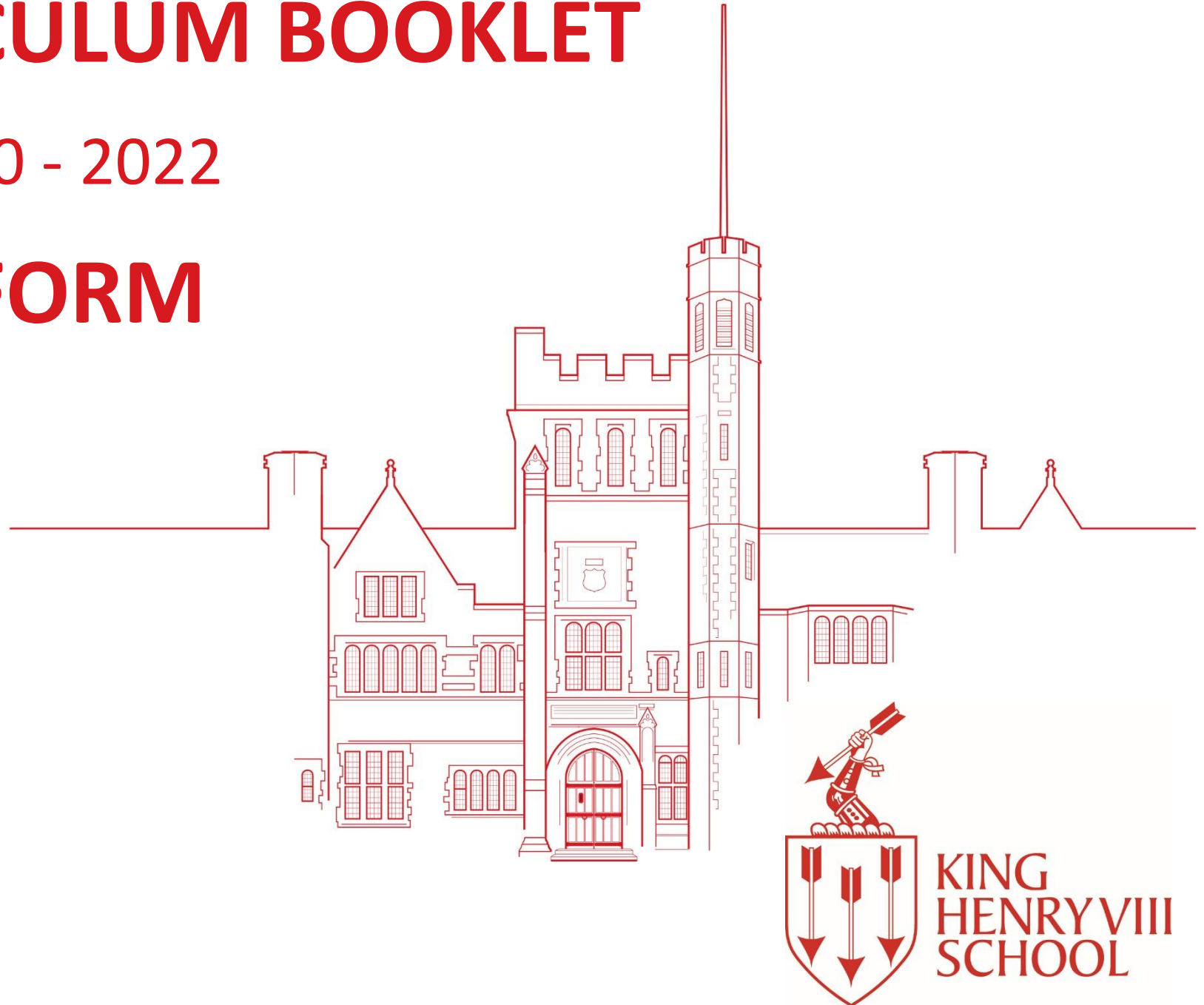


# CURRICULUM BOOKLET

Entry 2020 - 2022

## SIXTH FORM





Dear Students and Parents,

This curriculum booklet has been put together as part of the Home-School partnership. As the courses at A Level become specialised it only contains a brief overview of course content, information of the examination board, specification number and modules studied. The website addresses are given for the examination board where detailed information can be found. Please take care to ensure you use the current qualifications. The course codes given in each subject should ensure that you get the correct one. In this booklet you will see the information for both Year 12 and Year 13 as all assessments take place at the end of Year 13.

A levels are a tough course for students and they need to get on board with each course rapidly. As a guide they should be undertaking 6 hours of study per week per subject outside of lessons. We have various key assessment points in the Sixth Form to aid students in preparation for terminal examinations. These are reported to you via a grade card. Key assessments include:

**Y12:** November Assessments – within lessons followed by a Parents’ Evening.

February Assessments off timetable.

End of Year 12 Exams (internal exams only).

May- Internal Examinations.

**Y13:** November Assessments – within lessons followed by a Parents Evening.

February/March - A Level mock examinations.

May/June - External Examination for all A Level Subjects.

The standard course for the Sixth Form is now 3 A levels studied over 2 years and the Extended Project Qualification studied (in Year 12 only). There are a few students who start Year 12 studying 4 A level subjects. They will be given separate advice about how this will work for them. These students will all have the opportunity to study for the EPQ in Year 13 provided they have dropped to 3 full A Levels.

The only subject which has non-exam assessment in Year 12 is the EPQ. The guidance does not change- keep up to date, listen and act on advice given - this is true whenever the non-exam assessment is done. With the EPQ many marks are gained for the log of the process of the project not just the final essay. All non-exam deadlines whether in Year 12 or 13 are likely to be BEFORE Easter. The internal marking of non-exam assessments is carried out in accordance with the procedures laid down by the examination boards. Students may ask for a review of marking. This should be done in writing within 2 working days of pupils being informed of the mark. A copy of the procedure can be obtained on application to myself.

PSHE education at King Henry VIII School is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

The aim of PSHE education is to provide pupils with:

- Accurate, balanced and relevant knowledge;
- Opportunities to turn that knowledge into personal understanding;
- Opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities;

- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives;
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

The PSHE programme at King Henry VIII School is guided by three core themes:

- Health and Wellbeing;
- Relationships;
- Living in the Wider World.

I hope that you will find this booklet informative and useful.



Mr R Sewell,  
Deputy Head

October 2020

## NON-EXAMINED COURSES

<p><b>Extended Studies</b> This course provides students with opportunities to enrich their personal and independent study. Students extend their classroom study by selecting four choices from a range of options. Each option block runs for 6 weeks.</p>	<p>Option choices vary each year depending on staffing, they may include (among others): Young Enterprise, Young Engineers, (both whole year courses) Beginner's Italian, Debating the News, Healthy Living, Maths for Biology, Practical use of Excel, Puzzle design, Radio, Philosophy, Horticulture, Everyday Biology, Coventrian Editing</p>	
<p><b>Games</b> Students are able to choose from the following activities to do on a Wednesday afternoon. Alternatively, students may opt to do Community Service where they devote the afternoon to helping in the community.</p>	<p><b>Autumn &amp; Spring</b> Boys: Rugby, Hockey, Fitness, Badminton, Multi Sports Cross Country, Swimming, Football  Girls: Netball, Hockey, Fitness, Multi Sports, Badminton, Cross Country, Swimming</p>	<p><b>Summer</b> Boys: Cricket, Athletics, Multi Sports, Tennis, Cross Country, Swimming.  Girls: Athletics, Rounders, Tennis, Multi Sports, Cross Country, Swimming.</p>
<p><b>PLEASE NOTE due to COVID-19 games sessions are likely to change throughout 2020-2021 with new regulations and guidance being released regularly.</b></p>		
<p><b>PSHE Year 12</b></p>		
<p>Life after Henry's - Gap Year by Tegan CVs Myers Briggs profiling Hand out Time Management sheets ALIS assembly Time Management A Level grade reviews following grade cards L6 Charity - Rotary shoeboxes (if applicable) Driving video Mindfulness &amp; wellbeing workshop - Bhavik Shah Academic Review of Grade card, November Assessments and academic review of targets. Abusive relationships</p>	<p>Higher Education Jargon Jungle Deadlines matter Why go to university YPEC – Consent Mindfulness workshop – Bhavik Shah Prefect Training Y12 Assessments Academic review of February Assessments &amp; Grade Cards YPEC – STIs Reports process Reappraise academic targets Introduce UCAS and explore link/website</p>	<p>U6/L6 Peer Advice UCAS Preparing for HE application PIFs</p>

<b>PSHE Year 13</b>		
My UCAS choices & unplanned Gap Year by Tegan UCAS Review of preparations for November Assessments. Rotary Shoebox launch Post GCSE application process, 6 <sup>th</sup> form talks. Review of preparations for November Assessments. Post GCSE application process, 6 <sup>th</sup> form talks. Clair Atkinson – Interview skills workshop Academic Review of Grade card, November Assessments and UCAS predicted grades General Student Finance	Stem Cells – Anthony Nolan Trust Blood Donation – NPM Meningitis – Angela Cloke UCAS CF/CI review and review of preparations for Mock exams Stress Management Mindfulness Year 13 Mocks YPEC – LGBT Academic Review of Grade card, November Assessments and UCAS predicted grades YPEC – Pregnancy and termination YPEC - Cancer Awareness	U6/L6 Peer Advice UCAS Preparing for Leavers Day

**EPQ** - studied by ALL, except those doing 4 subjects who will have the option to study for EPQ in Year 13.

**Extended Project Qualification (Level 3)**

AQA [www.aqa.org.uk](http://www.aqa.org.uk)

AS Level only 9990

<b>Brief outline of course content</b>	<b>Type</b>	<b>%</b>
This qualification enables the students to research an area of their choice in depth. They produce either a written essay of 5000 words or an artefact, with a brief written piece of 1500 words. They also have to give a presentation of their research alongside maintaining a detailed log book. Marks are gained for the process, as described in the logbook, as well as the final outcome.	Non Exam If studied in Year 12 the EPQ is submitted in May of Lower VI.	100

# Art

OCR [www.ocr.org.uk](http://www.ocr.org.uk)

## A Level

H601 (Fine Art)

H603 (Photography)

Brief outline of course content	A Level Assessment	Type	%
<p>The practical work should show</p> <ul style="list-style-type: none"><li>• Independently developed ideas through sustained and focused investigations</li><li>• Material informed by contextual and other sources that informs the development of their work</li><li>• explored ideas, techniques or processes</li><li>• critically reviewed and refined work as it progresses</li></ul>	<p>Personal Investigation (01)</p> <p>Learners should produce two elements:</p> <p>(i) a portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by the learner or centre</p> <p>(ii) (ii) a related study: an extended response of a guided minimum of 1000 words.</p>	Non Exam	60
<p>The related study should show knowledge and understanding of art historical movements, genres, practitioners and artworks, considering the way that these change and evolve within chronological and other frameworks</p>	<p>Externally set task (02)</p> <p>Students are provided with a number of themes and starting points and they produce a response to them.</p>	15 hours supervised time (3 days)	40

# Biology

OCR [www.ocr.org.uk](http://www.ocr.org.uk)

A Level H420

Brief outline of course content	A Level Assessment	Type	%
Module 1 Development of practical skills Module 2 Foundations in biology Module 3 Exchange and transport Module 4 Biodiversity, evolution and disease Module 5 Communication, homeostasis and energy Module 6 Genetics, evolution and ecosystems  There is also a compulsory field study trip in June of Year 12.	Paper 1 Biological processes Modules 1-3, 5	2¼ hr Exam	37
	Paper 2 Biological diversity Modules 1, 2, 4, 6	2¼ hr Exam	37
	Paper 3 Unified Biology Modules 1-6	1½ hr Exam	26
	Practical endorsement for Biology. Reported as separate Pass/Fail with the A level grade.	Non-Exam	0



# Business

Edexcel [www.pearson.com](http://www.pearson.com)

A Level 9BS0

Brief outline of course content	A Level Assessment	Type	%
Theme 1 Marketing and people <ul style="list-style-type: none"><li>Meeting customer needs, marketing mix and strategy, managing people, entrepreneur's and leaders.</li></ul> Theme 2 Managing Business Activities <ul style="list-style-type: none"><li>Raising finance and financial planning, managing finance, resource management, external influences.</li></ul> Theme 3 <ul style="list-style-type: none"><li>Business objectives &amp; strategy, business growth, decision-making techniques, influences on business decisions, assessing competitiveness, managing change.</li></ul> Theme 4 <ul style="list-style-type: none"><li>Globalisation, global markets and business expansion, global marketing, global industries and companies.</li></ul>	Paper Themes 1 + 4	2 hr Exam	35%
	Paper Themes 2 + 3	2 hr Exam	35%
	Themes 1-4, based on a brand business context, pre-released early in Y13	2 hr Exam	30%

# Chemistry

AQA [www.aqa.org.uk](http://www.aqa.org.uk)

A Level 7405

Brief outline of course content		A Level Assessment	Type	%
Year 12	3.1.1. Atomic Structure	Paper 1- Physical Chemistry, Inorganic Chemistry and relevant practical skills.	2 hr Exam	35
	3.1.3. Bonding			
	3.2.1. Periodicity			
	3.2.2. Group 2 (Mg – Ba)	Paper 2- Physical Chemistry, Organic Chemistry and relevant practical skills.	2 hr Exam	35
	3.2.3. Group 7 (F – I)			
	3.1.7. Oxidation and reduction			
	3.1.4. Enthalpy	Paper 3 – Any contents and Any practical Skills.	2 hr Exam	30
	3.1.5. Kinetics			
	3.1.6. Equilibrium			
	3.1.2. Amount of substance	Practical endorsement for Chemistry Reported as separate Pass/Fail with the A level grade.	Non Exam	0
	3.3.1. Introduction to Organic Chemistry			
	3.3.2. Alkanes			
	3.3.3. Halogenalkanes			
	3.3.4. Alkenes			
	3.3.5. Alcohols			
	3.3.6. Organic Synthesis			
Year 13	3.1.10. Equilibrium			
	3.1.8. Thermodynamics			
	3.1.12. Acids and bases			
	3.2.4. Periodicity			
	3.2.5. Transition metals			
	3.2.6. Aqueous ion chemistry			
	3.1.11. Electrode potentials and cells			
	3.3.13. Anti-cancer drugs			
	3.1.9. Rates 2			
	3.3.7. Optical isomerism			
	3.3.8. Aldehydes and ketones			
	3.3.9. Carboxylic acids and their derivatives			
	3.3.10. Aromatic chemistry			
	3.3.11. Amines			
	3.3.12. Polymers			
	3.3.13. Amino acids			
3.3.14. Organic Synthesis				
3.3.15. NMR				
3.3.16. Chromatography				

# Classical Civilisation

OCR [www.ocr.org.uk](http://www.ocr.org.uk)

A Level H408

Brief outline of course content	A Level Assessment	Type	%
Paper 1: Literary Techniques and composition, The heroic world: Characteristics and themes The social, cultural and religious context Historical and political background.	H08/11 The World of the Hero: in-depth study of the Odyssey and Aeneid	2 hrs 20 mins Exam	40
Paper 2: Literature and visual/ material culture of the period, this component allows learners to examine the ways in which Augustus conveyed his personal brand to all social classes of Rome.	H408/22 Culture and the Arts: Imperial Image (how Augustus sells himself)	1 hr 45 mins Exam	30
Paper 3:  The political thought of the period from Sulla's retirement in 79 BC to the death of Cicero in 43 BC, through examining Marcus Porcius Cato ('Cato the Younger'), Gaius Julius Caesar, and Marcus Tullius Cicero.	H408/33 Beliefs and Ideas: Politics of the Late Republic (Caesar and Cicero)	1 hr 45 mins Exam	30

# Computer Science

OCR [www.ocr.org.uk](http://www.ocr.org.uk)

A Level H446

Brief outline of course content	A Level Assessment	Type	%
<b>Paper 1: Computer systems</b> <ul style="list-style-type: none"><li>• The characteristics of contemporary processors, input, output and storage devices</li><li>• Software and software development</li><li>• Exchanging data</li><li>• Data types, data structures and algorithms</li><li>• Legal, moral, cultural and ethical issues</li></ul>	Computer systems (01)	2½ hr Exam	40
<b>Paper 2: Algorithms and programming</b> <ul style="list-style-type: none"><li>• Elements of computational thinking</li><li>• Problem solving and programming</li><li>• Algorithms to solve problems and standard algorithms</li></ul>	Algorithms and programming (02)	2½ hr Exam	40
<b>Programming Project</b> <p>The learner will choose a computing problem to work through according to the guidance in the specification.</p> <ul style="list-style-type: none"><li>• Analysis of the problem</li><li>• Design of the solution</li><li>• Developing the solution</li><li>• Evaluation</li></ul>	Programming project (03)	Non Exam Assessment	20

## Design Technology- Product Design

OCR [www.ocr.org.uk](http://www.ocr.org.uk)

A Level H406

Brief outline of course content	A Level Assessment	Type	%
The key to this course is creativity. You will learn a wide variety of techniques and skills, how to design and present your most creative ideas using CAD, models and sketch work. The final design project portfolio will have all the expected, design, make and evaluation sections but depends on flair and innovation.	Component 1 Principles of Product Design	1½ hr Exam	26.7
	Component 2 Problem solving in Product Design	1 hr 45 mins Exam	23.3
	Component 3 Iterative Design Project	Non Exam Approx. 65 hours	50

# Drama

Edexcel [www.edexcel.com](http://www.edexcel.com)

A Level 9DR0

Brief outline of course content	A Level Assessment	Type	%
<p><b>Devising:</b> Interpreting, creating and developing a devised piece from one key extract from a performance text and applying the methods of one practitioner. A group performance/design realisation of the devised piece. Analysing and evaluating the creative process and devised performance.</p> <p><b>Text in Performance:</b> Students will develop and demonstrate theatre-making skills, appropriate to their role as a performer or designer. They will explore how they realise artistic intentions in performance.</p> <p><b>Theatre Makers in Practice:</b> Students consider, analyse and evaluate how different theatre makers create impact. This consists of:</p> <ul style="list-style-type: none"><li>A) A written evaluation of a play seen live as a class (audience point of view)</li><li>B) A study of a text from an actor and designer's point of view (the choices you would make in performance/ design)</li><li>C) A study of a text from a director's point of view</li></ul>	<p>Component 1: Devising</p> <ul style="list-style-type: none"><li>1) Written portfolio to accompany devised piece</li><li>2) Devised original performance piece</li></ul>	Written and performance coursework Non- Exam	40
	<p>Component 2: Text in Performance</p> <ul style="list-style-type: none"><li>1) Group performance/ design option</li><li>2) Monologue or duologue performance/ design option</li></ul>	Performance coursework Non-Exam	20
	<p>Component 3: Theatre Makers in Practice</p> <p>three playtexts</p> <p>Section A – Live Theatre Evaluation</p> <p>Section B – Page to Stage</p> <p>Section C – Interpreting a Performance Text – one extended response question based on a playtext studied</p>	2½ hr Exam	40

# Economics

AQA [www.aqa.org.uk](http://www.aqa.org.uk)

A Level 7136

Brief outline of course content	A Level Assessment	Type	%
<b>Individuals, firms, markets and market failure</b> 1. Economic methodology and the economic problem 2. Individual economic decision making 3. Price determination in a competitive market 4. Production, costs and revenue 5. Perfect competition, imperfectly competitive markets and monopoly 6. The labour market 7. The distribution of income and wealth: poverty and inequality 8. The market mechanism, market failure and government intervention in markets  <b>The national and international economy</b> 9. The measurement of macro-economic performance 10. How the macro-economy works : the circular flow of income, AD/AS analysis, and related concepts 11. Economic performance 12. Financial markets and monetary policy 13. Fiscal policy and supply-side policies 14. The international economy	Paper 1 –Markets and market failure (1-8) 5, 10-13)	2 hr Exam	33⅓
	Paper 2 - National and international economy (9-14)	2 hr Exam	33⅓
	Paper 3- Economic principles and issues (All of 1-14)	2 hr Exam	33⅓

## English Language

AQA [www.aqa.org.uk](http://www.aqa.org.uk)

A Level 7702

Brief outline of course content	A Level Assessment	Type	%
The six areas of study within A-Level English Language are as follows: 1. Textual variations and representations 2. Language diversity & Change 3. Writing skills 4. Methods of language analysis 5. Children's language development 6. Language discourses	Paper 1. Language, the Individual and Society (1, 4, 5)	2½ hr Exam	40
	Paper 2. Language, Diversity and Change (2, 3, 4, 6)	2½ hr Exam	40
	Paper 3. Language in Action- Language investigation (2000 Words) and original writing. (1500 words)	Non Exam	20

## English Literature

Edexcel [www.edexcel.com](http://www.edexcel.com)

A Level 9ET0

Brief outline of course content	A Level Assessment	Type	%
The study of A-Level English Literature includes: <ul style="list-style-type: none"><li>• A knowledge and understanding of the contexts in which texts have been produced and how these contexts influence meaning.</li><li>• A knowledge and understanding of a range of literary texts, making connections and exploring the relationships between texts, responding critically and creatively.</li><li>• Responding to and evaluating texts, drawing on interpretations by different readers such as literary critics</li><li>• Communicating fluently, accurately and effectively demonstrating a close, perceptive knowledge, understanding and evaluation of texts.</li></ul>	Paper 1: Drama - studying one Shakespeare play (and critical essays) and one other drama.	2¼ hr Exam	30
	Paper 2: Prose - studying two prose texts from a chosen theme. One text is pre 1900.	1¼ hr Exam	20
	Paper 3: Poetry - studying poetic form, meaning and language, using a selection of post 2000 poetry and a specified range of poetry from a literary period.	2¼ hr Exam	30
	Paper 4: Coursework - students study a further two texts and write a comparative essay.	Non Exam	20



# Geography

CIE [www.cie.org.uk](http://www.cie.org.uk)

A Level- 9696

Brief outline of course content	A Level Assessment	Type	%
Physical: Hydrology & fluvial geomorphology, Atmosphere and weather, Rocks and weathering Coastal and Hazardous environments.  Human: Population, Migration, Settlement dynamics Environmental management • Global interdependence  Core Physical: <ul style="list-style-type: none"> <li>• Hydrology &amp; Fluvial geomorphology</li> <li>• Atmosphere &amp; Weather</li> <li>• Rocks &amp; Weathering</li> </ul> Core Human: <ul style="list-style-type: none"> <li>• Population</li> <li>• Migration</li> <li>• Settlement Dynamics</li> </ul> Advanced Human Options <ul style="list-style-type: none"> <li>• Environmental Management</li> <li>• Global Interdependence</li> </ul> Advanced Physical Options: <ul style="list-style-type: none"> <li>• Coastal Environments</li> <li>• Hazardous Environments</li> </ul>	Paper 1 Core Physical Geography	1½ hr Exam	25
	Paper 2 Core Human Geography	1½ hr Exam	25
	Paper 3 Advanced Physical Options	1½ hr Exam	25
	Paper 4 Advanced Human Options	1½ hr Exam	25

# History

AQA [www.aqa.org.uk](http://www.aqa.org.uk)

A Level 7042

Brief outline of course content	A Level Assessment	Type	%
1C provides for the study in breadth issues of change, continuity, cause and consequence in Tudor England.	Component 1: Breadth Study 1C The Tudors: England 1485-1603	2½ hr Exam	40
2L provides for the study in depth of a period of Italian history during which democracy gave way to Fascism. It requires an exploration of concepts such as liberalism, extremism, Fascism and authority.	Component 2: Depth Study 2N Revolution and Dictatorship in Russia 1917-1953	2½ hr Exam	40
The Historical Investigation is based on a development or issue, which has been subject to different historical interpretations.	Component 3: Historical Investigation Germany 1890-1990:- Unity, war, ideology, division and re-unification	3500-4000 word Non-Exam	20

# Modern Foreign Languages

## French

AQA [www.aqa.org.uk](http://www.aqa.org.uk)

A Level 7652

Brief outline of course content	A Level Assessment	Type	%
Aspects of French-speaking society: current trends Aspects of French-speaking society: current issues Artistic culture in the French-speaking world Aspects of political life in the French-speaking world Grammar Study of two set texts or one text and a play.  No dictionaries are allowed in any of the assessments.	Paper 1: Listening, reading and writing	2½ hr Exam	50
	Paper 2: Writing Two essay questions from set text and/or film	2 hr Exam	20
	Paper 3 Speaking- add on 5 min for preparation time. Discussion on one sub theme and presentation of individual research project	16-18 min Oral exam	30

## German

AQA [www.aqa.org.uk](http://www.aqa.org.uk)

A Level 7662

Brief outline of course content	A Level Assessment	Type	%
Aspects of German-speaking society Artistic culture in the German-speaking world Multiculturalism in German-speaking society Aspects of political life in German-speaking society Grammar Study of two set texts or one text and a film.  No dictionaries are allowed in any of the assessments.	Paper 1: Listening, reading and writing	2½ hr Exam	50
	Paper 2: Writing Two essay questions from set text and/or film	2 hr Exam	20
	Paper 3 Speaking- add on 5 min for preparation time. Discussion on one sub theme and presentation of individual research project	16-18 min Oral exam	30

## Italian

Edexcel [www.edexcel.com](http://www.edexcel.com)

A Level 9INO

Brief outline of course content	A Level Assessment	Type	%
Changes in Italian society. The political and artistic culture of Italian-speaking countries. Italy: A society in evolution. From Fascism to the present day. Study of two set texts or one text and a film Independent research project	Paper 1: Listening, reading and translation (Italian to English)	2 hr Exam	40%
	Paper 2: Written response to works and translation (English to Italian)	2 hr 40 mins	30%
	Paper 3: Speaking One stimulus card followed by discussion of independent research project	21-23 mins (including 5 mins preparation)	30%

## Spanish

AQA [www.aqa.org.uk](http://www.aqa.org.uk)

A Level 7692

Brief outline of course content	A Level Assessment	Type	%
Aspects of Hispanic society Artistic culture in the Hispanic world Multiculturalism in Hispanic society Aspects of political life in Hispanic society Grammar Study of two set texts or one text and a play.  No dictionaries are allowed in any of the assessments.	Paper 1: Listening, reading and writing	2½ hr Exam	50
	Paper 2: Writing Two essay questions from set text and/or film	2 hr Exam	20
	Paper 3 Speaking- add on 5 min for preparation time. Discussion on one sub theme and presentation of individual research project	16-18 min Oral exam	30

## Music

AQA [www.aqa.org.uk](http://www.aqa.org.uk)

A Level 7272

Brief outline of course content	A Level Assessment	Type	%
Students develop and apply in-depth understanding of musical analysis, composition and performance. There are set areas of study: Mozart opera, Romantic piano music, Baroque solo concerto (compulsory) plus two from Pop Music, Music for Media, Music for Theatre, Jazz, Contemporary Traditional Music, and Art Music Since 1910. Areas of study can provide a rich source of material for students to work with when developing both performance and composition	Component 1: Appraising Music: Listening, Analysis and Contextual Understanding.	2½ hr Exam	40
	Component 2: Performance: A minimum of 10 minutes of performance (solo or ensemble) Externally marked.	Non Exam	35
	Component 3: Composition: One composition to a brief and one free composition. In total a minimum of 4½ mins of music. Externally marked	Non Exam	25

# Physics

AQA [www.aqa.org.uk](http://www.aqa.org.uk)

A Level 7408

Brief outline of course content	A Level Assessment	Type	%
1. Measurement and their errors 2. Particles and radiation 3. Waves 4. Mechanics and materials 5. Electricity 6. Further mechanics (periodic motion) + Thermal Physics 7. Fields and their consequences 8. Nuclear Physics  Option topics usually one of 9. Turning Points in Physics 10. Astro Physics 11. Medical Physics 12. Engineering Physics	Paper 1- Sections 1-5 + Periodic motion	2 hr Exam	34
	Paper 2- Sections 1-5, 7, 8 + Thermal Physics	2 hr Exam	34
	Paper 3 – Practical skills and data analysis One option topic (eg Turning Points in Physics, Astrophysics, Medical Physics, Engineering Physics)	2 hr Exam	32
	Practical endorsement for Physics Reported as separate Pass/Fail with the A level grade.	Non Exam	0

# Physical Education

OCR [www.ocr.org.uk](http://www.ocr.org.uk)

A Level H555

Brief outline of course content	A Level Assessment	Type	%
01: Applied anatomy and physiology, Exercise physiology, Biomechanics	Component 1 Physiological factors affecting performance	2 hr Exam	30
02: Skill acquisition, Sports Psychology	Component 2 Psychological factors affecting Performance	1 hr Exam	20
03: Sport and society, Contemporary issues in physical activity and sport	Component 3 Socio-cultural issues in physical activity and sport	1 hr Exam	20
04: Performance or coaching, Evaluation and analysis of performance for improvement (EAPI)	Component 4 Performance in physical education	Non Exam	30

# Psychology

EDUQAS (welsh) [www.eduqas.co.uk](http://www.eduqas.co.uk)

A Level 601/6044/5

Brief outline of course content	A Level Assessment	Type	%
Component 1: The 5 psychological approaches Biological, Psychodynamic, Behaviourist, Cognitive, Positive	Component 1: Psychology: Past to Present	2¼ hr Exam	33⅓
Component 2: The principles of research, and psychological investigations. These research methods need to be applied to a novel scenario.	Component 2: Psychology: Investigating Behaviour	2¼ hr Exam	33⅓
Component 3: Study of three behaviours, stress, schizophrenia and one from Addictive, Autistic, Bullying or criminal behaviours. In addition students look at 5 controversies in Psychology Cultural bias, Ethical costs of conduction research, research with non-human animals, scientific status of Psychology and sexism in Psychology.	Component 3: Psychology: Implications in the Real World	2¼ hr Exam	33⅓



# Religious Studies

OCR [www.ocr.org.uk](http://www.ocr.org.uk)

A Level H573

Brief outline of course content	A Level Assessment	Type	%
<p>Philosophy of Religion (C1) – Students will study a variety of philosophical topics, such as:</p> <ul style="list-style-type: none"> <li>• Ancient Philosophy</li> <li>• The Philosophy of the mind, body and soul</li> <li>• Arguments for and against the existence of God, including challenges to belief such as the problem of evil</li> <li>• The nature and impact of religious experiences</li> <li>• Philosophical issues in language</li> </ul> <p>Religion and Ethics (C2) – Students will study a number of ethical theories and issues, such as:</p> <ul style="list-style-type: none"> <li>• Normative ethical theories, religious and non-religious</li> <li>• The ethics of euthanasia and business</li> <li>• Meta-ethics and ethical language</li> <li>• The conscience from the perspective of Freud and Aquinas</li> <li>• Sexual ethics</li> </ul> <p>Developments in Christian Thought (C3) – Students will study a number of religious and theological topics, such as:</p> <ul style="list-style-type: none"> <li>• Human nature</li> <li>• Interpretations of the afterlife</li> <li>• Models of understanding Christ</li> <li>• Moral action and moral principle</li> <li>• Contemporary challenges: pluralism and secularisation</li> <li>• Liberation theology</li> <li>• Feminism</li> </ul>	Component 1: Philosophy of Religion	2 hr Exam	33⅓
	Component 2: Religion and Ethics	2 hr Exam	33⅓
	Component 3: Developments in Christian Thought	2 hr Exam	33⅓





