



Introduction to the Sixth Form



A LEVEL RESULTS, REQUIREMENTS, OPTIONS & SPECIFICATIONS. UNIVERSITY DESTINATIONS.



Welcome

This booklet is designed to give you all the information you will need to help you make your A level choices. The next two years will be an exciting challenge for you: not only a time of intense study of your chosen subjects, but also an opportunity to develop new skills and interests.

We offer 21 A levels in the Sixth Form. Our excellent A level results are complemented by extracurricular opportunities which aim to prepare and support you to be able to achieve your ambitions. A levels are currently being reformed thanks to new Government initiatives. This means that the specifications of some subjects are not yet confirmed. We will supply the information as soon as we can.

The aim of Sixth Form courses is to encourage independent thinking. It is of vital importance that each Sixth Former embarks on a course suited to her ability and previous attainment.

Entrance Requirements

Acceptance into the Sixth Form for Advanced GCE study will require grade B or above in at least six academically rigorous and relevant GCSE level subjects, and the subjects chosen for A level study should be supported by a GCSE grade A* or A if possible. Ideally, students will have at least a B grade in GCSE English Language and Mathematics.

Subjects which may be studied at A level

Art, Craft and Design
Biology
Chemistry
Computing
Drama and Theatre Studies
Economics
English Literature
French
Further Mathematics (has to be studied alongside Mathematics)
Geography
Government and Politics
History
Mathematics
Music
Photography
Physical Education
Physics
Psychology
Religious Studies
Sociology
Spanish



How to apply for Year 12 (Sixth Form, 16+)

Ideally we would like you to register your daughter with us by Christmas of her Year 11. Entry into the School will be on the basis of academic reference, GCSE predictions and character reference from her current school.

Scholarships and Bursaries

The School is a harmonious community where factors such as social background are less important than the unity created by a desire to learn and an understanding of the privilege of an education at LHS. Part of our commitment to preparing pupils for their adult life lies in maintaining a socially-inclusive ethos and, as such, we are dedicated to giving able girls of any background the chance to join our community.

To make this possible, we offer a number of scholarships and bursaries to support and reward able girls.

What is a Scholarship?

A scholarship is a prestigious award which recognises a very high standard of achievement in a competitive examination or assessment, carrying with it the title of 'scholar' for the winning girl. It is not linked to parental income, but can involve financial support of 5% or 10% of school fees.

What is a Bursary?

A bursary provides means-tested financial support to allow a girl to attend the School should their parents have difficulty paying the full fee amount. These are means-tested awards made to the families of girls who would otherwise not be able to benefit from an independent education. Bursaries can range from 10% to 50% of the full fees, depending on the circumstances.

Who qualifies for a Bursary?

These funds will be used in the first instance to help those families whose daughter has successfully won one of the scholarship awards, but who are still unable to pay all the fees. Bursary applications for girls are welcomed and the winning of a scholarship is not a pre-requisite for the awarding of a bursary, although the two are often combined. Further information on bursaries is available from the Registrar, Mrs Julia Harbage.

Music Scholarships and Awards

Girls can apply for a music scholarship in Year 12.

Scholarships are open to students going into Year 12, either existing or external candidates, depending on the music grades they have achieved so far, see below:

For Year 12 the grades required are Grade 6+.

Concession

£350 per term: 'Scholarships'

£150 per term: 'Awards'

Assessment

All candidates will need to play two contrasting pieces on two instruments, one of which can be voice. When is it assessed? January, for entry to Year 12 the following September.

Duration

1 year.



Destination of Sixth Form Leavers 2016

Aston University	Optometry
Birmingham University	Chemical Engineering
Brighton University	Photography
De Montfort University	Fashion Design Law
Dundee University	Psychology
Exeter University	History Law
Haverford College, Philadelphia, USA	Mathematics
Imperial College London	Chemistry Medicine
Leeds Beckett University	Sport and Exercise Sciences
Leeds University	Natural Sciences
Leicester University	Economics Medical Genetics
Liverpool University	English Literature Medicine (2) Psychology
Loughborough University	Sport and Exercise Sciences (2)
Nottingham Trent University	Business Management and Marketing Civil Engineering Computing Environmental Science Law Psychology
Nottingham University	Chemical Engineering Law Medicine
Queen Mary London	Politics and International Relations
Southampton University	Medicine
Surrey University	Psychology
Teeside University	Dental Nursing
University College London	Medicine
University of the Arts, London	Media Communications
University of East London	Fashion Textiles Photography
University of South Florida, USA	Politics
Warwick University	Chemistry Law and Business Studies Sociology
Worcester University	Physiotherapy
York University	Biology



Academic Results A level 2016

45% A*/A grades & 73% A*- B grades

Subject	No. of entries	A*	A	B	C	D	E	% pass
Art & Design	2		1	1				100
Art & Design Photography	3	1		1	1			100
Biology	26	3	9	6	3	3	2	100
Chemistry	23	1	9	6	6	1		100
Drama	1				1			100
Economics	3		3					100
English Literature	4	1		1	2			100
French	2		1		1			100
Further Maths	1			1				100
Geography	5	2	2		1			100
History	4		3	1				100
ICT	2		1			1		100
Mathematics	22	5	7	5	3	1	1	100
Physics	5			2	2	1		100
Politics	3		2	1				100
Psychology	20	5	4	7	3	1		100
Religious Studies	12	2	2	5	3			100
Sociology	6			2	2	2		100
Spanish	5		3	2				100
Sport/PE Studies	4		2	2				100



Art, Craft and Design

AQA

General Information

The study of Art is an enjoyable and rewarding experience. It is both a form of communication and a means of expressing ideas and feelings. Through the opportunities it provides, Art encourages imagination, sensitivity, conceptual thinking, and analysis. It also enables you to fully develop your practical skills through drawing, painting and making. The critical and contextual study of Art and Design, from contemporary as well as other times and cultures, will lead to a fuller understanding of its part in the history of human development and will enrich your personal responses.

This highly creative course aims to give you the confidence and skills to explore a diverse range of themes, and to develop a questioning and analytical attitude. There is a strong emphasis on the teaching of drawing through the use of a wide range of materials as well as developing underpinning research skills.

This course aims to provide students with opportunities to develop a personal response to ideas, observations, experiences, environments and cultures in practical, critical and contextual forms.

Suitable for a diverse range of students who wish to develop their interest in, and enjoyment of, art and design, allowing them to work to their strengths

Reflects current thinking about the aims of art education at this level

updated content reflecting developments in art and design and new media technologies

A broad course in Art, Craft and Design for students who wish to work in a variety of areas according to their interests

Straight forward criteria consisting of 2 components, which are both marked out of 96

Lays an appropriate foundation for further study of Art and Design or related subjects in Higher Education.

The A level programme of study will include many of the following:

- Drawing and painting
- Print making
- Graphics
- Textiles
- 3D work
- Illustration
- Study of the work of historical & contemporary Designers/ Artists/ Craftspeople
- Introduction and development of materials, techniques and processes
- Research and development of ideas through a sustained use of sketchbooks
- A personal response in the form of one or more final outcomes

Studying A Level Art, Craft and Design will encourage:

- Intellectual, imaginative, creative, investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.
- Independence of mind in relation to developing their own ideas, refining their own intentions and personal outcomes.
- An interest in, and enthusiasm for and enjoyment of many Art and Design practices
- The experience of working with a broad range of media, including traditional and new media and technologies.



Leicester High School for Girls provides a well-equipped and modern studio that enables students to enjoy an exciting and supportive atmosphere that values hard work and creativity.

An A level in Art, Craft and Design can lead to many career opportunities within the creative industry, one of the largest employment areas in the UK. Students can progress to study Art Foundation or enter straight onto a degree course in any number of specialties from Graphic Design to Arts Management.

A Level Content

• Component 1 – Personal investigation

This component consists of practical work in any medium focusing on the development of a personal theme. Students can choose their own area of study or can respond to themes suggested by the Art Department. The work should show a personal journey of research, experimentation, development and realisation. Work produced should be supported by 1000 – 3000 words of written, critical analysis. This unit should be considered as a major project. Independent gallery visits will be necessary to support both the practical and the written work.

Marked by the centre out of 96 and moderated by AQA – worth 60% of the A level

• Component 2 – Externally set assignment

This unit consists of practical work in any medium. The work is in response to a theme chosen from eight assigned by the examination board. The preparatory work must be completed between February 1st and mid-May. Final realisations must be completed within 15 hours of supervised time. The work should address all of the assessment objectives and aim to demonstrate the process of research, experimentation, development and realisation.

Marked by the centre out of 96 and moderated by the AQA – worth 40% of the total A level.



Biology

AQA 7402

General Information

Some students who study biology at A level are keen to pursue a specific career such as pharmacy, dentistry, medicine, or an area of biomedicine such as physiotherapy or radiography. For others, it may act as an excellent foundation for proceeding onto one of many related courses in higher education such as microbiology, genetics, food science, biotechnology, biochemistry, psychology, the environmental sciences and more.

Subject content

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
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

Assessments

Paper 1

- | | |
|---|----------------------|
| Any content from topics 1 to 4, including relevant practical skills | 2 hour written paper |
| • 76 marks: short & long answer questions | 91 marks |
| • 15 marks: extended response questions | A Level – 35% |

Paper 2

- | | |
|---|----------------------|
| Any content from topics 5 to 8, including relevant practical skills | 2 hour written paper |
| • 76 marks: short & long answer questions | 91 marks |
| • 15 marks: comprehension question | A Level – 35% |

Paper 3

- | | |
|---|----------------------|
| Any content from topics 1 to 8, including relevant practical skills | 2 hour written paper |
| • 38 marks: structured questions, including practical techniques | 78 marks |
| • 15 marks: critical analysis of given experimental data | A Level – 30% |
| • 25 marks: one essay from a choice of 2 titles | |

This is a linear qualification with all A level examinations at the end of the A level course. A separate endorsement of practical skills will be taken alongside the A-level. Competency will be assessed by teachers over the 12 required practicals.



Chemistry

AQA 7405

General Information

With a qualification in chemistry you could go on to Higher Education, studying Chemistry or one of the other sciences or related subjects, or work in science-based industry such as chemical engineering, materials science or biotechnology. It is essential for the medical field, pharmacy and environmental science. Chemistry is also a well-respected subject in its own right and suitable for entry into a wide range of professions.

A level Units

Paper 1

- | | |
|-------------------------------|---------------|
| • Relevant physical chemistry | 2 hours |
| • Inorganic chemistry | A level – 35% |
| • Relevant practical skills | 105 marks |

Paper 2

- | | |
|-------------------------------|---------------|
| • Relevant physical chemistry | 2 hours |
| • Organic chemistry | A Level – 35% |
| • Relevant practical skills | 105 marks |

Paper 3

- | | |
|------------------------|---------------|
| • Any content | 2 hours |
| • Any practical skills | A Level – 30% |
| | 90 marks |

You can see the detailed subject content in the A-level specification at:

www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/specification-at-a-glance

Practical

The exam board will provide a list of practical activities that students must carry out. Exam questions will be based on these practicals.



Drama and Theatre Studies

WJEC

Summary of Assessment

Component 1: Theatre Workshop Non-exam assessment: internally assessed, externally moderated 20% of qualification.

Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. Learners must produce:

1. A realisation of the performance or design
2. A creative log

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

1. A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1)
2. An extract from a text in a contrasting style chosen by the learner. Learners must realise their performance live for the visiting examiner. Learners choosing design must also give a 5-10 minute presentation of their design to the examiner. Learners produce a process and evaluation report within one week of completion of the practical work.

Component 3: Text in Performance Written examination: 2 hours 30 minutes 40% of qualification
Sections A and B Open book: Clean copies (no annotation) of the two complete texts chosen must be taken into the examination. Two questions, based on two different texts, one written pre-1956 and one written post-1956. Pre-1956: The Trojan Women, Euripides As You Like It, William Shakespeare Hedda Gabler, Henrik Ibsen Machinal, Sophie Treadwell Cat on a Hot Tin Roof, Tennessee Williams Post-1956: Saved, Edward Bond Accidental Death of an Anarchist, Dario Fo Racing Demon, David Hare Love and Information, Caryl Churchill Chimerica, Lucy Kirkwood Section C Closed book: The extract of text required for answering the questions will be printed on the examination paper. A series of questions based on a specified extract from: The Curious Incident of the Dog in the Night-Time, Mark Haddon, adapted by Simon Stephens Details of the extract will be released during the first week of June, one year before the examination.

This linear qualification will be available in May/June each year. It will be awarded for the first time in summer 2018.



Economics

OCR

General Information

We all face the basic economic problem: that of infinite wants opposed to scarce resources. In economics we study of the allocation and consumption of scarce resources such as land, labour and capital by individuals, organisations and societies. It investigates questions such as:

- What are the consequences of the rise in the price of crude oil?
- Why does the average premier league footballer earn more in a fortnight what a nurse earns in a in a year?
- What will be the consequences of Brexit?
- What effect does a rise in interest rates have on the UK?

What makes an A Level economist?

A level economists need a good understanding of the economic environment which surrounds them and an ability to apply this to the ideas which they have learned in the classroom and in their reading. We are living in interesting times. The impact of the sub-prime mortgage crisis and the balance between interest rates and rapid increase in the cost of living are just a few of the economic issues in focus at the moment. Students need to be aware of current developments through reading newspapers and periodicals, watching current affairs programmes and researching, including making use of official data from the Internet.

Career Opportunities

Economics can lead onto a broad range of careers. It is intellectually robust and of contemporary relevance. It can prepare students for very high-powered jobs which can be rewarding financially and intellectually. Economics graduates are employed in a range of posts which may, or may not, be related to the discipline they studied. They work in manufacturing, transport, communications, banking, insurance, investment and retailing industries, as well as in government agencies, consulting and charitable organisations.

In all these settings, employers value economics graduates' understanding of decision-making, their research and analytical skills, and their experience of viewing problems in their national and international context.

H460 A Level

Microeconomics Paper 2 hours

33.33% of A level

- Microeconomic theory
- Theoretical working of the free market

Macroeconomics Paper 2 hours

33.33% of A level

- Macroeconomy functions
- Policy functions
- Changes in macroeconomics over time

Themes in Economics 2 hours

33.33% of A level

- Synoptic paper

Detailed subject content is available at <http://www.ocr.org.uk/qualifications/as-a-level-gce-economics-h060-h460-from-2015/>



English Literature

OCR

General Information

This is an enjoyable course which provides an opportunity to explore the richness and variety of our great literary heritage in all its forms: novels, poetry and plays, from Chaucer's writing in the medieval period to literature published after 2000. An enthusiasm for literature is required, together with a willingness to read widely around the set texts to place them in their cultural and historical contexts and to develop critical understanding of the ways in which literary texts are interpreted. A great deal of independent study is necessary to support the detailed work undertaken in lessons and the course is time-consuming, though very rewarding. The skills developed here are transferable both to university study and a wide range of career options where independent thinking, the evaluation and comparison of information, and close analysis of a variety of sources are required.

The English Literature course comprises three units at A level in Year 13. The assessment of this study is through two closed text examinations, and through two coursework essays.

A level Components

- H472/01 Drama and Poetry pre-1900; 2 hour 30 minutes examination (closed text); 40% of A-level qualification.

Section 1: Two compulsory questions on the studied Shakespeare text, 'Hamlet'.

Section 2: Choice of six questions comparing Chaucer's 'The Merchant's Prologue and Tale' and Ibsen's 'A Doll's House'.

- H472/02 Comparative and Contextual Study: Women in Literature; 2 hour 30 minutes examination (closed text); 40% of A-level qualification.

A choice of three questions comparing two linked novels: Virginia Woolf's 'Mrs Dalloway' and Jane Austen's 'Sense and Sensibility'.

One compulsory question comprising a comparative element with an unseen thematically linked text.

- H472/03 Literature post-1900 Coursework; 20% of A-level

Task 1: an analytical commentary of an extended passage from Tennessee Williams's 'A Streetcar Named Desire' (1000 words)

Task 2: a comparative essay on Kate Grenville's 'The Secret River' and the collected poems of Judith Wright. (2000 words)



French

AQA 7652

This qualification is linear. Students will sit all their exams at the end of the course.

General Information. Why study this subject?

- To enable students to build on the knowledge, understanding and skills gained at IGCSE
- To develop a range of transferable skills, including communication, critical thinking and creativity
- To enhance prospects for university further education and future employment
- To facilitate foreign travel at work and at leisure
- To provide an insight into other cultures and societies
- To provide students with a sound base for further study
- Because it's fun

Skills developed

- Lasting appreciation of language and learning
- Understand and respond in speech and writing to spoken language
- Understand and respond in speech and writing to written language
- Show knowledge of, and apply accurately, the grammar and syntax of the foreign language
- Understand and respond critically in writing in French to the work they have studied (such as the structure of the plot, characterisation, and the use of imaginary or other features as appropriate to the work studied).

General outline of course

The course is studied in 4 double periods per week and also ½ hour a week with the language assistant, who is a native speaker. Students are expected to spend a further 5 hours approximately in guided and independent study, going over the content and grammar of the course and preparing and producing spoken and written work for assessment and reading around the subject.

Career opportunities

Linguists are never unemployed and never underpaid. Only a few linguists will become translators, interpreters or teachers. The majority combine knowledge of a foreign language with other skills. Regarded by employers as both an academic skill and a desirable life skill, the ability to operate in a foreign language is highly sought after in **all careers** and will set a candidate above her peers. It will open doors to travel, employment and enjoyment in a multi-cultural world.

Assessments

- Topics covered are aspects of French-speaking society (current trends and current issues), artistic culture in the French-speaking world and aspects of political life in the French-speaking world.
- Paper 1: Listening, Reading and Writing. 2 hours 30 minutes written examination worth 50% of A-level; Listening, reading and responding to a variety of texts written for different purposes.
- Paper 2: Writing. 2 hours written examination worth 20% of A-Level; Students will answer an essay question in French for each of the two works they have studied (this can be a book and a film, or two books).
- Paper 3: Speaking. Oral exam: 21-23 minutes (including 5 minutes preparation time), worth 30% of A-Level. Discussion and presentation of individual research project on a sub-theme of the A-Level topics.
- No coursework. Examinations taken in June



Further Mathematics

AQA 7367

General Information

The further mathematics course provides students with a broad mathematical base and enables students to extend their mathematical skills to additional areas of mathematics not covered by A2 Mathematics. Students will need to have gained a very good pass at GCSE or IGCSE (preferably an A* grade) and to have demonstrated a definite aptitude for the subject. Enjoyment of mathematics is a crucial factor in the decision to choose this subject. Students who choose to study this subject must also study A2 mathematics.

The further mathematics course provides the additional mathematical content which is desirable (and in some cases necessary) for students wishing to study mathematics, physics or engineering at university.

The specification (currently in draft form) shows that assessment will be via three papers carrying equal weight taken at the end of Year 13. All students study the core units but there is some flexibility in the applications studied, where pupils need to choose two options from Statistics, Mechanics and Discrete Mathematics.

- **Core Topics:** Complex numbers, matrices, algebra and functions, calculus, vectors, polar coordinates, hyperbolic functions, differential equations, trigonometry and coordinate geometry.
- **Mechanics:** Dimensional analysis, momentum and collisions, work, energy and power, circular motion, centre of mass and moments.
- **Statistics:** Discrete random variables and expectation, Poisson distribution, errors, continuous random variables, chi-squared tests, exponential distribution and inference.
- **Discrete Mathematics:** Graphs, networks, linear programming, game theory, binary operations and group theory.



Geography

OCR H481

General Information

The study of geography encourages the development of spatial awareness and a sense of place. The topics studied have relevance to the modern world and maintain a balance between physical and human geography.

Geography develops students' ability to express ideas and arguments clearly and logically in written and oral work. It also provides opportunities to collect and present data in a wide variety of forms, including maps, diagrams, statistical tables, graphs and GIS. There is a strong emphasis on students undertaking their own research. This encourages individual interests to be explored, as well as developing independent research skills and leads towards the Investigative Geography component of the qualification. Local field work is undertaken, as well as a short residential course during the spring term of Year 12. The field work directly supports the course and focuses on coastal processes and urban land use. Detailed case studies are required so that students build up a more complete picture of the dynamic interdependence of physical and human environments.

Geography develops a wide range of transferable skills, which are valued by employers in many areas of work. It also combines well with many other A level subjects.

The specification is assessed with four components:

- **Component 1: Physical Systems** which includes landscape systems and earth's life support systems. 1 ½ hour paper, 22%, 66 marks
- **Component 2: Human Interactions** which includes a study of changing spaces, making places and global connections. 1 ½ hour paper, 22%, 66 marks
- **Component 3: Geographical Debates** which includes questions on the future of food and the hazardous earth. 2 ½ hour paper, 36%, 108 marks
- **Component 4: Investigative Geography** an independent geographical investigation based on primary and secondary data. 20%, 60 marks

The total number of marks available is 300.



History

AQA 7042

General Information

Students will study two periods of history simultaneously and will learn to immerse themselves into these two very different periods of history. In addition to broadening their knowledge, students will work to develop their skills of analysis, essay writing and independence of thought.

Component one, Breadth Study: The Tudors: England 1485-1603 Students study the consolidation of the Tudor dynasty by exploring the decision making of Henry VII before looking at the inheritance of Henry VIII. This will investigate how his own personality and leadership forged and destroyed relationships with other European powers. The course looks at Henry's domestic and religious policy and explores his motives for, and effects of, the Dissolution of the Monasteries. In Year 13, the course builds on this by investigating the religious turmoil during the 'Mid Tudor Crisis' and the legacy which Elizabeth inherited. Finally, the course explores the 'Triumph of Elizabeth' in addressing the legacy of her predecessors and her role in stabilising the Church in England and securing England against foreign invasion.

Component 2, Depth Study: Revolution and Dictatorship: Russia and the Soviet Union, 1914-1953. During this module students investigate the reasons for, and the extent of, change in Russia from the Revolution in 1917 to the death of Stalin. In Year 12, students study the reasons for the downfall of the Tsar and the establishment of communism under Lenin. They then look at how Stalin was able to become the leader of Soviet Russia. In Year 13 students explore the extent of Stalin's control of the state through the use of censorship and propaganda as well as exploring the reforms he made to industry and agriculture. Finally, students assess the role played by World War Two and the impact this had on Stalin's position as the 'Great Patriotic Leader of the Soviet Union'.

Component 3, Personal Study: To end the History A-Level course students investigate a historical issue or event of their choosing. This aims to develop their use of historiography and debate while using and evaluating a variety of sources. The study is defined by its 100 year coverage. Students are taught the key concepts and issues related to the investigation followed by guidance, support and close supervision while the coursework is written up. This element of the course gives students the ability to utilise all of the skills they have learned over the two years to produce a personal independent piece of work which will help to bridge the transition between the Sixth Form and University where work requires greater independence and analytical rigour.



Government and Politics

AQA 7152

General information

Lively, relevant, controversial.....there are many ways to describe A level Politics. There's no denying that it's one of the most interesting and engaging qualifications you can choose. Covering news and current affairs from the UK and US, it helps you understand how the UK country is run and develops research, written communication and debate skills. It also helps to develop your confidence. It's ideal if you're considering studying politics, sociology, ethics, advertising or journalism at university and is highly regarded by employers in industries including politics, international relations and journalism. From September 2017 the Government and Politics specification is changing. The new specification covers the following core content in three papers:

Core content

1. Government and politics of the UK
2. Government and politics of the USA and comparative politics
3. Political ideas

Paper One: The Government and Politics of the UK

Paper one focuses on the theme of political behaviour in the UK. It explores how and why people participate in Politics, the history of democracy within the UK and the ideologies of the main political parties as well as the role of pressure groups in British society. At all times students are advised to keep abreast of the current political scene through reading, watching and listening to the news. In addition to this, the course explores the process of governing the UK; looking at the role of the Cabinet and Parliament, the role of the judiciary and the British constitution. The course will develop greater understanding of the processes of British politics and will look at case studies such as the bombing of Syria and the EU Referendum to forge a deeper understanding of the causes and consequences of these political decisions.

Paper Two: The Government and Politics of the USA and comparative politics

Students will draw upon and extend their political knowledge in studying UK Politics and will begin a comparative study with worldwide politics, focusing on the UK. Students study the American electoral process, political parties, voting behaviour and pressure groups. As the US is our key ally on the world stage the study of its political system is very relevant to our domestic politics as well as international relations. Finally, they examine the constitutional framework of the US Government, analyse the US Congress and understand the contemporary developments in relation to the Executive and the Supreme Court.

Paper Three: Political ideas

Students will explore the main ideologies of Liberalism, Conservatism, Socialism, Nationalism, Feminism, Multiculturalism, Anarchism and Ecologism and their interconnection with world politics.



Computer Science

OCR H446

General Information

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's a creative subject that combines invention and excitement, and can look at the natural world through a digital prism. The aims of this qualification are to enable learners to develop: An understanding and 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. Develop the capacity to think creatively, innovatively, analytically, logically and critically. Develop the capacity to see relationships between different aspects of computer science, and further develop their Mathematical skills.

The course comprises in depth study of the following areas:

The characteristics of contemporary processors, input, output and storage devices, Software and software development, Exchanging data, Data types, data structures and algorithms. The Legal, moral, cultural and ethical issues related to computer science. Elements of computational thinking and problem solving and programming. The development of algorithms to solve problems and standard algorithms. The learner will choose a computing problem to work through according to the guidance in the specification. This involved the analysis of a real world problem, Design of the solution, the developing the coded (programmed) solution and the evaluation of the solution against the criteria.

Assessment

Computer systems (01) 140 marks 2 hours and 30 minutes written paper (40% of A Level)
Algorithms and programming (02) 140 marks 2 hours and 30 minutes written paper (40% of A Level)
Programming project (03) 70 marks Non-exam assessment (20% of A Level)



Mathematics

AQA 7357

General Information

The A2 mathematics course enables students to build on algebraic skills developed during Key Stage 4 and also to study many new areas of mathematics. Students will need to have gained a good pass at GCSE or IGCSE (preferably an A grade) and to have demonstrated a definite aptitude for the subject. Enjoyment of mathematics is obviously also an important factor in the decision to choose this subject.

Mathematics links well with a number of other subjects, the more obvious ones being physics, chemistry, biology and economics. It also provides a useful qualification for advancement into popular areas at university such as science, medicine, business studies and engineering.

Students considering studying mathematics, physics or engineering at university would be advised to follow a further mathematics course in addition to mathematics.

The specification (currently in draft form) shows that assessment will be via three papers carrying equal weight taken at the end of Year 13. There will be an emphasis on proof, problem solving and mathematical modelling.

Core Skills: Algebra and functions coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and numerical methods.

Mechanics: Vectors, quantities and units in mechanics, kinematics, forces, Newton's laws and moments.

Statistics: Sampling, data presentation and interpretation, probability, statistical distributions and hypothesis testing.



Music

Edexcel 8MUS01/ 9MUS01

General Information

The course focuses on three areas of study – performing, composing, and appraising. You will improve your skills in performing and composing in a range of styles. You will listen to a wide range of music and develop a more informed appreciation of how and why it was written and / or performed.

The course is open to students who play a musical instrument to at least ABRSM (or equivalent) Grade 6 and who are able to read music. Students who have studied music at GCSE would have an advantage, however this is not a prerequisite.

The course encourages students to:

- Extend the skills, knowledge and understanding necessary for musical communication
- Engage in the diverse and dynamic heritage of music
- Develop strengths and interests in music, encouraging life-long learning
- Create links between performing, composing and appraising
- Offer a meaningful foundation for the study of Music beyond A level

The Qualification

Content and assessment overview

The Pearson Edexcel Level 3 Advanced GCE in Music is 100% externally assessed, and consists of one written paper and two non-examined assessment components. Students must submit their non-examined assessment (NEA) and complete the exam in May/June in the year of certification.

Component 1: Performing (*Component code: 9MU0/01)

Non-examined assessment: externally assessed

30% of the qualification

60 marks

Content overview

- Approaches to performing

Assessment overview

- A public performance of one or more pieces, performed as a recital.
- Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology.
- The total performance time across all pieces must be a minimum of 8 minutes.
- Performances must be recorded after 1 March in the year of certification and all materials for assessment submitted to arrive by 15 May in the year of certification.



Component 2: Composing (*Component code: 9MU0/02)

Non-examined assessment: externally assessed

30% of the qualification

60 marks

Content overview

- Approaches to composing

Assessment overview

- Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief.
- One composition must be from either a list of briefs related to the areas of study, or a free composition, carrying 40 marks for this component. This composition must be at least 4 minutes in duration.
- One composition must be from a list of briefs assessing compositional technique, carrying 20 marks for this component. This composition must be at least 1 minute in duration, unless the brief specifies a longer minimum duration.
- Total time across both submissions must be a minimum of 6 minutes.

Component 3: Appraising (*Component code: 9MU0/03)

Written examination: 2 hours

40% of the qualification

100 marks

Content overview

- Knowledge and understanding of musical elements, contexts and language.
- Application of knowledge through the context of six areas of study, each with three set works. Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions and New Directions.

Assessment overview

- One written paper of 2 hours, with a total of 100 marks.
- One audio CD with the extracts to accompany questions on the paper will be provided per student.
- This paper comprises two sections: A and B.

Section A: Areas of study and dictation (50 marks)

- Three questions related to the set works (audio and skeleton score provided).
- One short melody/rhythm completion exercise.

Section B: Extended response

- Two essay questions – essay one (20 marks) and essay two (30 marks)
- Essay one asks students to draw links from their study of the set works to the music heard as an unfamiliar extract.
- Essay two gives a choice of three questions that ask students to evaluate the musical elements, context and language of one set work. Each option will be from a different area of study.



Photography

AQA

General Information

This highly creative course aims to give you the confidence and skills to explore a diverse range of themes, and to develop a questioning and analytical attitude. There is a strong emphasis on the teaching of a range of briefs as well as developing and underpinning your research skills.

You are encouraged to explore and experiment through a range of traditional and new photographic media (film based and digital applications). The Digital course is based around a digital SLR camera and Adobe Photoshop. The course requires artistic expression through project based photo-shoots, and is assessed through printed images mounted in a book. This course could include some video based work, which is assessed digitally.

It should be noted that this is an Art based qualification. It is important that students are willing to create visual ideas through responses to a brief as well as use a range of technical equipment.

Leicester High School for Girls provides a well-equipped and modern studio that enables students to enjoy an exciting and supportive atmosphere that values hard work and creativity.

An A level in Photography can lead to many career opportunities within the creative industry, one of the largest employment areas in the UK. Students can progress to study Art Foundation or enter straight onto a degree course in Photography or Film and Photography. Photographic skills can help with all many degree courses from Painting, Sculpture and Fashion to Furniture Design, Ceramics and Graphic Design.

A Level Content

• Component 1 – Portfolio

This component consists of practical work in any photographic medium focusing on the development of a personal theme. Students can choose their own area of study or can respond to themes suggested by the Art Department. The work should show a personal journey of research, experimentation, development and realisation. Work produced should be supported by 1000 – 3000 words of written, critical analysis. This unit should be considered as a major project. Independent gallery visits will be necessary to support both the practical and the written work.

Marked by the centre out of 96 and moderated by AQA – worth 60% of the A level

• Component 2 – Externally set assignment

This unit consists of practical work in any medium. The work is in response to a theme chosen from eight assigned by the examination board. The preparatory work must be completed between February 1st and mid-May. Final realisations must be completed within 15 hours of supervised time. The work should address all of the assessment objectives and aim to demonstrate the process of research, experimentation, development and realisation.

Marked by the centre out of 96 and moderated by the AQA – worth 40% of the total A level.



Physical Education

OCR H555

General Information

A Level Physical Education provides you with the exciting opportunity to gain a deeper understanding of PE. It will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach a sport through the non-exam assessment component, you will also develop a wide-ranging knowledge into the how and why of physical activity and sport.

The combination of physical performance and academic challenge provides an exciting opportunity. You can perform, and then through the academic study, gain the knowledge to improve yours and others' performance or coaching through application of the theory.

The A Level in Physical Education is studied through a range of different contexts and the impact it has on both ours and others' everyday lives becomes clear. You will learn the reasons why we do things, why some people outperform others – mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also the influence that modern technology is having on physical activity and sport.

All areas of content are compulsory. As such you will receive a well-rounded and full introduction to the world of PE, sport and sports science. This complete grounding in the subject provides a fantastic base for you to build when you move on to higher education, employment or further training.

You will have the opportunity to develop a wide-ranging set of key skills, including communication using appropriate language, dealing with pressure, split-second decision making, interpreting and analysing data, as well as analysing and evaluating performance so improvements can be made.

Career opportunities that may benefit from studying Physical Education are; Sports Therapist, Sports Massage, Sports Coach, Sports Scientist, PE Teacher, Sports Journalist, Sports Psychologist, Dietician, Occupational Therapist, Army Instructor, Personal Trainer, Professional Sportsperson, Sports Nutritionist, Youth Worker. Elements of the course may also benefit students wishing to study Medicine or Physiotherapy.

Advanced GCE

The new A Level will be fully linear so assessment of your knowledge and understanding of the whole course takes place at the end of two years of study. It includes the compulsory study of: Applied Anatomy and Physiology, Exercise Physiology, Biomechanical Movement, Skill Acquisition, Sports Psychology, Sport and Society and the Role of Technology in Physical Activity and Sport. Alongside this are the skills of PE which are examined via the NEA component on performance.

The A Level Physical Education specification content is divided into four components. Each component is further sub-divided into topic areas and the detailed content associated with those topics. Components 1-3 are assessed via written examination papers. Component 4 is NEA, and is internally assessed, externally moderated.

The written papers are designed in manageable bite-size chunks rather than long papers, thus aiding revision.



		Marks	Duration	Weighting
Component 1	Physiological Factors Affecting Performance <ul style="list-style-type: none"> Anatomy and Physiology Exercise Physiology Biomechanics 	90	2hrs	30%
	Section A 10 marks, short-answer questions on any topic	10		
	Section B 3x 20 mark questions 1 question per topic – the 20 marks will be broken down into part questions	60		
	Section C 1x 20 mark extended response 'synoptic' question which links two or more topics	20		
Component 2	Psychological Factors Affecting Performance <ul style="list-style-type: none"> Skill Acquisition Sports Psychology 	60	1hr	20%
	Section A 10 marks, short-answer questions on any topic	10		
	Section B 2x 20 mark questions 1 question per topic – the 20 marks will be broken down into part questions	40		
	Section C 1x 10 mark extended response 'synoptic' question which links two or more topics	10		
Component 3	Socio-cultural and Contemporary Issues <ul style="list-style-type: none"> Sport, society and technological influences 	60	1hr	20%
	Section A 10 marks, short-answer questions on any topic	10		
	Section B 2x 20 mark questions on any part of this component The 20 marks will be broken down into part questions	40		
	Section C 1x 10 mark extended response 'synoptic' question which links two or more topics	10		
Component 4	Performance within Physical Education	60		30%
	You will be required to undertake two parts within this component. Part 1: Performance/coaching of a sport or activity from the approved DfE list. Part 2: The Evaluation and Analysis of Performance for Improvement (EAPI) of a sport or activity from the approved DfE list. This does not have to be the same sport or activity that was undertaken in part 1, although it can be. You will identify and justify the major area of weakness within the performance to prioritise for improvement and will propose a long term (2-3 months) development plan to improve the area of performance identified. This component is assessed via NEA.	30 30		



Physics

OCR H556

General Information

Physics is the most fundamental of the sciences. From ants to antennas, from quarks to quasars; the study of physics means trying to find out what the universe is made of, and how these things move and interact with each other.

Physics is beautiful. Physicists love simplicity. They are constantly striving to find the most fundamental ideas that can be used to describe the most complex of phenomena. A very small number of concepts can be used to describe just about the entire mechanical world - from steam engines to the motion of the planets. Not only is this beautiful, it's downright amazing!

Physics is a creative subject. The concepts of physics don't come easily. Someone has to come up with a theory to begin with. This is just as much a creative process as composing music. Experimental physicists sometimes have to be enormously creative in coming up with methods of testing theories and measuring things in the world around them. For example, how do you tell that there is a planet orbiting a star that is so far away that it appears as nothing more than a spec of light in even the most powerful telescopes?

Physics gives you a new appreciation of the world around you. You can look at a rainbow and say "Wow, pretty colours!", or you can marvel at the amazing interactions between photons and electrons that come together in that particular way when light from the sun strikes spherical water droplets in the sky, which you perceive as a multi-coloured arc suspended in the air. Now that's awe!

Physicists are in demand. You can go on to study a wide range of courses such as engineering, materials, space physics, geology, medicine etc. The skills you develop even make physicists desirable for careers in finance and banking too!

Physics is fun. Lastly, studying physics gives you the opportunity of playing with a lot of really cool toys

Subject content

1. Development of practical skills in physics
2. Foundations of physics
3. Forces and motion
4. Electrons, waves and photons
5. Newtonian world and astrophysics
6. Particles and medical physics



Assessments (H556)

Paper 1: Modelling physics

Any content from modules 1, 2, 3, 5 including relevant practical skills

- 15 marks: multiple choice
- 85 marks: structured questions, covering theory and practical skills

2 hour 15 mins
100 marks
A Level – 37%

Paper 2: Exploring physics

Any content from modules 1, 2, 4, 6 including relevant practical skills

- 15 marks: multiple choice
- 85 marks: structured questions, covering theory and practical skills

2 hour 15 mins
100 marks
A Level – 37%

Paper 3: Unified physics

Any content from modules 1 to 6, including relevant practical skills

- 70 marks: structured questions and extended response questions

1 hour 30 mins
70 marks
A Level – 26%

Practical endorsement for physics

This is a linear qualification with all A level examinations at the end of the A level course. A separate endorsement of practical skills will be taken alongside the A level. Competency will be assessed throughout the course as practical work is carried out and recorded in a laboratory note book.



Psychology

AQA

General Information

Psychology is the science of mind, behaviour and experience and involves the study of unconscious mental processes such as thoughts, emotions and memory. Psychology is concerned with the study of human and non-human animals.

The course involves the study of a wide range of topics, such as memory, abnormal behaviour, social influence, forensic psychology and the formation of relationships. This A-level can be combined with a range of arts and science subjects such as biology, mathematics and sociology. Students selecting this course should have gained at least Grade B in GCSE mathematics, as they will be expected to conduct statistical tests on data gathered in order to learn the conventions of reporting psychological investigations.

A qualification in psychology can lead to a diverse range of careers in both the public and private sectors, such as medicine, educational and clinical psychology, teaching, management, advertising, market research, public relations, and occupational health.

The A Level qualification will consist of the following:

Three papers, each worth 33.3% and will be a 2 hour written examination (each).

Paper 1: Introductory topics in Psychology, Social Influence, Memory, Attachment and Psychopathology

Paper 2: Psychology in Context: Approaches, Research Methods with Biopsychology

Paper 3: Issues and Options in Psychology: Schizophrenia, Forensic and Relationships (subject to change)



Religious Studies

WJEC Eduqas

General Information

Religious issues and questions are everywhere – in the history of ideas, in art and literature, in medicine, in current affairs and international events, as well as in our own immediate experience and environment. Religious Studies is a rigorous course of study which is highly regarded by universities because of the skills with which it equips students. Some degree courses actively seek to recruit students with A level Religious Studies. A relevant choice – The Russell Group of top universities has made it clear that Religious Studies A level provides ‘suitable preparation for University generally’ A level Religious Studies can help you move into a variety of careers: law, travel, advertising, personnel, diplomacy, publishing, journalism, the media, teaching and the caring professions. Employers value the independent and critical thinking which students gain from religious studies. This is not a Biblical course, but involves study in the areas of the Philosophy of Religion and religious ethics. A range of methods are used including discussion, independent research and visiting speakers. There will also be the opportunity to attend national conferences for RE and Philosophy.

Summary of Assessment

Learners must study all three components.

Component 1: A Study of Religion

Written examination: 2 hours

33 $\frac{1}{3}$ % of qualification

This component offers the choice of the study of one religion from a choice of six:

Option A: Christianity

Option B: Islam

Option C: Judaism

Option D: Buddhism

Option E: Hinduism

Option F: Sikhism

There will be four themes within each option: religious figures and sacred texts; religious concepts and religious life; significant social and historical developments in religious thought; religious practices and religious identity.

Learners will be expected to answer one question from Section A out of a choice of two and one question from Section B out of a choice of three in this component.

Component 2: Philosophy of Religion

Written examination: 2 hours

33 $\frac{1}{3}$ % of qualification

There will be four themes within this component: arguments for the existence of God; challenges to religious belief; religious experience; religious language.

Learners will be expected to answer one question from Section A out of a choice of two and one question from Section B out of a choice of three in this component.

Questions can be taken from any area of the specification.

Component 3: Religion and Ethics

Written examination: 2 hours

33 $\frac{1}{3}$ % of qualification

There will be four themes within this component: ethical thought; deontological ethics; teleological ethics; determinism; free will.

Learners will be expected to answer one question from Section A out of a choice of two and one question from Section B out of a choice of three in this component.

Questions can be taken from any area of the specification.

This linear qualification will be available in May/June each year. It will be awarded for the first time in summer 2018.



Sociology

AQA

General Information

Sociology is concerned with the study of contemporary society, as well as with more personal and localised issues, such as the place of the family in society and the role of religion.

The course is concerned with the reasons for conflict and stability and is dedicated to getting answers which lie deeper than simple common sense. Sociology develops critical and analytical skills and is an excellent preparation for a wide range of careers. It is a dynamic subject and it is essential that students keep abreast of current affairs. This includes regular reading of quality newspapers and watching news and relevant current affairs programmes on television.

An A level in Sociology provides an excellent background for careers in law, journalism, the caring professions, policing, the civil service, advertising, market research, teaching and a range of management and business areas.

The A Level qualification will consist of the following:

Three papers, each worth 33.3% and will be a 2 hour written examination (each)

- **Paper 1: Education with Theory and Methods**, Education, Methods in Context, Theory and Methods
- **Paper 2: Topics in Sociology**: Families and Households, Beliefs in Society (subject to change)
- **Paper 3: Crime and Deviance with Theory and Methods**: Crime and Deviance, Theory and Research Methods



Spanish

AQA 7692

This qualification is linear. Students will sit all their exams at the end of the course.

General Information. Why study this subject?

- To enable students to build on the knowledge, understanding and skills gained at IGCSE
- To develop a range of transferable skills, including communication, critical thinking and creativity
- To enhance prospects for university further education and future employment
- To facilitate foreign travel at work and at leisure
- To provide an insight into other cultures and societies
- To provide students with a sound base for further study
- Because it's fun

Skills developed

- Lasting appreciation of language and learning
- Understand and respond in speech and writing to spoken language
- Understand and respond in speech and writing to written language
- Show knowledge of, and apply accurately, the grammar and syntax of the foreign language
- Understand and respond critically in writing in French to the work they have studied (such as the structure of the plot, characterisation, and the use of imaginary or other features as appropriate to the work studied).

General outline of course

The course is studied in 4 double periods per week and also ½ hour a week with the language assistant, who is a native speaker. Students are expected to spend a further 5 hours approximately in guided and independent study, going over the content and grammar of the course and preparing and producing spoken and written work for assessment and reading around the subject.

Career opportunities

Linguists are never unemployed and never underpaid. Only a few linguists will become translators, interpreters or teachers. The majority combine knowledge of a foreign language with other skills. Regarded by employers as both an academic skill and a desirable life skill, the ability to operate in a foreign language is highly sought after in **all careers** and will set a candidate above her peers. It will open doors to travel, employment and enjoyment in a multi-cultural world.

Assessments

- Topics covered are aspects of Hispanic society, artistic culture in the Hispanic world, multiculturalism in Hispanic society and aspects of political life in the Hispanic society.
- Paper 1: Listening, Reading and Writing. 2 hours 30 minutes written examination worth 50% of A Level;
Listening, reading and responding to a variety of texts written for different purposes.
- Paper 2: Writing. 2 hours written examination worth 20% of A-Level;
Students will answer an essay question in Spanish for each of the two works they have studied (this can be a book and a film, or two books).
- Paper 3: Speaking. Oral exam: 21-23 minutes (including 5 minutes preparation time), worth 30% of A Level.

Discussion and presentation of individual research project on a sub-theme of the A Level topics.

- No coursework. Examinations taken in June.