: Statistics (80 marks) OR Unit 6: Mechanics (80 marks)
Skills development	If you study A Level Further Maths you will become confident in engaging with advanced mathematical concepts and applying your knowledge to solve complex problems. You will develop **logical reasoning and analytical thinking skills** – skills highly valued by employers across many job sectors. A Level Further Maths also fosters **effective time management and attention to detail**, essential for precision in mathematical proofs. A Level Further Maths is a good course to prepare students for studying **mathematics, physics, or engineering** at university. Many top universities and competitive degree programs look favourably upon candidates with A Level Further Maths due to its rigour and advanced content. A Level Further Maths is **highly regarded by employers** and can open doors to careers in a variety of industries, particularly and most evidently in STEM careers, including: Accounting and finance — Consultancy — Actuarial science Data analysis — Technology — Academia The problem-solving and critical thinking skills developed in this course are highly transferable and can benefit you in a wide range of professions.
Entry Requirements	An A* Grade at GCSE Maths [places subject to successful interview] Consideration for A-level Further Mathematics requires the studying A-Level Maths also.

Subject	Music
Exam board	**WJEC**
Course Components	**The AS Course consists of:** • Unit 1: Performance Exam (35%) • Unit 2: Composing coursework (25%) • Unit 3: Appraising Listening exam (40%) **The A2 Course consists of:** • Performance exam (optional weighting of either 25% or 35%) • Composition coursework (optional weighting of either 25% or 35% dependent on performing option) • Listening exam (40%)
How is the subject assessed?	**AS Course:** • ***Unit 1 Performing*** – Performance of **at least two pieces** lasting between **6-8 minutes** (in total) to 'live' visiting examiner consisting of either solo or solo and ensemble material. **ABRSM Grade 5 standard** required. • ***Unit 2 Composing*** – **Two compositions** lasting between **4-6 minutes** (in total). One based on a Set Brief given in September of Year 12 by WJEC, the other a 'free' choice composition. • ***Unit 3 – Appraising*** – **Listening examination** lasting approximately **1 hour 30 minutes** in length, with a focus on the Western Classical Tradition (Set Work Haydn *Symphony No.103. Movements 3 and 4*), along with a topic chosen by staff from: *Musical Theatre* (Porter, Rodgers, Schönberg and Lloyd-Webber) /*Jazz* (1940-1965) / *Rock and Pop* (1965-1990). **A2 Course:** There is a optional weighting for Performance/Composition at A2 **OPTION A:** • ***Unit 4 Performing*** – Performance of **at least three pieces** lasting between **10-12 minutes** (in total) to 'live' visiting examiner with links to at least two different areas of study. **ABRSM Grade 6** standard is required. • ***Unit 5 Composing*** - **Two compositions** lasting between **4-6 minutes** (in total). One based on a Set Brief given in September of Year 12 by WJEC, the other a 'free' choice composition. Submitted online by May 15th. **OPTION B:** • ***Unit 4 Performing*** – Performance of **at least two pieces** lasting between **6-8 minutes** (in total) to 'live' visiting examiner consisting of either solo or solo and ensemble material. **ABRSM Grade 6 standard** required. • ***Unit 5 Composing*** – **Three compositions** lasting between **5-9 minutes** (in total). One composition based on a Set Brief given in September of Year 13 by WJEC, the second from one of the areas of study (*Impressionism*, *Musical Theatre*, *Jazz*, *Rock and Pop* and *Music of the 20th and 21st Century*). The third composition is a 'free' choice composition. Submitted online by May15th. • ***Unit 6 Appraising*** - **Listening examination** lasting approximately **2 hours 15 minutes** in length, with a focus on the Western Classical Tradition (Set Work Brahms *Symphony No.1. Movement 1)*, Impressionsim (focusing on P*our Les Funerailles d'un Soldat* by Lili Boulanger, *Colloque Sentimental* by Debussy and the *Prelude* from the *Mother Goose* ballet by Ravel), along with a topic chosen by staff from: American *Musical Theatre* (Sondheim and Schwartz)/ *Jazz Legends* (Ellington and Davis) / Popular Music in Wales (Gruff Rhys, Super Furry Animals, The Manic Street Preachers and Kizzy Crawford).
Skills development	Communication, teamwork, self-management, performing under pressure, analysis, planning, technical skills and critical reflection – not to mention having a varied understanding of a variety of historical, sociological and economic events from 1750 to the present day within the context of the impact they have had on the development of music. Due to the incredible number of transferable skills developed on this course, A level Music remains a highly desirable subject for both university admissions and employers alike!
Entry Requirements	• 6 or B in Music GCSE

<table>
<tr><th>Subject</th><th>Photography</th></tr>
<tr><td>Exam board</td><td>AQA</td></tr>
<tr><td>Course Components</td><td>Component 1 : Personal Investigation (Coursework): 96 marks - 60%
Component 2 : Externally Set Assignment (Exam) 96 marks - 40%
Component 1: Is completed during Years 12 and 13. You will learn a wide range of technical skills then put these into practice when developing your own self-guided project.
Component 2: Is completed towards the end of Year 13, during either April/May</td></tr>
<tr><td>How is the subject assessed?</td><td>
<table>
<tr><th>Assessment Objectives (AOs)</th><th>Component 1 Weighting (approximate %)</th><th>Component 2 Weighting (approximate %)</th><th>Overall Weighting of AOs (approximate %)</th></tr>
<tr><td>AO1</td><td>15</td><td>10</td><td>25</td></tr>
<tr><td>AO2</td><td>15</td><td>10</td><td>25</td></tr>
<tr><td>AO3</td><td>15</td><td>10</td><td>25</td></tr>
<tr><td>AO4</td><td>15</td><td>10</td><td>25</td></tr>
<tr><td>Overall Weightings of Components</td><td>60</td><td>40</td><td>100</td></tr>
</table>
</td></tr>
<tr><td>Skills development</td><td>The key skills developed across both years are: idea generation, analysis and project management. Within the first year, students will learn the basic physics of photography, along with the technical aspects of a DSLR camera. In addition, students will cover editing software such as Photoshop; lighting and studio techniques; idea generation and project planning; contextual image analysis; image storage and sharing; and basic website design. Within the second year, students build on what they have learnt and generate higher-quality images and more complex concepts. This is achieved through deeper self and peer analysis, informed and influenced by contemporary practitioners and techniques. During this year students will record their deeper understanding in writing as well as image.</td></tr>
<tr><td>Entry Requirements</td><td>C in English Language</td></tr>
</table>

Subject	Physical Education (BTEC)
Exam board	Pearson
Course Components	Single : Anatomy & Physiology; Practical Sports Performance, Fitness Testing for Performance & Professional Development in the Sports Industry. Double : All of the above plus – Investigating Business in the Sports Industry, Skill Acquisition, Sports Psychology, Sports Events Organisation & Sports Leadership
How is the subject assessed?	Single Year 12 – 1 x 2 hour exam, 1 unit of coursework Year 13 – 1 x 2 hour exam, 1 unit of coursework Double Award Year 12 – same as single + 1 x 3 hour exam and 2 further units of coursework Year 13 – same as single + 1 x 2 hour exam and 1 unit of coursework
Skills development	A wide range of skills are developed including; analysing sports performance, understanding how the body performs during exercise, discussing and debating important issues in sport, investigating business opportunities in sport, interview practice, sports leadership opportunities & meeting people working in the sports and leisure industry.
Entry Requirements	C at GCSE PE

<table>
<tr><th>Subject</th><th>Physics</th></tr>
<tr><td>Exam board</td><td>Cambridge International A Level (Course Code 9702)</td></tr>
<tr><td>Course Components</td><td>
<table>
<tr><th>Yr12 Topics</th><th>Yr13 Topics</th></tr>
<tr><td>1 Physical quantities and units</td><td>12 Motion in a circle</td></tr>
<tr><td>2 Kinematics</td><td>13 Gravitational fields</td></tr>
<tr><td>3 Dynamics</td><td>14 Temperature</td></tr>
<tr><td>4 Forces, density and pressure</td><td>15 Ideal gases</td></tr>
<tr><td>5 Work, energy and power</td><td>16 Thermodynamics</td></tr>
<tr><td>6 Deformation of solids</td><td>17 Oscillations</td></tr>
<tr><td>7 Waves</td><td>18 Electric fields</td></tr>
<tr><td>8 Superposition</td><td>19 Capacitance</td></tr>
<tr><td>9 Electricity</td><td>20 Magnetic fields</td></tr>
<tr><td>10 D.C. circuits</td><td>21 Alternating currents</td></tr>
<tr><td>11 Particle physics</td><td>22 Quantum physics</td></tr>
<tr><td></td><td>23 Nuclear physics</td></tr>
<tr><td></td><td>24 Medical physics</td></tr>
<tr><td></td><td>25 Astronomy and cosmology</td></tr>
<tr><td colspan="2">Students also study practical skills throughout the course</td></tr>
</table>
</td></tr>
<tr><td>How is the subject assessed?</td><td>The course is examined by 5 examination papers. The first three are usually taken during the Summer of Year 12.
Paper 1 Multiple Choice (1 hour 15 min)
40 multiple choice questions with four options based on the AS-Level syllabus content.
Paper 2 AS-Level Structured Questions (1 hour 15 min)
Structured questions which require written answers. All questions will be based on the AS-Level syllabus content.
Paper 3 Advanced Practical Skills (2 hours)
Candidates carry out two practical experiments in timed conditions.
Paper 4 A-Level Structured Questions (2 hours)
This paper is similar in style to Paper 2 above.
All questions will be based on the full A-Level syllabus.
Paper 5 Planning, Analysis and Evaluation (1 hour 15 mins)
Two questions based on the practical skills of planning, data analysis and evaluation.</td></tr>
<tr><td>Skills development</td><td>A wide range of investigative skills are developed including planning skills, practical measurement, observation, critical thinking and data analysis/evaluation.
The A-level Physics course encourages candidates to:
Develop a knowledge and understanding of Physics and the ability to apply skills in a variety of situations.
Appreciate how Physics has developed and how it is used in society.
Show the importance of Physics as a human endeavour.
Understand how different branches of Physics relate to each other.</td></tr>
<tr><td>Entry Requirements</td><td>6 6 in GCSE Combined Science or GCSE Physics. Grade B (or equivalent) in Maths is also desirable.</td></tr>
</table>

Subject	Politics
Exam board	Pearson Edexcel 9POL
Course Components	Unit 1: Political Participation: • democracy and participation • political parties • electoral systems • voting behaviour and the media • conservatism • liberalism • socialism. Unit 2: UK Government • the constitution • parliament • Prime Minister and executive • relationships between the branches • feminism/nationalism. Unit 3B Global • sovereignty and globalization • global governance: political and economic • global governance: human rights and environmental • power and development • regionalism and the European Union • comparative theories.
How is the subject assessed?	There is ongoing formative assessment throughout the two years of A level Politics, consisting of both informal and formal exam-based assessments. At the end of Year 12 a formal 'Mock Exam' is held, in line with school policy, to assess suitability for progression to Year 13. The A-level is assessed in three two hour written exams at the end of the course. Paper 1: Source essay (30), knowledge essay (30) and a theory essay (core) (24). Paper 2: Source essay (30), knowledge essay (30) and a theory essay (non-core) (24). Paper 3: Extended answer (12), Compulsory theory (12), two knowledge essays (30;30) There is no coursework in A level Politics
Skills development	• Deepens understanding of historical context and current affairs. • It sharpens critical thinking and analytical skills, equipping students to evaluate complex issues from multiple perspectives. • Constructing coherent arguments • Understanding structure of authority and power • Interpreting, evaluating and commenting on politics and government
Entry Requirements	5 or C History and English Language

Subject	Psychology
Exam board	AQA
Course Components	**Year 12 Core topics:** Approaches in Psychology, Research Methods, Social Influence, Memory, Attachment, Mental Health. **Year 13 Issues and Options:** Biopsychology, Forensic Psychology, Schizophrenia, Cognition and Development, Issues and Debates. To find out more about the topics and skills required for this course, you can access a free 1-hour overview on Tutor2U. https://ondemand.tutor2u.net/students/introduction-to-aqa-a-level-psychology
How is the subject assessed?	Three 2-hour exam papers: Introductory Topics, Psychology in Context and Issues and Options in Psychology. The exam comprises multiple-choice, short-answer and extended writing questions. Each exam contributes 33.3% to the A-level grade.
Skills development	There are a wide range of skills developed in Psychology: • Psychological literacy: understanding the factors shaping our attitudes and behaviours and applying this understanding to real-world scenarios. • Critical thinking: analysing different types of research evidence and evaluating theoretical models (e.g. of how our memory works). • Effective communication skills, developing coherent arguments in extended writing, and making oral and poster presentations. • Practical research skills, including designing and conducting studies using both quantitative and qualitative research techniques.
Entry Requirements	Students do not require prior knowledge of Psychology to take this course. However, it is highly recommended that students have achieved good grades in GCSE Science, Maths and English.

Subject	Religious Studies
Exam board	WJEC
Course Components	**Philosophy of Religion** – Dissect complex arguments for and against the existence of God including Freud's argument that religion is a neurosis and the Problem of Evil; exploring whether an all-loving and all-powerful God can allow evil to exist in the world. **Religion and Ethics** – Look at ethical theories such as Utilitarianism, Situation Ethics, Ethical Egoism etc. and how they can be applied to current world issues, including abortion, immigration, the death penalty, animal testing and nuclear weapons etc. **Islam –** Explore the origins of Islam, the life and beliefs of the Prophet Muhammad, core Islamic beliefs and practices, attitudes and teachings about gender equality, science, shari'ah law and jihad.
How is the subject assessed?	There are two AS examinations at the end of Y12 and three A-Level examinations at the end of Y13. There is no coursework requirement. You will be assessed on your ability to communicate your knowledge and understanding firstly, followed by your ability to plan and build a structured and detailed evaluation. Examination questions in Religion, Philosophy and Ethics require essay length answers and the skills required to succeed in these will be practised and developed over the course of the two years.
Skills development	Students must be able to pick apart complex arguments, empathise with the beliefs and views of others and make fair and valid evaluations. The course is ideal for candidates looking to develop their skills in: • strategic thinking • Research • negotiation • problem solving • leadership and empathy All of these skills are transferrable to a wide range of employment and further education. Ideally students need to be confident in expressing their opinions and taking an active role in debates. An ability to conduct independent reading and research is essential to success in this course.
Entry Requirements	**GCSE Religious Studies** at a grade **C or above** is desirable (however not necessary – you can take this A Level course having not taken RS for GCSE). We would also recommend that you have a **C or above in English** due to the essay based nature of the course.

Subject	Sociology
Exam board	AQA
Course Components	In Sociology you will examine why society works in the way that it does, and the extent to which our behaviour, and even opportunities, can be shaped by our social class, age, gender and ethnicity. You will explore the relationship between society, individuals and institutions such as the education system, religion and the mass media. • **Education:** We will examine why some pupils achieve more than others. Sociologists have examined the role of education in society and who benefits from it. How do government policies affect schools? What is the experience of education for individual students? • **Family and Households:** We will explore: Are husbands and wives equal today? How far has the position of children and our attitudes towards childhood changed? What are the changes in family size, marriage, cohabitation, divorce and parenthood, and the increasing diversity of family types today? How do Government policies and laws impact on families? • **Beliefs in Society:** We will explore ideology, science and religion, including both Christian and non-Christian religious traditions. The relationship between social change, social stability and religious beliefs. Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice. • **Crime and Deviance:** We will explore crime, deviance, social order and social control. The social distribution of crime and deviance by ethnicity, gender, and social class. Globalisation and crime in contemporary society, green crime and state crime. Crime control, surveillance, prevention and punishment. The impact of crime on victims and the role of the criminal justice system and other agencies. To find out more about the topics and skills required for this course, you can access a free one hour overview on Tutor2U by clicking the below link:https://ondemand.tutor2u.net/students/introduction-to-aqa-a-level-sociology-getting-started
How is the subject assessed?	There is ongoing formative assessment throughout the two years of A level Sociology, consisting of both informal and formal exam-based assessments. At the end of Year 12 a formal 'Mock Exam' is held in line with school policy. The actual A-level is assessed by three two hour written exams at the end of the course. There is no coursework in A level Sociology. • **Paper 1: Education with Theory and Methods** Written exam: 2 hours. 33.3% of A-level. Short essay answer and extended writing. • **Paper 2: Topics in Sociology (a) Families and Households and (b) Beliefs in Society** Written exam: 2 hours. 33.3% of A-level. Short essay answer and extended writing. • **Paper 3: Crime and Deviance with Theory and Methods** Written exam: 2 hours. 33.3% of A-level. Short essay answer and extended writing.
Skills development	• Critical thinking • Research and enquiry • Literacy sophistication
Entry Requirements	A level Sociology requires that students are comfortable with both short and extended written responses. Therefore, a minimum of a 6 or B grade in English Language or Literature is recommended. This is a collaborative subject that is delivered at QE2. Further information regarding studying Sociology can be obtained from Mrs B Shields (RGS).

Subject	Spanish
Exam board	WJEC
Course Components	This five-unit specification requires students to develop their ability to write and speak in Spanish with accurate grammar and syntax for a range of purposes and to understand written or spoken Spanish in a variety of contexts and genres. Students study the following themes • Social issues and trends • Political, Intellectual and Artistic Culture in the Spanish World • Diversity and Difference • The Two Spains 1936 onwards. • Immigration and Racism
How is the subject assessed?	The course consists of five exams; • **AS Paper 1** – Speaking, 12% of the qualification • **AS Paper 2** – Listening, Reading, Translation and Critical response in writing (on a film), 28% of the qualification • **A2 Paper 3** – Speaking, 18% of the qualification • **A2 Paper 4** – Listening, reading and translation, 30% of the qualification • **A2 Paper 5** – Critical and Analytical response in writing on a play, 12% of the qualification
Skills development	• This course is suitable for students wishing to develop confident, effective communication skills in Spanish and develop a thorough understanding of the culture of countries and communities where Spanish is spoken. It develops an interest in, and enthusiasm for, language learning and encourages students to consider their study of the language in a broader context. • Spanish is the third most spoken language in the world and as such it is a highly practical A-Level to have. It often combines well with subjects like Business Studies, Economics and Travel & Tourism and is extremely useful in the world of business.
Entry Requirements	• Students must have obtained a grade A*- B in GCSE Spanish and should have a good knowledge of Spanish grammar and feel comfortable in making the effort to speak Spanish.