Key Stage 5
Subject Handbook
2020 - 2022
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**GCSE Re-sits**

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Dear future Sixth Former
At Prendergast Sixth Form we provide a supportive working environment, excellent teaching on a wide range of courses and the opportunity for you to develop as a mature independent learner. We support all sixth formers to reach their potential through careful monitoring of progress, targeted support and excellent careers education. As a result, almost all Prendergast sixth formers are accepted at their first choice of destination, whether that is Higher Education (University or Art School), Apprenticeship or employment. (See Post-Sixth Form Destinations 2018, pages 32-33 for further details).

Admission to Year 12
Our range of courses provides a sixth form education for young people aged 16-19. We are pleased to accept applications from Year 11 students in the Prendergast Federation of Schools and from students from other schools and colleges.

Special entry requirements
Students must attain the relevant requirements: a minimum of a grade 6 in the subjects chosen for advance study. Many subjects also require a grade 6 in English Language and/or Mathematics - see individual subject page for details.

Subject choices
Students are expected to study three subjects. In addition to these, all Y12 students undertake our excellent enrichment programme covering PSHE, financial education and careers. Students studying science subjects without Mathematics also take ‘maths for science’ booster classes to support them to achieve the highest grades. Students who have not secured a pass grade of at least 4 in English language and/or Mathematics will also be expected to re-sit in Y12.

A level courses are now linear and examined only at the end of the second year.

SIXTH FORM SCHOLARSHIPS
At Prendergast Sixth Form we recognise the importance of rewarding hard work. As such, we have a system of scholarships for Y12 students:

Sixth Form Scholarship
The Sixth Form scholarship is a payment of £100 made to students every term who make excellent progress in all of their subjects and maintain excellent attendance and punctuality. Students who maintain excellent standards throughout Sixth Form can therefore expect to receive £300 in recognition of their excellent efforts.

Sixth Form Music Scholarship
The Sixth Form music scholarship offers free music tuition for one instrument for students who pass the Sixth Form music scholarship audition. The music scholarship is open to all Sixth Form students and not just to those who study A level music.

Mr Simon Conway
Head of Prendergast Sixth Form
A key strength of Prendergast Sixth Form is our strong pastoral care.

Paula Ledger
Headteacher

Simon Conway
Head of Sixth Form

Matthew Owen
Deputy Head of Sixth Form

Huberta Assan
Pastoral Manager for Y12

Keisha Langham
Pastoral Manager for Y13

Nicki Mason
Sixth Form Administrator
In addition to our varied curriculum offer, Prendergast Sixth Form offer a huge variety of extra-curricular opportunities.

**Annual residential journey**
Sixth Formers are invited on the annual Sixth Form residential journey, which have previously been to European cities like Berlin and Rome.

**Extra-curricular trips**
Sixth Formers can enjoy numerous other trips including the physics trip to the Large Hadron Collider at CERN in Switzerland and cultural exchanges to a variety of European cities run in partnership with the Erasmus+ scheme.

**World-class links**
Prendergast Sixth Form has also developed links with world-class institutions such as United World Colleges, sending students to participate in their Global Leadership Programme, along with teenagers from over 50 countries.

**University links**
We enjoy close relationships with a number of higher education institutes including Ravensbourne Art School and St Chad’s College, University of Durham, who host our sixth formers for a residential in September 2018.

**Work experience**
All sixth formers also complete challenging work experience at high quality providers like Infrared.

**Duke of Edinburgh’s Gold Award Scheme**
Please refer to page 34 for the opportunity to take part in the DoE Gold Award Scheme.

**Sports facilities**
All our Sixth Form students have access to the school’s sports facilities and fitness gym. There are also tennis courts, table-tennis table and fitness equipment in the surrounding park.
Exam board
EDUQAS. Detailed information can be found on the Educas Web-site - search GCE Art & Design.

We are a highly successful department preparing students to gain a valuable and portable qualification. Our objective is to guide students through a range of preliminary skills and techniques so that they are able to work independently towards a personal investigation.

We successfully prepare our students for university which expect independent thinking at all levels. Each year our students are accepted on to courses at globally prestigious universities.

We have a range of facilities across three rooms – these include:
- Two etching presses
- Kiln
- Animation boards for film making,
- SLR cameras, scanners, and studio backdrop with lighting, ink jet printers and various software programmes including Adobe CS6.
- Sewing machines

Materials for producing art work are usually provided but some specialist materials can be bought from the department at a subsidised cost. We recommend that you have your own memory card.

Programme of Study
In the first term there will be a series of workshops designed to help you develop preliminary skills. Once you have gained an understanding and experience of a selected range of disciplines you will be expected to work independently on a project of your own choice guided by your teacher. Throughout the course you will be expected to produce sketchbooks, note books and collect other KS5 relevant information to support your investigations. Regular gallery visits are essential to broaden your contextual understanding and to support and inform your research.

Teaching is through group workshops, in the first term, developing into one-to-one tutorials and group assessments (known as crits) thereafter.

Progression after sixth form
A high percentage of our students apply for an Arts based undergraduate course after sixth form. To assist you with your application all students will be given advice and guidance on how to produce a portfolio for Art College/University.

Prendergast links
University of the Arts London (various colleges), Ravensbourne College, Wallace Collection, Dulwich Picture Gallery and the London Institute. These associations regularly notify us of master classes, careers information and portfolio advice days.

Popular student destinations
University of the Arts London (UAL): CCW (Camberwell, Chelsea and Wimbledon), CSM (Central St Martins, (LCC) London College of Communication, Ravensbourne College and Kingston University.

Special entry requirements
GCSE grade 6 or above in Art and a grade 5 or above in English Literature

All applicants for A level Art whose GCSE is in a creative subject other than Art and Design ie Media Studies, Graphics, Technology Product Design, Technology Textiles, Photography should bring a portfolio of their work in either digital or physical form.
Exam board
AQA

Biology A-level goes into much more detail than you will have covered at GCSE. It will give you the skills to make connections and associations with all living things around you. Biology literally means the study of life and if that’s not important, what is? Being such a broad topic, you’re bound to find a specific area of interest, plus it opens the door to a fantastic range of interesting careers.

Topics covered
A-level Biology lasts two years, with exams at the end of the second year.

First year of A-level
1 Biological molecules
2 Cells
3 Organisms exchange substances with their environment
4 Genetic information, variation and relationships between organisms

Second year of A-level
5 Energy transfers in and between organisms
6 Organisms respond to changes in their internal and external environments
7 Genetics, populations, evolution and ecosystems
8 The control of gene expression

Practicals
Biology, like all sciences, is a practical subject. Throughout the course you will carry out practical activities including:
  • Using microscopes to see cell division
  • Dissection of animal or plant systems
  • Aseptic technique to study microbial growth
  • Investigating activity within cells
  • Investigating animal behaviours
  • Investigating distributions of species in the environment.

These practicals will give you the skills and confidence needed to investigate the way living things behave and work. It will also ensure that if you choose to study a Biology-based subject at university, you’ll have the practical skills needed to carry out successful experiments in your degree.

Exams
There is no coursework on this course. However, your performance during practicals will be assessed.

There are three exams at the end of the two years for A-level, all of which are two hours long. At least 15% of the marks for A-level Biology are based on what you learned in your practicals.

Biology Special entry requirements
Double award GCSE Science or GCSE Triple Science Grade 6 (7 desirable) or above, students with a Grade 6 will be considered on an individual basis. Students will be required to sit a baseline assessment during the first few weeks of term to check suitability for the course. Additional support will be available if needed.

Special entry requirements
English Language – Grade 6 (7 desirable) or above
Maths – Grade 6 (7 desirable) or above

It is highly recommended that Biology is studied alongside A Level Mathematics.
Business - BTEC

Exam board
BTEC Pearson Level 3 National Extended Certificate in Business Studies

Size and Structure
Equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%).

Summary purpose
The Extended Certificate is for learners who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

Course Overview

Year 12
Unit 1 – Exploring Business (Internally Assessed - 25% of course)
Students will be introduced to the business world where they will have to undertake research on a profit and non-profit organisation and write an assignment about the features, structure, success and stakeholder influence on each organisation. They will also investigate the impact of the internal and external environment on business operations and create a presentation about enterprise and innovation in the business world.

Unit 2 – Developing a Marketing Campaign (Externally assessed - 25% of course)
Students will take a controlled assessment where they have to create a marketing campaign for a small business. The assessment allows for a 6 hour research period and then a 3 hour write up of their marketing plan. This assessment puts student in the position of a marketing consultant where they have to meet the requirements set out in a brief. A range of marketing concepts and theories are covered including the marketing mix and situational analysis tools.

Year 13
Unit 3 – Personal and Business Finance (Externally assessed – 33.3% of course)
Personal finance is an important concept to cover in this unit where the value of money is examined along with the decisions that need to be made to prevent future financial difficulties. Financial support and advice are also covered. The Business Finance aspect will introduce accountancy and planning tools. Students will be required to prepare and analyse financial accounts.

Unit 8 – Selection and Recruitment Process (Internally assessed – 16.6% of course)
Recruitment is vital to business success. The procedures and processes involved in recruitment and selection must meet the needs of the businesses and comply with legislation. Students will explore recruitment and selection with businesses and take part in the preparation of appropriate documentation. Students will then go through the recruitment and selection process themselves via role play scenarios.

Skills
A range of qualitative skills will be developed throughout the course. An ability to demonstrate the use of analysis and evaluative skills will allow students to interpret and provide a judgement on information and data. Quantitative skills will be assessed in the personal and business finance exam including the use of financial ratios, break even analysis along with the creation and interpretation of financial accounts. Independent study skills are vital due to the large amounts of research and coursework required.

Assessment
The styles of external assessment used for qualifications in the Business suite are:
• examinations – all learners take the same assessment at the same time, normally with a written outcome
• set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task

Grading
– Units are assessed using a grading scale of pass, merit and distinction.

Special entry requirements
Grade 4 or above in English and Mathematics, plus an overall average point score of 4.2. A minimum of grade 4 in Business if taken for GCSE.
Exam board
AQA

Chemistry A-level goes into much more detail than GCSE. It attempts to answer the big question ‘what is the world made of’ and it’s the search for this answer that makes this subject so fascinating. From investigating how one substance can be changed drastically into another, to researching a new wonder drug to save millions of lives, the opportunities that chemistry provides are endless.

Topics covered
A-level Chemistry lasts two years, with exams at the end of the second year. The list below shows what you’ll learn in each year.

Year 12
Physical chemistry
Including atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibrium and Le Chatelier’s principle

Inorganic chemistry
Including periodicity, Group 2 the alkaline earth metals, Group 7(17) the halogens

Organic chemistry
Including introduction to organic chemistry, alkanes, halogen alkanes, alkenes, alcohols, organic analysis

Year 13
Physical chemistry
Including thermodynamics, rate equations, the equilibrium constant, electrode potentials and electrochemical cells

Inorganic chemistry
Including properties of Period 3 elements and their oxides, transition metals, reactions of ions in aqueous solution

Organic chemistry
Including optical isomerism, aldehydes and ketones, carboxylic acids and derivatives, aromatic chemistry, amines, polymers, amino acids, proteins and DNA, organic synthesis, NMR spectroscopy, chromatography

Practicals
Chemistry, like all sciences, is a practical subject. Throughout the course you will carry out practical activities including:
• Measurement of energy changes in chemical reactions
• Tests for identifying different types of compound
• Different methods for measuring rates of reaction
• Studying electrochemical cells

• Preparation of organic solids and liquids
• An advanced form of chromatography for more accurate results

Exams
There is no coursework on this course. However, your performance during practicals will be assessed.

There are three exams at the end of the two years for A-level, all of which are two hours long. At least 15% of the marks for A-level Chemistry are based on what you learned in your practicals.

Chemistry Special entry requirements
Double award GCSE Science or GCSE Triple Science Grade 6 (7 desirable) or above, students with a Grade 6 will be considered on an individual basis. Students will be required to sit a baseline assessment during the first few weeks of term to check suitability for the course. Additional support will be available if needed.

Special entry requirements
English Language – Grade 6 (7 desirable) or above
Maths – Grade 6 (7 desirable) or above

It is highly recommended that Chemistry is studied alongside A Level Mathematics
Exam board
OCR

Computer science is the theory and engineering involved in the design and production of computer systems. Computer systems are reaching into every aspect of our culture, from work to leisure. Just a few decades ago they were seen as futuristic and a novelty device but their importance in the world has grown rapidly and there are no signs of a slowdown. You will learn the skills and attributes required to develop computer systems.

Overview
A two year course

Content overview
Component 01: Computer systems
Students are introduced to the internal workings of the CPU, data exchange, software development, data types and legal and ethical issues. The resulting knowledge and understanding will underpin their work in component 03. It covers:
• The characteristics of contemporary processors, input, output and storage devices
• Types of software and the different methodologies used to develop software
• Data exchange between different systems
• Data types, data structures and algorithms
• Legal, moral, cultural and ethical issues.

Component 02: Algorithms and programming
This builds on component 01 to include computational thinking and problem-solving. It covers:
• What is meant by computational thinking (thinking abstractly, thinking ahead, thinking procedurally etc.)
• Problem solving and programming – how computers and programs can be used to solve problems
• Algorithms and how they can be used to describe and solve problems.

Component 03: Programming project
Students are expected to apply the principles of computational thinking to a practical coding programming project. They will analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The project is designed to be independently chosen by the student and provides them with the flexibility to investigate projects within the diverse field of computer science. We support a wide and diverse range of languages.

Assessment Overview
Students must take all three components to be awarded the OCR A Level in Computer Science.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Marks</th>
<th>Duration</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer systems (01)</td>
<td>140</td>
<td>2hr 30min</td>
<td>40%</td>
</tr>
<tr>
<td>Algorithms and programming (02)</td>
<td>140</td>
<td>2hr 30min</td>
<td>40%</td>
</tr>
<tr>
<td>Programming project (03)</td>
<td>70</td>
<td>-</td>
<td>20%</td>
</tr>
</tbody>
</table>

Special entry requirements
Students must have a minimum of grade 6 equivalent in GCSE Mathematics and a grade 6 in English Language. A minimum of a grade 6 in GCSE Computer Science will also be considered.

It is highly recommended that Computer Science is studied alongside A Level Mathematics.

“A computer would deserve to be called intelligent if it could deceive a human into believing that it was human.”

- Alan Turing
CREATIVE DIGITAL MEDIA PRODUCTION - BTEC

Exam board
Pearson

What to expect
The BTEC Level 3 Extended Certificate in Creative Digital Media Production provides an introduction to and develops an understanding of the media industry through analysing media representations and pitching and producing media projects. Students will develop a range of skills relevant to the Creative Media Industries, with a particular emphasis on the Film and Television industry.

Who is this qualification for?
The Pearson BTEC National Extended Certificate in Creative Digital Media Production is for post-16 learners wanting to continue their education through applied study and who aim to progress to higher education and ultimately to employment, possibly in the Creative Industries.

What could this qualification lead to?
The qualification is intended to support entry to HE courses in a very wide range of disciplines, depending on the subjects taken alongside. However, for learners wishing to study an aspect of creative media in HE, opportunities include:
- BA (Hons) Digital Film Production
- BA (Hons) Digital Television Production
- BA (Hons) Editing and Post Production

Structure and Assessment
Externally Assessed Units
Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 90 or 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners must achieve all external units at pass grade or above. Some external assessments include a period of preparation using set information. External assessments are available once or twice a year and learners can have only one re-sit attempt during the programme. Externally assessed units are 1 and 8.

Internally Assessed Units
Two units will be internally assessed and subject to external standards verification.

Year 12
Autumn/SpringTerm
- Filmmaking Skills
- Unit 4 - Creating a pre-production portfolio for a moving image product (Internally assessed)

Spring/Summer Term
- Unit 1 - Media Representations (Externally assessed examination in Jun)

Year 13
Autumn/SpringTerm
- Unit 8 Responding to a Commission (External assessment)

Spring/summerTerm
- Unit 10 Film production (Fiction) (Internal assessment)

Special entry requirements
Grade 5 or above in English and Mathematics, plus an overall average point score of 4.2.
Theatre Studies emphasises practical creativity alongside research and theoretical understanding. You will learn through experience, seeing theatre and making theatre yourself. You will be introduced to a wide range of theatrical styles and contexts as you explore plays practically, devise and work on performances. The course will involve taking part in devised and scripted drama productions, as well as studying plays and playwrights. These include monologues, duologues and small group work based on well-known dramatists.

First Year of A level
You will take part in a series of practical workshops on theatre practitioners and apply these theories to well-known plays. You will also perform a monologue or duologue from a published play as well as take part in a group performance.

Second Year of A level
This year involves devising a unique piece of theatre based on initial stimulus followed by an in-depth study of a play.

Assessment
You will be assessed on three components:

Component 1: Drama and theatre
• Knowledge and understanding of drama and theatre
• Study of two set plays
• Analysis and evaluation of the work of live theatre makers

Component 2: Creating original drama (practical)
• Process of creating devised drama
• Performance of devised drama (students may contribute as performer, designer or director)
• Devised piece must be influenced by the work and methodologies of one prescribed practitioner

Component 3: Making theatre (practical)
• Practical exploration and interpretation of three extracts, each taken from a different play
• Reflective report analysing and evaluating theatrical interpretation of all three extracts

Special entry requirements
GCSE Grade 6 or above in English Language, English Literature and Drama is required.
ECONOMICS

Exam board
EdExcel

Course Overview
Students will take EdExcel’s Economics B course, which is structured into four themes. Students are introduced to Economics through building knowledge of core microeconomic and macroeconomic concepts by investigating economic theory through real world case studies and businesses and the environments in which they operate. Breadth and depth of knowledge and understanding with applications to more complex concepts and models are developed in the second year of study.

What is Economics all about?”
• Economics is about choice and the impact of our choices on each other. It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and firms.
• “The subject is incredibly broad when it comes to topics, and one of the things I like most about the subject is how applicable it is to our lives. For example, topics such as price determinism, as well as things like opportunity cost comes up in everyone’s lives, so it is nice to gain an insight on how markets work and the ways in which we can use this information to benefit ourselves today, and in the future” Year 13 Economics student.
• “Economics really helps develop your critical thinking and evaluative skills“ Year 13 Economics student.

Year 12
Theme 1 – Markets, Consumers and Firms
• Scarcity, Choice and Potential Conflicts
• Enterprise, Business and the Economy
• Introducing the Market
• The Role of Credit in the Economy
• Market Failure and Government Intervention
• Revenue, Costs, Profit and Cash

Theme 2 – The Wider Economic Environment
• Business Growth and Competitive Advantages
• Firms, Consumers and Elasticities of Demand
• Productive Efficiency
• Life in a Global Economy
• The Economic Cycle
• Introduction to Economic Policy

Year 13
Theme 3 – The Global Economy
• Globalisation
• Economic Factors in Business Expansion
• Impact of Globalisation on Global Economies
• Globalisation on Local and National Economies
• Global Labour Markets
• Inequality and Re-distribution

Theme 4 – Making Markets Work
• Competition and Market Power
• Market Power and Market Failure
• Market Failure Across the Economy
• Macroeconomic Policies and Impact on Firms and Individuals
• Risk and Financial Sector

Assessment
Students will take three 2 hour examined papers at the end of Year 13.

Paper 1 – Markets and how they work
(Themes 1 and 4) 35% of total qualification

Paper 2 – Competing in the global economy
(Themes 2 and 3) 35% of total qualification

Paper 3 – The economic environment and business
(Themes 1, 2, 3 & 4) 30% of total qualification

Skills
Students will need to apply their knowledge and understanding in both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economics events and policies including the 2008 recession. An ability to analyse and evaluate economic outcomes and their impact on the decision making for businesses and governments is essential.

A range of quantitative skills will be assessed including percentages, ratios, fractions and index numbers.

Special entry requirements
Grade 6 or above in English and Mathematics at GCSE.
Exam board
Edexcel

What to expect
English at Prendergast enables students not only to develop their reading and writing skills but to enjoy and explore literature with creativity and rigour. Studying English at A level is an excellent foundation for university, whatever you go on to study. Critical thinking, the ability to construct a clear argument and essay writing are essential skills for a range of subjects. A level English is suitable for students who wish to develop their interest in literary studies and who love reading. You will be required to:
• Read widely and independently both your set texts and others that you have selected for 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

Our in-depth study of the prose, poetry and drama genres enables students to deepen their appreciation and understanding of literature, including its changing traditions.

What will you study?

Year 12
Autumn Term
• Shakespeare: Othello
• Comparative prose: Heart of Darkness and The Lonely Londoners

Spring Term
• Modern drama: A Streetcar Named Desire
• Post-2000 poetry: Poems of the Decade

Summer Term
• Modern drama: A Streetcar Named Desire
• Post-2000 poetry: Poems of the Decade

Year 13
Autumn Term
• Coursework: comparative essay
• Pre-1900 poetry

Spring Term
• Unseen poetry + comparison with post-2000 poetry
• Pre-1900 poetry
• Revision – exam skills focus

Summer Term
• Revision

How is the course assessed?

Paper 1: Drama – Othello and A Streetcar Named Desire – 2 hours 15 mins

Paper 2: Prose – Heart of Darkness and The Lonely Londoners – 1 hour 15 mins

Paper 3: Poetry – Post-2000 poetry + unseen poem and pre-1900 poetry – 2 hours 15 mins

Non-examined assessment: one extended comparative essay (3000 words)

Special entry requirements
Grade 6 or above in both GCSE English language and literature.

GCSE English Language re-sit
Any student entering our Sixth Form who did not pass GCSE English language will re-sit it in Year 12. You will have timetabled lessons to prepare you for this.

The majority of universities and many employers require a pass grade in English language.
**Exam board**
French A-level has a linear specification. The awarding body for 2020-2022 is AQA.

**Aims**
The course aims to develop the language skills, knowledge and understanding acquired at GCSE to enable students to communicate confidently and effectively in French for a range of purposes and enjoyment.

**Assessment**
The course is assessed at the end of Year 13 and comprises the following assessments:

- **Unit 1:** Listening, reading, writing (including translation into and from the language) 50%
- **Unit 2:** Writing on either a film and a book or two books 20%
- **Unit 3:** Speaking (based in part on an area of independent research) 30%

**Content**
The following topic areas are covered over the two years of study

- **Aspects of French speaking society/current trends**
  - La famille en voie de changement
  - La cyber-société
  - Les aspects positifs d’une société diverse
  - Quelle vie pour les marginalisés
  - Comment on traite les criminels

- **Artistic culture in the French speaking world**
  - Une culture fière de son patrimoine
  - La musique francophone contemporaine
  - Cinéma : le septième art

- **Aspects of political life in the French speaking world**
  - Les ados, le droit de vote et l’engagement politique
  - Manifestations, grèves – à qui le pouvoir ?
  - La politique et l’immigration.

**Additional study material**
In addition to this, we will study at least one book in the target language and one film from the choices defined by the exam board.

**Text books**
Students follow the AQA text book published by Oxford University Press

**Special entry requirements**
GCSE Grade 6 or above in French and Grade 6 or above in English Language.
GEOGRAPHY

Exam board
AQA

Geography A level is more advanced and detailed in comparison to GCSE. Its structure still consists of a variety of different topics which cover both human and physical geography. The course will enable students to:

• Develop their knowledge of locations, places, processes and environments at all geographical scales from local to global.
• Develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts which illuminate their significance in a range of locational contexts
• Recognise and be able to analyse the complexity of people-environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today
• Develop their understanding of and ability to apply the concepts of place, space, scale and environment.
• Develop an understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising
• Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, and applying them as an integral part of their studies

Topics covered
The Geography department is following the AQA Exam board- the course is divided into a 2 examinations (80%) and 1 geographical investigation (20%) element which is a 3000-4000 word report, and will involve you attending a residential fieldtrip, and will be submitted before the end of the course.

Exams
The 2 exams will be taken at the end of the 2 year course. The exam is made up of core themes and optional units.

The units covered are:

Physical Paper
• Water and carbon cycles
• Coastal systems and landscapes
• Hazards

Human Paper
• Global governance
• Contemporary urban environments
• Changing places

Special entry requirements
Students must have a GCSE Grade 6 or above in Geography and a Grade 6 or above in English Language. A Grade of 6 or above in Mathematics is also recommended.
Exam board
OCR Cambridge Technical Level 3

Diploma (double award)
Extended certificate (single award)

Overview
The Cambridge Technicals Level 3 in Health and Social Care has been developed to meet the changing needs of the sector, and prepare students for the challenges they’ll face in Higher Education or employment. This course focuses on the skills, knowledge and understanding that today’s universities and employers demand. Students will apply their skills and knowledge in preparation for further study or the workplace, as well as develop professional and personal skills through interaction with people who either work in the sector or require care or support. They will also gain theoretical knowledge and understanding to underpin their skills. This will allow them to offer specific, person-centred care and support and build positive relationships with the people they may one day be working with. Students will consider the real impacts to people living with conditions or illnesses such as the social, financial and psychological impacts, not just the signs, symptoms and treatment of faceless conditions or illnesses. Students will also learn about the legislation and guidance supporting health and social care, so that they can ensure the people they are working with are not only able to access all the care and support they are entitled to, but are also able to protect themselves from any harm or abuse whilst at work.

Course content
The skills this course will develop are:
- Effective communication
- Research and analysis
- Planning and organisation

Course Outline – Year 12
Diploma:
Unit 1 - Building positive relationships in health and social care
Unit 2 - Equality, diversity and rights in health and social care
Unit 3 - Health, safety and security in health and social care
Unit 5 - Infection control
Unit 7 - Safeguarding
Unit 12 - Promote positive behaviour

Extended certificate:
Unit 1 - Building positive relationships in health and social care
Unit 2 - Equality, diversity and rights in health and social care

Course Outline - Year 13
Diploma:
Unit 4 - Anatomy and Physiology for health and social care
Unit 6 - Personlisation and a person-centred approach to care
Unit 13 - Sexual health, reproduction and early development stages
Unit 15 - Promoting health and well-being
Unit 17 - Supporting people with mental health conditions
Unit 24 - Public health

Extended certificate:
Unit 4 - Anatomy and Physiology for health and social care
Unit 17 - Supporting people with mental health conditions
Unit 24 - Public health

Assessment
Coursework: 58%
Exams: 42%

Special entry requirements
Grade 4 or above in English and Mathematics, plus an overall average point score of 4.2.
Exam board
Edexcel

Why do History for A-Level?

Key Skills
- Enquiry:- The ability to investigate an issue or an event.
  To evaluate the relevance of sources of information
- Analysis:- The ability to use sources and strip them of bias
- Reasoning:- The ability to construct an opinion based on verifiable facts and support this opinion with evidence when criticized

The course will develop these key skills by ensuring our students can do the following
- Understand, analyse and explain broad developments over time
- Understand in depth the attitudes, beliefs and historical processes in the short term
- Understand, analyse and explain historical controversies
- Analyse the significance of an individual, movement or event within an historical period

The course itself will be linear and assessed by examination at the end of Yr 13 and by an extended essay of around 4000 words

Course content
An extended essay on the extent of Stalin’s responsibility for the Great Purge.

Students will:-
- recognise interpretations
- recognise relationships between interpretations
- comprehend and analyse interpretations
- explain why historians arrive at the interpretations they do
- understand that differences in interpretation can be legitimate
- evaluate differing interpretations

The Spanish Civil War and after 1930-78
1 Creation and destabilisation of the Second Republic, 1930–36
2 The Spanish Civil War, 1936–39
3 Establishing Franco’s dictatorship, 1938–56
4 Dictatorship remodelled and the transition to democracy, 1956–78

Tudor England 1485-1603
1 Changes in governance at the centre
2 Gaining the cooperation of the localities
3 Challenging the succession, 1485–1499
4 Challenging religious changes, 1533–37
5 Agrarian discontent: Kett’s rebellion 1549
6 Queen takes Queen? The revolt of the northern earls, 1569–70
7 Troublesome Ireland: Tyrone’s rebellion, 1594–1603

Germany in the 20th Century
1 Political and Governmental change, 1918–89
2 Opposition, control and consent, 1918–89
3 Economic Development and policies, 1918–89
4 Aspects of life in Germany and West Germany, 1918–89
5 Historical Interpretations:- How far was Hitler’s foreign policy responsible for the Second World War?

Special entry requirements
GCSE grade 6 or above in English and History.

‘All we can learn from History is that people never learn from History’

Hegel

‘The past is always present’

Michael Oakeshott
Exam board
Level 3 Extended Certificate

BTEC board
Pearson BTEC Level 3 National Extended Certificate in ICT

Size and structure
Equivalent to one A Level

This new course follows a brand new structure and assessment methodology; adding rigour and exciting new content to the BTEC qualifications. The course requires the completion of an exam, a controlled assessment and two coursework units over two years. Students will start their course by learning about Information Systems. This unit is an examined unit and students will cover:
• IT systems,
• digital and peripheral devices,
• computer software,
• methods of transmitting data,
• ecommerce,
• data security,
• and legal and ethical implications of using IT.

Following this, exploring social media and how it can be utilised by businesses for marketing and growth purposes. Students will utilise their new-found theoretical knowledge to design, create, test and evaluate a social media solution for a given client.

In Year 13, students will develop advanced relational database skills and experience in the creation of databases to meet specific needs. During their first year they will undertake a 10-hour controlled assessment to show they are able to utilise all their practical skills and competencies to produce a relational database to fulfil the needs of a given brief. This unit will be externally assessed. At the same time they will be undertaking the last of the internally assessed projects and design, create, test and evaluate an advanced spreadsheet solution. This unit will provide them with fantastic skills that will be invaluable to an employer in most sectors of our economy. Their final unit will be internally assessed.

Year 13
Autumn
Unit 2: Creating Systems to Manage Information
Unit 5: Data Modelling

Spring
Unit 2: Creating Systems to Manage Information
Unit 5: Data Modelling

Summer
Unit 5: Data Modelling

Special entry requirements
Grade 4 or above in English and Mathematics, plus an overall average point score of 4.2.

Year 12
Autumn
Unit 1: Information Technology Systems
Unit 3: Using Social Media in Business

Spring
Unit 1: Creating Systems to Manage Information (Core)
Unit 3: Using Social Media in Business

Summer
Unit 3: Using Social Media in Business
Exam board
Edexcel

This is a linear qualification, which means that students will sit all their exams at the end of Year 13.

There are three external assessments.
Paper 1: Pure Mathematics 1 (*Paper code: 9MA0/01)
Paper 2: Pure Mathematics 2 (*Paper code: 9MA0/02)

Each paper is:
2-hour written examination
33.33% of the qualification
100 marks

Content overview
• Topic 1 – Proof
• Topic 2 – Algebra and functions
• Topic 3 – Coordinate geometry in the (x, y) plane
• Topic 4 – Sequences and series
• Topic 5 – Trigonometry
• Topic 6 – Exponentials and logarithms
• Topic 7 – Differentiation
• Topic 8 – Integration
• Topic 9 – Numerical methods
• Topic 10 – Vectors

Assessment overview
Paper 1 and 2
• Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content.
• Students must answer all questions.
• Calculators can be used in the assessment.

Paper 3: Statistics and Mechanics
(*Paper code: 9MA0/03)
2-hour written examination
33.33% of the qualification
100 marks

Content overview
Section A: Statistics
• Topic 1 – Statistical sampling
• Topic 2 – Data presentation and interpretation
• Topic 3 – Probability
• Topic 4 – Statistical distributions
• Topic 5 – Statistical hypothesis testing

Section B: Mechanics
• Topic 6 – Quantities and units in mechanics
• Topic 7 – Kinematics
• Topic 8 – Forces and Newton’s laws
• Topic 9 – Moments

Assessment overview
• Paper 3 will contain questions on topics from the Statistics content in Section A and Mechanics content in Section B.
• Students must answer all questions.
• Calculators can be used in the assessment.

Mathematics Special entry requirements
GCSE Maths Grade 6 (7 desirable) or above, students with a Grade 6 will be considered on an individual basis.
Students will be required to sit a baseline assessment during the first few weeks of term to check suitability for the course. Additional support will be available if needed.

Further Mathematics Special entry requirements
GCSE Maths Grade 8 or above.

Additional University Entrance Tests Support - STEP, AEA and MAT
For students who are thinking of applying to Oxbridge or alike universities we offer dedicated curriculum time for Step Mathematics with the provision to offer lessons on AEA and MAT entrance tests.

GCSE Mathematics re-sit
All students entering our Sixth Form who did not achieve a grade 6 or above in GCSE Mathematics will be required to retake the qualification.

Degree courses where maths is desirable or often essential (*), source: the Russell University Group

Accountancy
Actuarial Science*
Aeronautical Engineering*
Architecture
Biochemistry
Biology
Biomedical Science*
Business Studies
Chemical Engineering*
Computer Science
Dentistry
Dietetics
Economics*
Chemistry
Civil Engineering*
Geography
Geology
Electrical Engineering*

Engineering*
Environmental Science
Mathematics*
Mechanical Engineering*
Medicine
Management Studies
Material Science
Biomedical Science
Philosophy
Physics*
Physiotherapy*
Planning
Nurse & Midwifery
Optometry
Sports Science
Surveying
Veterinary Science*
Psychology*
Exam board
EDUQAS

Unit 1
Performing 35%

A recital consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. The recital will be performed in front of a visiting examiner. The expected level is grade 6 and the total time of playing must be 12 minutes.

Duration of performances: 10-12 minutes

Unit 2
Composition 25%

Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by the exam board. The second composition is a free composition.

Written examination: 2 hours 15 minutes

Unit 3
Appraising 40%

Written examination: 2 hours 15 minutes

Three areas of study:

Area of study 1: The Western Classical Tradition
The Development of the Symphony 1750-1900, which includes two set works. Choose one set work for detailed analysis and the other for general study.

Symphony No. 104 in D major, ‘London’: Haydn
detailed study
Symphony No. 4 in A major, ‘Italian’: Mendelssohn
general study

Area of study 2: Musical Theatre
We will study six musical theatre composers of the twentieth and twenty-first centuries:
- Richard Rodgers
- Leonard Bernstein
- Stephen Sondheim
- Claude-Michel Schönberg
- Andrew Lloyd Webber
- Stephen Schwartz.

Area of study 3: Into the Twenty-first Century
Two set works:
Asyla, Movement 3, Ecstasio: Thomas Adès
String Quartet No. 2 (Opus California) Movements 1 (Boardwalk) and 4 (Natural Bridges): Sally Beamish

Questions that will be asked in this listening exam:
1 Set work analysis with a score
2 Extended responses on wider context
3 Unprepared extracts of music with and without a score
4 Comparison questions

Special entry requirements
GCSE grade 6 or above in music and GCSE grade 6 or above in English Language.
Exam board
AQA

We are a highly successful department offering Photography at A Level. Students will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes. Photography and digital media now share equal status with traditional forms of Art. There are many exciting pathways to be discovered within the creative industries and photography is also becoming increasingly relevant in the wider field of work.

Career opportunities
Photography, journalism, advertising, media, art, design, fashion, film, animation, illustration, graphics and communication

Facilities
We have a range of facilities across three rooms – these include:
• Animation boards for film making
• A studio backdrop with lighting
• SLR cameras with a variety of lenses and filters, scanners, ink jet printers, laptops, light box and various software programmes including Adobe CS6.
• Two etching presses
• Materials for producing photographic work are provided by the department. Some specialist materials can be bought from the department at a subsidised cost.

Course Structure
Component 1
Personal Investigation: September Year 12 to January Year 13. This equates to 60% of the qualification

Component 2
Externally Set Assignment: February – April Year 13
This equates to 40% of the qualification.

Programme of Study
The course begins with a series of workshops designed to help students develop skills and techniques in the use of the digital camera, the formal elements of Photography, the use of a studio and lighting and editing programs. Students will also gain the skills on how to develop ideas through contextual research demonstrating their analytical understanding. Students will then be expected to work independently on an in-depth project of their own choice guided by the subject Teacher. Cameras are available to loan from the department. Our department facilities are available to students every day during study sessions, lunchtimes and most days after school. In the spring term we offer some Saturday sessions for exam preparation.

Progression after sixth form
A high percentage of our students apply for an Arts based undergraduate course after sixth form. To assist you with your application all students will be given advice and guidance on how to produce a portfolio for Art College/University.

Prendergast links
University of the Arts London (various colleges), Ravensbourne College, Wallace Collection, Dulwich Picture Gallery and the London Institute. These associations regularly notify us of master classes, careers information and portfolio advice days.

Popular student destinations
University of the Arts London (UAL): CCW (Camberwell, Chelsea and Wimbledon), CSM (Central St Martins), LCC (London College of Communication), Ravensbourne College and Kingston University.

Special entry requirements
Minimum grade 6 or above in Art and a grade 5 or above in English Literature. A portfolio of work may be considered in place of these requirements if there are places available.
Exam board
AQA

Physicists explore the fundamental nature of almost everything we know of. They probe the furthest reaches of the earth to study the smallest pieces of matter. Join them to enter a world deep beneath the surface of normal human experience.

Topics covered
A-level Physics lasts two years, with exams at the end of the second year. The list below shows the topics covered in each year

First year of A-level
• Measurements and their errors
• Particles and radiation
• Waves
• Mechanics and energy
• Electricity

Second year of A-level
• Further mechanics and thermal physics
• Fields
• Nuclear physics

Plus one from the following:
• Astrophysics
• Medical physics
• Engineering physics
• Turning points in physics
• Electronics

Practicals
Physics, like all sciences, is a practical subject. Throughout the course you will carry out practical activities including:
• Investigating interference and diffraction of laser light
• Measuring acceleration due to gravity
• Investigating systems that oscillate
• Investigation of the links between temperature, volume and pressure
• Safe use of ionising radiation
• Investigating magnetic fields

These practicals will give you the skills and confidence needed to investigate the way things behave and work. It will also ensure that if you choose to study a Physics-based subject at University, you’ll have the practical skills needed to carry out successful experiments in your degree.

Exams
There is no coursework on this course. However, your performance during practicals will be assessed.

There are three exams at the end of the two years for A-level, all of which are two hours long. At least 15% of the marks for A-level Physics are based on what you learned in your practicals.

Physics Special entry requirements
Double award GCSE Science or GCSE Triple Science Grade 6 (7 desirable) or above, students with a Grade 6 will be considered on an individual basis. Students will be required to sit a baseline assessment during the first few weeks of term to check suitability for the course. Additional support will be available if needed.

English Language – Grade 6 (7 desirable) or above
Maths – Grade 6 (7 desirable) or above

Physics must be studied alongside A Level Mathematics
POLITICS

Exam board
Edexcel

Ever wondered why politicians do the things they do, why governments choose to do something rather than the right thing, why the same ideas keep coming back again and again regardless of which party is in power? If you have, then Politics is for you at A-Level. Politics will give you a deeper understanding of why we are governed in the way we are, how structures have evolved, how ideas become laws and what you can do to change them. It is the most obvious A-Level choice for anyone wanting to study International Relations at University. It also dovetails well with History A-Level and has many shared elements with both Sociology and Geography.

Politics will help you to:-
• Develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom (UK) and globally
• Develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes
• Develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics
• Develop knowledge and an informed understanding of the rights and responsibilities of individuals and groups
• Develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements
• Develop an interest in, and engagement with, contemporary politics.

In Politics you will study:-
Global Politics (Exam 2 hours)
We live in a complex world with significant challenges including global terrorism, poverty, economic instability, weapons proliferation, failing states and environmental degradation. These challenges require global cooperation if they are to be resolved. Global politics gives you the opportunity to develop an understanding of the local, national, international and global dimensions of political activity. It will also give you the opportunity to explore the political issues that affect all of us. You will gain understanding of abstract political concepts by exploring contemporary real-world examples and case studies that will develop an international awareness and knowledge of multiple perspectives. Global politics encourages discussion and debate and will require you to study and present different global perspectives as well as interpreting competing and contestable claims. We will examine these through the key mainstream perspectives on global politics of liberalism and realism.

UK Politics and Core Political Ideas (Exam 2 Hours)
You will investigate how people and politics interact. You will explore the emergence and development of the UK’s democratic system and direct and indirect democracy. You will focus on the role and scope of political parties that are central to contemporary politics, including the significance of manifestos and their relevance to the mandate of the government. You will understand the individual in the political process and their relationship with the state and their fellow citizens. You will examine how electoral systems in the UK operate and how individuals and groups are influenced in their voting behaviour. We will also look the role of the media in contemporary politics. You will explore the three traditional political ideas of conservatism, liberalism and socialism, their core ideas and principles and how they apply in practice.

UK Government and Optional Political Ideas (Exam 2 Hours)
This unit will give you a base of comparison to other political systems. You’ll be introduced to the set of rules governing politics in the UK, the UK constitution, which is different in nature from most of the rest of the world. You will examine the specific roles and powers of the different major branches of the government – legislative, executive, and judiciary – as well as the relationships and balance of power between them. You will explore the following key themes: the relative powers of the different branches of UK government; the extent to which the constitution has changed in recent years; the desirability of further change; and the current location of sovereignty within the UK political system. You will also learn about the core ideas and principles of Multiculturalism.

Special entry requirements
Grade 6 or above in English Language and Grade 6 or above in any other humanities subject.
**Exam board**
AQA Art & Design: Three dimensional design.

**Course overview**
An A-Level in Product Design is a wide-ranging course that covers functional products and architecture. Students will learn a broad range of research and analytical skills, drawing techniques and hand & Computer Aided Manufacture. Students produce their work in a portfolio and final made products. Students have the opportunity to experiment and develop unique pieces of work.

The department has state-of-the-art facilities, including a 3D Printer, CNC Router, A2 laser cutter, CAD/CAM lathe and milling machines.

The course is referred to in school as Product Design, the exam board and course name are stated above.

**Career opportunities:**
Engineering, architecture, graphic design, furniture design, car design & illustration.

**Year 12 & 13**
Year 12 is made up of a series of short projects when students will develop their skills in original approaches to research and analysis, specialist drawing techniques, design history and a skills-based manufacture project when students will learn a wide range of techniques in preparation for their major and exam units.

**Student destinations:**
Students have gone on to study architecture, product design, game design, illustration and a high proportion of students go on to study an Art Foundation Course.

**Special entry requirements**
Design & Technology minimum grade 6 or Art & Design minimum grade 6 and English Language grade 5.

If students do not have a qualification in Design and Technology or Art and Design they will be asked to bring a portfolio of work to demonstrate their commitment and level of skill.
Exam board
OCR

Year 12
Unit 1: Research Methods
90 marks
2 hour written paper at the end of Year 2
30% of total A level

• Self-report
• Experiments
• Observations
• Correlations
• Planning and conducting research
• Data recording, analysis and presentation
• Report writing

Throughout the year you will plan, conduct and analyse your own small-scale research practicals using the main methods employed in psychological research.

You will create a research portfolio and write-up the practicals using the conventions of reporting research.

Unit 2: Psychological Themes through core studies
105 marks
2 hour written paper at the end of Year 2
35% of total A level

• Responses to people in authority:
  1. Milgram (1963)
  2. Bocchiaro et al. (2012)
• Responses to people in need:
  1. Piliavin et al. (1969)
  2. Levine et al. (2001)
• Memory:
  2. Grant et al. (1998)
• Attention:
  1. Moray (1956)
• External influences on children’s behaviour:
  1. Bandura et al. (1961)
  2. Chaney et al. (2004)
• Moral development:
  1. Kohlberg (1968)
  2. Lee et al. (1997)
• Regions of the brain:
  1. Sperry (1968)
  2. Casey et al. (2011)
• Brain plasticity:
  1. Blakemore and Cooper (1970)
  2. Maguire et al. (2000)

Year 13
Unit 3: Applied Psychology
105 marks
2 hour written paper at the end of Year 2
35% of total A level

• Issues in mental health:
  1. The historical context of mental health
  2. The medical model
  3. Alternatives to the medical model
• Criminal psychology
• Child psychology

Special entry requirements
Grade 6 or above in English and a grade 6 or above in Mathematics
RELiGiON, phiLOSOphY AND EthiCS

Exam board
EDUQAS

A study of a Religion, Philosophy and Ethics
Why do people believe in God? Is there a God? Can existence of a higher power be proven? Why do innocent people suffer? Is moral behaviour learnt or does it come from within? The study of Religion, Philosophy and Ethics gives candidates the opportunity to explore these spiritual, moral and cultural questions by encouraging them to reflect upon their own attitudes, and those of others. This course will aim to build on the foundations of religious inquiry established through GCSE and seeks to challenge students to explore in greater depth their interest in a rigorous study of religion and belief and relate it to the wider world. Candidates are given the chance to investigate their responses to moral situations and to critically analyse different philosophical viewpoints. The course will cultivate a religious literacy within candidates as well as an academic ability to reason verbally and reach logical conclusions.

Summary of assessment
Component 1: A Study of Religion
Component 2: Philosophy of Religion
Component 3: Religion and Ethics

Three Written Exam: All 2 hours
Each exam is 33⅓% of qualification
There is no coursework and all exams are sat at the end of the two year course.

Course outline
The study of Christianity
A comprehensive study of the Christian faith, looking at the authority of the Bible, who Jesus was as an historical figure, the nature of the Trinity, the challenges of Christian migration to the UK, feminist theology, challenges to Christianity from science, atheism and other religious faiths.

Philosophy of religion
Students begin with the great thinkers who tried to express their beliefs in God in philosophical and logical ways. Thinkers such as Richard Dawkins, Peter Atkins, David Hume are used to criticise these philosophical arguments for the existence of God which include Descartes’ Ontological Argument which attempts to prove that God exists through the use of logic only. Students study the philosophy of language and examine whether religious language in particular can be verified or falsified; religious experiences and whether, if they can be proven, could point to the existence of a supernatural being; additionally students study whether religious belief is the product of the human mind (Freud) and whether religion can be positive (Jung) of an illusion (Freud).

Ethics
Students study ethical theories such as Natural Law, Religious Ethics and Kantianism (absolutist theories) and Utilitarianism and Situation Ethics (relativist theories) are applied to moral issues such as Sexuality (extra-marital issues and theories of gender and sexual orientation,) Environmentalism (the link between business and the environment) and finally how ethical language in the modern era has changed over time; including a study of meta-ethical theories and significant ideas in religious and moral thought such as free will, conscience or authority.

Why choose Religion, Philosophy and Ethics?
Studying Religion, Philosophy and Ethics of use to those students wanting to carry on into higher education particularly to those thinking of careers in media, law, politics, social work, teaching and community work. City firms, banks, management consultancies, chartered accountants are enthusiastic about people who’ve studied Philosophy, because they know how to think clearly. Additionally journalism is an obvious career path, since you have to be able to write well and present ideas logically and clearly.

• The Russell Group of top universities states that RS A level provides ‘suitable preparation for University generally’
• Both Oxford and Cambridge University include Religious Studies in the top level list of ‘generally suitable Arts A levels’

Candidates learn to:
• Absorb and retain complex information and identify key issues
• Sift, select relevant information and think logically
• Express ideas clearly through essay writing and discussion
• Tackle new languages from scratch
• Use imagination and creativity
• Develop a critical approach to contemporary issues
• Develop a disciplined approach to problem solving

Special entry requirements
GCSE Grade 6 or above in RS or any humanities subject and a grade 6 or above in English Language.
Exam board
AQA

Education
Sociology will engage students in theoretical debate while encouraging an active involvement with the research process.

It will foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course.

Students are expected to be familiar with sociological explanations of the following content: the role and functions of the education system, differential educational achievement of social groups by social class, gender and ethnicity in contemporary society. Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum. The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome.

Theory and methods
Students will examine the following areas: Quantitative and qualitative methods of research; research design. The relationship between positivism, interpretivism and sociological methods; the nature of ‘social facts’. The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research consensus, conflict, structural and social action theories. The concepts of modernity and post-modernity in relation to sociological theory. The nature of science and the extent to which Sociology can be regarded as scientific. The relationship between theory and methods. Debates about subjectivity, objectivity and value freedom. The relationship between Sociology and social policy.

Families and Households
Students will become familiar with sociological explanations of the following content: the relationship of the family to the social structure and social change. Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course. Gender roles, domestic labour and power relationships within the family in contemporary society. The nature of childhood, and changes in the status of children in the family and society. Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.

Crime and Deviance
Students will become familiar with sociological explanations of the following content: Crime, deviance, social order and social control. The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime. Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes. Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

Beliefs in Society
Students will become familiar with sociological explanations of the following content: Ideology, science and religion, including both Christian and non-Christian religious traditions. The relationship between social change and social stability, and religious beliefs, practices and organisations. Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice. The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices. The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.

Special entry requirements
Grade 6 or above in English Language and Grade 6 or above in any other humanities subject.
Exam board
Spanish A-level has a linear specification. The awarding body for 2020-2022 is AQA.

Aims
The course aims to develop the language skills, knowledge and understanding acquired at GCSE to enable students to communicate confidently and effectively in Spanish for a range of purposes and enjoyment.

Assessment
The course is assessed at the end of Year 13 and comprises the following assessments:

Unit 1: Listening, reading, writing (including translation into and from the language) 50%
Unit 2: Writing on either a film and a book or two books 20%
Unit 3: Speaking (based in part on an area of independent research) 30%

Content
The following topic areas are covered over the two years of study:

Aspects of Hispanic Society
• Los valores tradicionales y modernos
• El ciberespaço
• La igualdad de los sexos
• La inmigración
• El racismo
• La convivencia

Artistic culture in the Hispanic world
• La influencia de los ídolos
• La identidad regional en España
• El patrimonio cultural

Aspects of political life in the Hispanic world
• Jóvenes de hoy, ciudadanos de mañana
• Monarquías, repúblicas y dictaduras
• Movimientos populares

In addition to this, we will study at least one book in the target language and one film from the choices defined by the exam board.

Students follow the AQA text book published by Oxford University Press.

Special entry requirements
GCSE Grade 6 or above in Spanish and Grade 6 or above in English Language.
Exam board
Edexcel

Why should I study the course?
The course is the equivalent to 1 A Level. This course is suited to students who have an interest in sport and provides a broad basis of study across the sports sector. This qualification is designed to support student progression to higher education.

What does this qualification cover?
Learners will study 3 mandatory units:

Unit 1: Anatomy and Physiology – You will explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

Unit 2: Fitness Training and Programming for Health, Sport and Well-being – You will explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client’s health and well-being.

Unit 3: Professional Development in the Sports Industry – You will explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

Learners will also choose one optional unit from the list below:
• Unit 4: Sports Leadership
• Unit 5: Application of Fitness Testing
• Unit 6: Sports Psychology
• Unit 7: Practical Sports Performance

Assessment
The course is made up of both internally and externally marked assessments. As well as essays & assignments students will complete the following:

Mandatory Content 83%
External Assessment 67%

Unit 1 – Written Examination
1.5 hours (80 marks)

Unit 2 – Written Submission (controlled assessment)
2.5 hours (60 marks)

Special entry requirements
Grade 4 or above in English, Mathematics and a Science, plus an overall average point score of 4.2. A GCSE pass in Physical Education and a keen interest in the theoretical content of sport are also desirable.
**Exam board**
EDUCAS Qualification Accreditation Number: 601/4891/3

**Course outline**
This is a two year course with the A level awarded in the August of Year 13.

Textiles remains a highly popular, successful and exciting course which supports students’ development as young Designer Makers.

- In 2017, 88% of students achieved A*/A

It follows on directly from the GCSE specification and continues to extend the student’s understanding of experimental Textiles alongside very secure traditional making skills. These are complimented with access to new technologies of laser cutting and digitally printing fabrics.

Primary Research visits to institutions such as the V&A, Tate Modern, Somerset House and the Royal Academy underpin the excellent work produced by students and enable them to develop highly conceptual work often beyond that recognised by A level awards. As a result, Prendergast Textiles students are highly regarded by Art and Fashion Foundation courses with most gaining coveted places at top London Art Schools and some students even progressing direct to Fashion degrees.

Prendergast School has a Progression Agreement with Ravensbourne College which enables students to access high-quality Uni Taster Courses, Portfolio advice sessions and Pre-UCAS interviews, which all serve to support acceptance onto courses of their first choice in Higher Education.

Textiles students also have the opportunity to take part in FAD, Fashion Futures Competition, a 10 week Saturday School course which culminates in a Runway Show at London Fashion Week. In seven out of the last eight years, one of our students has won a prize. This Year, Keir Booton won the overall prize and has been awarded work experience at Asos Design Team and has been working with the top pattern cutter for Tom Ford.

**Course structure**

**Component 1**
Personal Investigation: September Year 12 to January Year 13. This equates to 60% of the qualification

**Component 2**
Externally Set Assignment: February – April Year 13
This equates to 40% of the qualification.

**Special entry requirements**
GCSE Grade 6 or above in Textiles or Art and a Grade 5 or above in English Language. A portfolio of work may be considered if there are places available.
<table>
<thead>
<tr>
<th>University</th>
<th>Subject/Program</th>
</tr>
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<tbody>
<tr>
<td>University of Sussex</td>
<td>Computing Sciences (with a foundation year)</td>
</tr>
<tr>
<td>University of Hertfordshire</td>
<td>Initial Year for Extended Degree in Science - Subjects Allied to Medicine</td>
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*KS5*
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What is the Duke of Edinburgh’s Award?
A flexible programme that helps to develop young people for life and work, the numbers speak for themselves: 93% of participants feel that DofE has helped them to work in a team and 84% feel that they have become a more responsible person.

It’s also about making friends, trying new experiences, being active and healthy or pursuing an interest or activity. The Duke of Edinburgh Award takes you to a place where you’ll push yourself and have amazing new experiences.

You’ll build confidence, resilience, skills and friendship groups and have a brilliant time doing it. It gives you the added benefit of gaining a competitive edge as universities and employers regard a DofE Award highly so it will help open the right doors for you. Many of the skills you gain can be applied to your studies as well as your personal and social development.

What does the Gold Duke of Edinburgh’s Award involve?
- Volunteering section: 12 months
- Physical and Skills sections: One section for 12 months and the other section for 6 months
- Expedition section: 4 days/3 nights
- Residential section: Undertake a shared activity in a residential setting away from home for 5 days and 4 nights.

If you didn’t do Silver, you must undertake a further 6 months in either the Volunteering or the longer of the Physical or Skills sections.