



**QUEEN MARY'S
GRAMMAR SCHOOL**



A level Options 2020



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Introduction

We invite you to consider studying A Levels in our highly successful grammar school Sixth Form. This booklet is designed to inform you and your parents about the decisions you have to make, and the requirements you have to meet, before taking up the challenge of courses at Queen Mary's. The Sixth Form is not only an excellent preparation for higher education at university or college, but also for a worthwhile job at 18. This is a crucial decision for you and one that should be taken in an informed and intelligent way.

The School

Queen Mary's Grammar School was founded in 1554 by Queen Mary Tudor with, originally, a handful of pupils next to Walsall Parish Church. Now on a modern and well-equipped site in the south of the town, there are 1142 pupils, of which 426 are in the Sixth Form. Queen Mary's gained Academy status in 2011 and is a founder member of the Mercian Multi-Academy Trust. It is a traditional grammar school with an excellent academic record, but it is also a friendly community where you will have many opportunities to develop as a person.

The Sixth Form...

We have high expectations of our Sixth Formers in terms of commitment both to academic study and to the school community. Increasingly, you will take responsibility for your programme of work; you will also hold positions of trust and responsibility and develop leadership skills. The Sixth Form course is a partnership: we are working together for you to achieve the best possible results in a very competitive world. In 2012, we opened a new Sixth Form Block, the Collier Centre, to give our students the best possible environment in which to learn. This multi-purpose building incorporates a university style lecture theatre, with breakout seminar rooms and a community common room complete with furniture designed and made by recent pupils who have founded their own business. It is an inspirational place.

...at Queen Mary's

We believe that enjoyment and achievement go hand-in-hand. We can offer you:

- **An excellent academic record:** 62% of grades in 2019 were at A*, A or B and the vast majority of our pupils go on to study at top universities. We have a long tradition of success in preparing students for medical-related courses and also for Oxbridge applications. We are able to offer a wide range of courses taught by experienced and highly qualified teachers. Our students enjoy learning and it shows in their commitment and enthusiasm.
- **An exciting range of extra-curricular activities:** the spirit of our Latin motto (approximately: "you get out what you put in") gives life to a wide range of activities. We have music and drama, sports teams taking part in Rugby, Hockey, Cricket and Cross Country fixtures, and a nationally-successful Combined Cadet Force with a wide programme of Army and RAF activities. We are particularly proud to own a Field Centre, Farchynys, in the Barmouth Estuary. There will be opportunities to travel, pursue minority interests and to give something back through volunteering and mentoring: it's all part of learning to live life to the full.

We are a community which cares about your child's mental health and wellbeing:

- We have a large team of staff who are Mental Health First Aid trained, including a Safeguarding & Welfare Officer and a Social, Emotional & Mental Health mentor, both of whom are on hand for pupils to discuss their mental health difficulties with.
- Every year we run a mental health awareness week in February; our QMGs Wellbeing Group meets every fortnight to discuss and carry out projects within the school and local community. Rainbow Soc, our group for LGBT+ pupils and their straight allies, meets weekly for presentations and discussions.
- Year 12 pupils can opt to join the Change Your Mind team as a non-academic timetabled option, creating and delivering mental health and wellbeing workshops for over 20 primary schools in Walsall



Entry Requirements

For Year 11 pupils at QMGS, individual offers (specifying numbers and quality of GCSE passes) will be made in the Spring term. We want as many as possible of our pupils to stay on in the Sixth Form, but the academic courses we offer may not be the most helpful option for some.

For those wishing to join us from other schools (121 students chose to do that in 2019), individual offers will also be made. You will have the opportunity to visit the school at our Sixth Form Open Evening in November 2019 (check the website for details) where you can meet with existing students and members of staff to learn more about the courses and the community. Students to whom we make conditional offers to study here will also have an individual meeting with a senior member of staff before they commit to their place. We have had many highly successful students (both boys and girls) join us for their A level courses.

The bottom line: From September 2020, candidates will be required to achieve 54 points in their best 8 GCSEs, including level 6s in English (language or literature) and mathematics. At least 3 must be at level 7 or higher, in the subjects wished to be taken at A-Level.

Options Procedures

You will choose three subjects which you will study through to full A-level status in the summer of 2022. Students may choose one of their A-level courses from those offered at our partner MAT schools. You will also be expected to follow another academic option. This may be Further Maths, the EPQ or a range of other courses (some yet to be finalised).

The options blocks will then be devised once applicants have made their options. Therefore, it is possible that in some unusual cases that a certain subject combination may not be possible. We will advise you if this is the case. Our partnerships within the Mercian Multi-Academy Trust, and in particular with Queen Mary's High School, mean that in A-Level subjects where we may become over-subscribed, we may still be able to offer you a place studying that subject at another location. There are currently over 50 sixth form students studying an A Level at another school in the Mercian Trust and we expect this number to grow in the future.

We will also expect that you take on an element of mentoring or volunteering during your time in the sixth form. This may be within the School (such as a STEM ambassador working with younger students) or with a range of our partners (such as Walsall Studio School or a local care home).

The final expectation is that you become involved with an extra-curricular activity in order to develop key employability skills, such as leadership, teamwork and organisation. This may be in the established activities (such as sport, CCF or on an international trip) or you could run an activity that, as yet, doesn't exist. The crucial aspect here is that we expect *you* to become part of our School community.

Making Decisions

There are many reasons for choosing a particular range of subjects to study, but it is important that you should **not** be influenced by the following:

- What are your friends going to do? Your friends' futures are not yours.
- Is one subject easier than another? There are no easy options at this level.
- Which teachers do you like best? There is no guarantee that you will be taught by a particular teacher.

Instead, we advise you to consider the following:

- Which subjects do you enjoy? Enjoyment goes a long way to promoting success. You should not take subjects that you dislike or find difficult because you think they might be "good" for you. For example, you are likely to have a better future with a grade A in English or French, than a grade E in Maths or Physics.



- In which subjects have you been most successful? The quality of your GCSE grades can be a determining factor when your UCAS application is considered by universities. (However, GCSE performance is not the only, or an infallible, guide. It is essential to take advice from Heads of Departments, your Form Tutor or your Head of Year.)
- Do you have a particular career in mind? You should find out if the university courses (or career) which you are considering make specific subject requirements; this, in fact, happens less than people think.

FAQs

Will I sit AS Level exams in the summer of 2021?

No. There will be a period of internal exams in late May/early June of Year 12.

Is progression from Y12 into Y13 automatic?

The loss of AS exams in Year 12 changes the landscape from previous years. We have a responsibility to make sure that students are supported in making progress and the correct decisions, so we will work with parents in advising over the best outcomes.

How will it work if I choose a subject at one of the other MAT schools?

All subjects on offer in the Mercian block will be taught at the same time. They will be timetabled at either the beginning or the end of a day, meaning students will have to make one transfer between sites. Plans have been formulated to make sure that this arrangement supports all students involved.

A levels and Careers

For a wide range of careers there is no special subject requirement. The qualification needed is reckoned in terms of your level of attainment. This is why it is best to go for those subjects you like or are good at, because it is in these subjects that you will attain the highest levels.

Among the more obvious careers for which this holds true are: the civil service, journalism and the media, insurance, banking, marketing, accountancy, management, personnel, the armed forces, the police, the fire service, the social services; and there are many others.

It is equally true that, for a wide range of university courses, there is no specific subject requirement: you only need to have good A level grades. Among these are the following: law, accountancy, education, drama, politics, philosophy, psychology, sociology, business studies and very many combined courses.

Of course, for many degree courses, the relevant A-levels **are** required. You obviously need A-level Maths to do a degree in Maths (and you should probably also take Further Maths, depending upon your choice of university), just as you would normally expect to have A levels in languages if you wished to do linguistics.

There are some misconceptions which cause hardship. The commonest are that you need A level Maths to do accountancy, and that you need A level Economics to do business studies, management courses, banking or insurance.

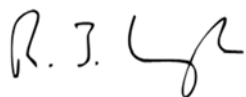
There is, of course, a wealth of material on-line.



Finally...

We expect our students to work hard, to think for themselves and to pursue academic excellence with determination and discipline. Examination success is important for your future. But Sixth Form life is not only a matter of working for examinations. The extra-curricular activities, opportunities for travel, the responsibilities of leadership in the School will all give you the chance to contribute fully and so get the greatest fulfilment from your two Sixth Form years.

We wish you every success.



Richard Langton
Headmaster



Life in the Sixth Form at QMGS

Studying in the Sixth Form presents very different challenges for pupils. At QMGS we recognise that Sixth Formers are young adults and part of our ethos is to prepare each individual for life at university and the world of work.

The Collier Centre (*right*) is a recently opened building, designated to the Sixth Form. A key element of the Centre is the Bateman Room, which acts as common room for a variety of purposes, including study and socialising.

Study periods are built into timetables and are used to develop independent learning skills. The nature of extended tasks required in A-Level courses means that the efficient use of this time is vital. Pupils will have some supervised study periods and others in the Bateman Room, which is a more informal atmosphere.

Alongside the main three A-Level subjects, we offer a range of courses and many, many extra-curricular events that allow all Sixth Formers to live life to the full, helping them to develop into well-rounded individuals that can thrive in any setting.



We also afford Sixth Form pupils a number of privileges, in recognition of their efforts in assisting in the smooth-running of the school. Café 6 is a separate service area in the canteen, which offers hot drinks, snacks and hot meals. Last year also saw the introduction of a similar service in the Bateman Room (*left*).

A series of Induction events are organised for Year 12 and are designed to build upon the community-feel that the school has.

These events will give pupils the chance to meet their peers, subject teachers and Group Tutors (the pastoral team) before the real work begins!

Community; Challenge; Enjoyment. These are the three words I used to encapsulate being a member of the Sixth Form at QMGS at the beginning of the year. A sense of real community and enjoyment should, in my opinion, underpin every activity that each pupil is involved in. The responsibility for challenging our pupils falls with staff to an extent, but primarily it is the responsibility of each pupil to challenge themselves, as this is when individuals begin to develop and progress towards their true potential.

Mr Matley (Head of Sixth Form)



Welcome to the Mercian Trust

The Mercian Trust, which officially came into being in January 2018, is a new and exciting development for education in Walsall. It brings under one banner five successful schools to work together as a Multi-Academy Trust or MAT. The five schools are unique in their identity and united by their ambition to offer the best possible future for their pupils.

The five Founding Academies are:

- Aldridge School
- Queen Mary's Grammar School
- Queen Mary's High School
- Shire Oak Academy
- Walsall Studio School

Since January 2019, they have been joined by a sixth school - The Ladder School – which aims to redefine Alternative Provision education in our Borough.

Each School has its own distinct ethos and approach, but we have this over-arching aim in common: we prepare all our pupils to enjoy life to the full by inspiring them to:

- Realise their potential as learners
- Thrive in the world of work
- Make a positive contribution to the local, national and international community

The Mercian Trust respects the autonomy of its member schools but, through collaboration, fosters strengths that are greater than the sum of its parts. Working together as a Multi Academy Trust provides a framework for sharing expertise and enthusiasm, resources and ideas.

For the students in the Trust's schools, we have a strong focus on pastoral care and family values. We recognise that good relationships underpin successful education. We aim to ensure that excellent teaching and learning are complemented by care and support which value and applaud each student's gifts and abilities.

As you start making important choices for your future, we hope that The Mercian Trust will increase your range of options and opportunities. Choosing the right School for the Sixth Form is important. We hope that the information in this booklet will help you reach the best decision.

We look forward to welcoming you to our family of schools in Walsall.



A Level Art

Examination board:	OCR (H600)
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Course content

Advanced level art GCE is a two unit qualification and will only be available for examination in June at the end of their second year. Advanced subsidiary will be a one unit qualification and will have an exam at the end of their first year. We will be following the Art, Craft and Design option at both levels combining fine-art with graphics in all units. At AS you will be required to produce a portfolio of work from starting points, topics or themes determined by the school. All of these starting points will revolve around direct observation. The focus for this portfolio is to include work that shows exploration, research, and acquisition of techniques, materials and skills. The emphasis for this unit is preparation for the externally set task.

A level Personal Investigation For this unit students will be required to produce a major project that shows them working with a local artist through a range of art and design experiences.

A Level Externally set task. They will be assessed at the end of the two year course. This paper will be given to candidates on February 1st. From this paper, candidates are expected to select one starting point from which they will generate appropriate work for submission. The work for this unit has three sections; planning, preparation and realisation of outcome and evaluation. The examination will be over three school days equalling, 15hrs, towards Easter.

Candidates will be expected to;

1. Independently develop ideas through sustained and focused investigations in response to a given starting point
2. Work from direct observation
3. Document and record from secondary source material
4. Experiment with a range of media and materials





 Follow us @qmgsart



A Level Biology

Examination board:	AQA
Examinations:	<p><u>Topics Assessed:</u></p> <ol style="list-style-type: none"> 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. <p><u>A-level</u></p> <p><u>Paper 1, topics 1 -4, 35% of A-level</u> 76 marks: mixture of short and long answer questions 15 marks: extended response questions</p> <p><u>Paper 2, Topics 5 – 8, 35% of A-level.</u> 76 marks: mixture of short and long answer questions 15 marks: extended response questions</p> <p><u>Paper 3, Topics 1 – 8 including practical skills, 30% of A-level.</u> 38 marks: structured questions, including practical techniques 15 marks: critical analysis of given experimental data 25 marks: one essay from a choice of two titles</p>
Coursework:	32 practical tasks are completed over the two years of the course with 16 in each year. 12 of these are the required exam board practical tasks which are examined within paper 3. The additional tasks are to build up the required practical skills in the subject.

Course content:

Biology is a natural science concerned with the study of life and living organisms, including their structure, function, growth, evolution, distribution, and taxonomy. Modern biology is a vast and eclectic field, however, despite the broad scope of biology, there are certain general and unifying concepts within it that govern all study and research, consolidating it into single, coherent fields.



Year 1 of the course gives students an understanding of Biological basics from cells to whole organisms. It then moves on to look at interactions between organisms and genetic information. It is split into the following four topics; Biological Molecules, Cell Biology, Exchange, Genetics.



Biological Molecules are the building blocks of all life. In this topic students will learn how biological polymers such as protein and DNA are formed.

Cell Biology is the study of life in its most basic subunit. Students will study differences between different types of cell and then study the structures and organelles found within cells of higher organisms. The course will then investigate movements into and out of cells before looking at the immune system as an example of cells communication.

Exchanging substances with the environment is a vital process for all living organisms. In this broad topic students will learn how oxygen and other materials are delivered to respiring cells in a range of creatures such as insects, fish and mammals.

Generic Information is found in all living things. This gives an indication of its importance. In this topic students study the structure of DNA and how its sequence is the basis of inheritance.

Year 2 of the course gives students the opportunity to learn at a deeper level and allows for more opportunity to apply their knowledge to a range of biological phenomena. It is designed to give students a complete understanding of the principles of biology to allow them to study a particular field further. It is split into the following four topics; Energy Transfers, Homeostasis, Genetics and finally Gene Control.

Energy Transfers between organisms concerns the study of supply of energy into the ecosystem via photosynthesis and its release via respiration. It then goes on to look at the flow of this energy through different ecosystems.

Homeostasis is the study of how organisms manage their own internal environments. Students will study how nerve transmissions provide quick short acting responses in contrast to longer lasting hormonal responses.

Genetics concerns the study of a single molecule, DNA. Its importance to life is studied in this topic where students will learn how it is inherited and how it codes for all living things.

Finally, students will study **Gene Control**. This topic is concerned with how genes on the DNA molecule can be regulated. We then look at epigenetics as an emerging subject and the uses of genetic engineering.

Practical work forms an integral part of the course with students being required to show proficiency in a number of techniques such as handling hazardous microorganisms, microscopy and dissection. Students will be assessed on these skills throughout the course and an understanding of these skills is required for the external examinations.

The study of Biology goes well beyond the human. It is vital that students of Biology have an intellectual curiosity about the huge range of living organisms and should be interested to learn about a wide variety of animals, plants and microorganisms. The course will teach students how to apply complex phenomena to make sense of the world around them. As such it is important for students to read widely of the different organisms and their myriad interactions with each other and the world.



A Level Business

Examination board:	Pearson Edexcel
Examinations:	3 x 2 hour examinations (See below for more detail)
Coursework:	None

Course overview:

A Level Business is an interesting alternative to Economics in that it maintains the same academic rigour but has greater application to how businesses work and the environment in which they operate.

Year 12 begins with an introduction to core business concepts and will allow students to develop a broad understanding of how businesses work before they consider the decision-making tools that help a business to grow.

In Year 13, students develop an understanding of current global issues that impact on business, preparing them for their next steps in today's global world.

The aim of the course is to develop a holistic understanding of business where students investigate, analyse and evaluate business opportunities and issues. Building on this, and by using both qualitative and quantitative methods, students are encouraged to take a more strategic view of their decisions and recommendations.

One key element to a Business A level is the real-business focus and the skills that will be developed. The lessons encourage students to contextualise the theory and respond to real-life business case studies and evidence in the assessments. Alongside that students will develop a multitude of skills, including numeracy, communication and an understanding of research methodology in order to make a smooth transition to university or other post-18 pathways.

Do I need to have studied GCSE Business?

The short answer is no! The content of A Level Business will build on the understanding developed at GCSE, avoiding unnecessary repetition while also ensuring that learners new to the subject are appropriately supported.



Course content:

Theme 1: Marketing and people*	Theme 2: Managing business activities*
Students will develop an understanding of: <ul style="list-style-type: none"> · meeting customer needs · the market · marketing mix and strategy · managing people · entrepreneurs and leaders. 	Students will develop an understanding of: <ul style="list-style-type: none"> · raising finance · financial planning · managing finance · resource management · external influences.
Theme 3: Business decisions and strategy	Theme 4: Global business
Students will develop an understanding of: <ul style="list-style-type: none"> · business objectives and strategy · business growth · decision-making techniques · influences on business decisions 	Students will develop an understanding of: <ul style="list-style-type: none"> · globalisation · global markets and business expansion · global marketing

*Indicates content will be a feature of the first year of study (Year 12)

Examinations:

Paper 1: Marketing, people and global businesses (35% of A-level)

Overview of content

Paper 1 will assess marketing, people and global businesses. Questions will be drawn from Themes 1 and 4, and from local, national and global contexts.

Assessed: written exam: 2 hours (100 marks)

Paper 2: Business activities, decisions and strategy (35% of A-level)

Overview of content

Paper 2 will assess business finance and operations, business decisions and strategy. Questions will be drawn from Themes 2 and 3, and from local, national and global contexts.

Assessed: written exam: 2 hours (100 marks)

Paper 3: Investigating business in a competitive environment (30% of A-level)

Overview of content

Paper 3 will assess content across all four themes. Questions will be drawn from local, national and global contexts. For Paper 3, there will be a pre-released context document which will focus on a broad context, such as an industry or market in which businesses operate.

Assessed: written exam: 2 hours (100 marks)



A Level Chemistry

Examination board:	AQA A-level (7405)
Examinations:	<p>This is a linear qualification; this means that students will sit all three of the A-level exams at the end of their two year A-level course.</p> <p>A-level</p> <p>Paper 1</p> <ul style="list-style-type: none"> • 2 hour exam • 35 % of the A-level • 105 marks of long and short answer questions covering a mixture of inorganic chemistry and physical topics as well as practical skills learned throughout the course <p>Paper 2</p> <ul style="list-style-type: none"> • 2 hour exam • 35 % of the A-level • 105 marks of long and short answer questions covering a mixture of organic chemistry and physical topics as well as practical skills learned throughout the course <p>Paper 3</p> <ul style="list-style-type: none"> • 2 hour exam • 30 % of the A-level • 40 marks of questions on practical techniques and data analysis • 20 marks of questions testing across the specification • 30 marks of multiple choice questions
Practical Assessment:	A-level grades will be based only on marks from written exams. A separate endorsement of practical skills will be taken alongside the A-level. This will be assessed by teachers and will be based on direct observation of students' competency in a range of skills that are not assessable in written exams.

Course content:

Summary

This specification is designed to encourage candidates to:

- gain hands-on practical skills and data analysis skills
- appreciate how science works and its relevance beyond the laboratory
- develop an enthusiasm for Chemistry
- demonstrate a synoptic understanding
- study Chemistry in a contemporary context.



Course structure

The specification is arranged into the traditional three branches of physical, inorganic and organic chemistry.

Physical chemistry

Including atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria and Le Chatelier's principle, oxidation, reduction and redox equations, thermodynamics, rate equations, equilibrium constant (K_c) for homogeneous systems, electrode potentials and electrochemical cells, acids and bases.

Inorganic chemistry

Including periodicity, Group 2 the alkaline earth metals, Group 7(17) the halogens, properties of period 3 elements and their oxides, transition metals, reactions of ions in aqueous solution.

Organic chemistry

Including introduction to organic chemistry, alkanes, halogenoalkanes, alkenes, alcohols, organic analysis, optical isomerism, aldehydes and ketones, carboxylic acids and derivatives, aromatic chemistry, amines, polymers, amino acids, proteins and DNA, organic synthesis, NMR spectroscopy, chromatography.

Extra Curricular

As well as the core teaching, the Chemistry department organises regular trips to attend chemistry lectures at Birmingham University, these are targeted specifically at A level pupils. Another popular trip we organise is to Birmingham City University, where pupils have the opportunity to work in a state-of-the-art laboratory. Pupils may also participate in the Cambridge Chemistry Challenge and the Chemistry Olympiad, run by the Royal Society of Chemistry.

Beyond the Sixth Form...

Chemistry A level can lead to many different degree courses such as chemistry, pharmacy, biochemistry and chemical engineering; it is a prerequisite for medicine, veterinary science and dentistry degrees. However, it is also appreciated by admissions tutors in many other subjects, including law, due to its logical discipline.



A Level Computer Science

Examination board:	OCR (A - H446)
Examinations:	2 x 2½ hrs written papers (140 marks & 40% weighting each)
Coursework:	A practical/coursework project (20% weighting)

Course content:

At its heart lies the notion of computational thinking: a mode of thought that goes well beyond software and hardware, and that provides a framework within which to reason about systems and problems. Computer Science is a practical subject where learners can apply the academic principles learned in the classroom to real world systems. It is an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.

Computer Science will develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. Learners will develop an ability to analyse, critically evaluate and make decisions. The project approach is a vital component of 'post-school' life and is of particular relevance to Further Education, Higher Education and the workplace. Each learner is able to tailor their project to fit their individual needs, choices and aspirations.

Computer Science will encourage learners to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It will provide insight into, and experience of, how computer science works, stimulating learners' curiosity and encouraging them to engage with computer science in their everyday lives and to make informed choices about further study or career choices.

The key features of this specification encourage:

- emphasis on problem solving using computers
- emphasis on computer programming and algorithms
- emphasis on the mathematical skills used to express computational laws and processes, e.g. Boolean algebra/logic and comparison of the complexity of algorithms.



The specification is divided into three units of work:

- | | |
|--------|--|
| Unit 1 | <p>Computer systems</p> <p>Assessment: 40%</p> <p>This component will introduce learners to the internal workings of the Central Processing Unit (CPU), the exchanging of data and also looks at software development, data types and legal and ethical issues. It is expected that learners will draw on this underpinning content when studying computational thinking, developing programming techniques and devising their own programming approach in the Programming project component (03). Candidates gain an appreciation of: the characteristics of contemporary processors, input, output and storage devices; Software and software development; Exchanging data; Data types, data structures and algorithms; Legal, moral, cultural and ethical issues.</p> <p>This unit contains the majority of the content of the qualification and is assessed in a written paper recalling knowledge and understanding.</p> |
| Unit 2 | <p>Algorithms and programming</p> <p>Assessment: 40%</p> <p>Candidates gain an appreciation of: Elements of computational thinking; Problem solving and programming.</p> <p>This unit relates principally to problem solving skills needed by learners to apply the knowledge and understanding gained in unit 1.</p> |
| Unit 3 | <p>Practical project</p> <p>Assessment: 20%</p> <p>The candidate will choose a computing problem to work through according to the guidance in the specification: Analysis of the problem; Design of the solution; developing the solution; Evaluation.</p> <p>This unit is a practical portfolio based assessment with a task that is chosen by the teacher or learner and is produced in an appropriate programming language of the learner's or teacher's choice. Appendix 5e of this specification gives a list of programming languages which OCR will accept. If the task demands another choice of language that does not appear in the list, the task outline, the details of the programming language and the reasons for the choice of this language can be submitted to OCR for consideration.</p> |

Mathematical skills are embedded throughout the content of the three components. They will be assessed in the written papers and through the practical assessment unit where appropriate. While not essential for this course, to study Computer Science at University you would need to choose A-level Maths.

See the full specification:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-computer-science-h046-h446-from-2015/>



A Level Design & Technology: Product Design

Examination board:	AQA 7552
Examinations:	<p>Two examinations sat during the summer examination period (50% of the A level)</p> <p>Paper 1 2 hours 30 minutes 30% of the A level</p> <p>Paper 2 1 hour 30 minutes 20% of the A level</p> <p>15% of the marks available in the examinations will be awarded for the application of mathematics</p>
NEA: Non-examined Assessment:	<p>NEA: Non-examined Assessment</p> <p>A substantial design and Making task to be undertaken in the second year of the course</p> <p>45 hours 100 marks 50% of the A level</p> <p>A design folder (ePortfolio) and a final prototype to be submitted</p> <p>The first year of the course will be used to build up skills, knowledge and understanding through a series of short learning experiences.</p>

Course content:

Examination Board: AQA



The course has been designed to:

- encourage students to take a broad view of design and technology
- develop the student's capacity to design and make products and to appreciate the complex relationship between design, materials, manufacture and marketing.
- provide opportunities for students to be creative (top marks are reserved for those students who demonstrate innovative thinking and creativity)
- provide opportunities for students to apply scientific and mathematic knowledge through designing and making prototypes



There are 4 assessment objectives. The examination and non-examined assessment will measure how students have achieved the following:

- AO1: Identify, investigate and outline design possibilities to address needs and wants.
- AO2: Design and make prototypes that are fit for purpose.
- AO3: Analyse and evaluate:
design decisions and outcomes, including for prototypes made by themselves and others
wider issues in design and technology.
- AO4: Demonstrate and apply knowledge and understanding of:
technical principles
designing and making principles.

Students should be highly motivated and have a passion for designing and making real products. Good drawing skills, creative energy, ICT, CAD/CAM and fine making skills are important. A genuine interest in design and technology in society and the work of professional designers is also needed. An ability to apply mathematical and scientific principles will also be required.

Some relevant career paths include engineering (with Maths and Physics as other A levels) product design, architecture and furniture design.

Sixth form D&T students are encouraged to become STEM ambassadors and work with younger year groups through the mentoring scheme.

Students in Design and Technology have access to a wide range of wider experiences, including trips to a number of engineering organisations (e.g. JCB & JLR) and entrance into nationally recognised competitions (SMEG design competition below left and the £1 coin design (bottom right)).



A Level Economics



Examination board:	AQA
Examinations:	A level 3 x 2 hour examinations (See below for more detail)
Coursework:	None

Course content:

Studying A level Economics will allow students to apply economic theory to support analysis of current economic problems and issues, and encourage students to appreciate the interrelationships between microeconomics and macroeconomics.

The A level covers the following 14 topic areas:

Individuals, firms, markets and market failure

- 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*

The national and international economy

- 9 The measurement of macroeconomic performance*
- 10 How the macroeconomy 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

*Indicates content will be a feature of the first year of study (Year 12)



Examinations:

Paper 1: Markets and market failure (33.3% of A-level)

What's assessed	Questions
Content 1–8 above	Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks
Written exam: 2 hours	Section B: essay questions requiring written answers, choice of one from three worth 40 marks
80 marks	

Paper 2: National and international economy (33.3% of A-level)

What's assessed	Questions
Content 9–14 above	Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks
Written exam 2 hours	Section B: essay questions requiring written answers, choice of one from three worth 40 marks
80 marks	

Paper 3: Economic principles and issues (33.3% of A-level)

What's assessed	Questions
All content 1–14 above	Section A: multiple choice questions worth 30 marks
Written exam: 2 hours	Section B: case study questions requiring written answers, worth 50 marks
80 marks	

Are there any extra-curricular activities?

Shares4schools – an exciting national school's competition where as part of a team you get to invest £2,000 of real money into the stock exchange! You will meet your investors and aim to make a profit through buying and selling shares.

Many more – A level economics students can get involved in a number of national essay writing competitions. There is also a number of competitions run by the Bank of England to test your critical thinking skills. In the summer term students can also get involved in the many debates and discussions as part of activities run by the Economics and Politics society.



A Level English Literature

Examination board:	OCR H472
Examinations:	There are two closed-book examinations at the end of this course. Each examination is 2 hours and 30 minutes long, and each is worth 40% of the A Level: <ul style="list-style-type: none"> • Drama and poetry pre-1900 (Component 01) • Comparative and contextual study (Component 02)
Coursework:	Literature post-1900 (Component 03) comprises the remaining 20% of the A Level and is assessed by a 3,000-word coursework portfolio consisting of: <ul style="list-style-type: none"> • <i>either</i> a piece of re-creative writing plus a commentary (1,000 words) <i>or</i> a close, critical analysis (1,000 words) based on a section of a text • <i>and</i> one comparative essay (2,000 words) based on two studied texts.

Do you wish you knew how writers captivate their readers? Are you fascinated by the gateway into society that books, old and new, offer to modern readers? Does your favourite author's life and times intrigue you? Might improving your communication skills help your career prospects? Or are you just keen for an excuse to read more? All of these are reasons QMGS students have chosen to study A Level English Literature.

The A Level English Literature qualification enables you to:

- explore and understand a wide range of texts
- develop transferable skills valued by universities, such as sustained research and advanced literacy
- read widely and, in Component 03, write on a choice of texts you enjoy (these must include drama, poetry and prose texts written after 1900; one of the three texts must be post-2000)
- choose to write creatively for the coursework, if you wish.

Set texts embrace influential literature drawn from over four centuries of literary history and include:

- *Twelfth Night* by William Shakespeare
- *A Doll's House* by Henrik Ibsen
- Selected poems by Christina Rossetti

Other texts studied may include *Jane Eyre* by Charlotte Brontë, *Mrs Dalloway* by Virginia Woolf, *The Great Gatsby* by F. Scott Fitzgerald and *The Grapes of Wrath* by John Steinbeck.

What can you expect?

Studying A Level English Literature will extend students' reading and writing skills considerably beyond GCSE level, furthering learners' abilities to analyse, evaluate and make connections. Students are required to study a minimum of eight texts at A Level, including at least two examples of prose, poetry and drama.

The English Department will encourage an appetite for wider reading and other literary experiences through theatre visits, a Sixth Form Book Club and opportunities to help mentor younger pupils. Meanwhile, students must strive to develop their communication skills and keep up with rigorous reading requirements.

Provided you enjoy immersing yourself in texts, by the end of the course you will have developed a passion for reading. You will find pleasure and excitement in the study and discussion of literature and will have begun to develop a personal style of writing and speaking enabling you to hold your own in literary circles.



A Level English Language and Literature (EMC)

Examination board:	OCR H474
Examinations:	<p>There are three examinations at the end of this course.</p> <ol style="list-style-type: none"> 1. Exploring non-fiction and spoken texts (Component 01) is a one-hour closed-book examination worth 16% of the total A Level. 2. The language of poetry and plays (Component 02) is a two-hour closed-book examination worth 32% of the total A Level. 3. Reading as a writer, writing as a reader (Component 03) is a two-hour open-book examination worth 32% of the total A Level.
Coursework:	<p>Independent study: analysing and producing texts (Component 04) comprises the remaining 20% of the A Level and is assessed by a coursework portfolio consisting of:</p> <ul style="list-style-type: none"> an essay analysing and comparing a non-fiction text chosen from a list set by OCR with another chosen text a piece of original non-fiction writing showcasing an understanding of the student's chosen genre, plus use of linguistic and literary devices.

Studying great literature, masterpieces of human creativity, helps readers to comprehend their society; students of language will develop into highly-literate social participants who can stand out from the crowd.

A Level English Language and Literature (EMC) encourages learners to apply linguistic and literary approaches to texts and develops their ability to do so. Students develop the essential transferable skills of analysis, evaluation and production of texts. Learners study a wide range of spoken and written texts from different times including three substantial texts, which include non-literary texts, drama, poetry and prose.

The A Level English Language and Literature qualification enables you to:

- develop and apply the skills of literary analysis and evaluation
- develop and apply the concepts and methods of linguistic analysis to spoken and written texts
- use both linguistic and literary approaches in your reading and interpretation of texts
- engage creatively and critically with a wide range of texts
- explore how texts relate to each other and the contexts in which they are produced and received
- develop your skills as producers and interpreters of language.

Learners are required to show awareness of the different language levels, drawn from:

- phonetics, phonology and prosodics
- lexis and semantics
- grammar including morphology
- pragmatics
- discourse.



Set texts are drawn from over four centuries of writing and speech and include:

- A non-fiction written and spoken texts anthology that focuses on 20 spoken and written texts across different time periods, types of text and contexts
- Selected poems from *Songs of Innocence and Songs of Experience* by William Blake
- *The Great Gatsby* by F. Scott Fitzgerald
- *A Streetcar Named Desire* by Tennessee Williams.

What can you expect?

Studying A Level English Language and Literature will extend students' reading and writing skills considerably beyond GCSE level, furthering learners' abilities to analyse, evaluate and make connections. Students are required to study a wide range of texts using an array of challenging linguistic and literary approaches differing significantly from GCSE level.

The English Department will encourage an appetite for wider reading and other literary experiences through theatre visits, a Sixth Form Book Club and opportunities to help mentor younger pupils. Meanwhile, students must strive to develop their communication skills, embrace the challenge of mastering new linguistic terminology and keep up with rigorous reading requirements.

If you enjoy reading and producing texts and are keen to study fiction and non-fiction, this course is for you. You will develop your reading and writing skills, further your understanding of human communication and have an excellent foundation for studying innumerable disciplines at university.



A Level French

Examination board:	AQA
Examinations:	<u>A Level</u> Paper 1 – 2h30 Listening/Reading/Translation to/from French Paper 2 – 2 hours – 2 essays on 2 books or book + film Paper 3 – Speaking – 21-23 minutes – Discussion of card (5 mins' prep) + presentation/discussion of chosen topic
Controlled assessment:	NONE



Course content

If you love to talk, have ideas, have an interest in some aspect of the world and the people around you, then French in the Sixth Form at QM is for you.

With a reasonable grounding from GCSE, the course is accessible to the gifted linguist as well as to those who wish to keep breadth and variety in their studies. For years, employers have complained that the young do not listen. You can go out ready to prove otherwise with advanced aural, oral, written and comprehension skills, not only in your own tongue but another as well. Who does not have to learn to give presentations in their job in order to survive and progress in the modern world?

Unlike at GCSE, we explore aspects of the culture of the countries where the language is studied, and delve into history, geography, literature and current affairs. Many of our students go on to further language studies beyond, often picking up an extra language as part of their degree, whether this be purely linguistic or studied jointly alongside other subjects, such as Business or Economics, English or Law.

In Year 12, the course naturally builds on the vocabulary and structures of GCSE, through the areas of Social issues and trends/Artistic culture /Study of a literary text or film, guiding the student to a more advanced content and degree of interest, appropriate to their age.

In Year 13, the content moves to further study of Social issues and trends / Political and artistic culture / and Literary texts or films.

In addition to the usual lessons with online materials and the internet in frequent use, we have additional conversation lessons each week with a native speaker, we offer the opportunity to run a French Club for Years 7 and 8, involvement in mentoring from Y7-11, trips to French films when opportunities arise and involvement in Study Days when available at local Universities.



A Level Geography (new specification)

Examination board:	AQA
Examinations:	Paper 1 – Physical Geography (40% of A-Level) - Water and carbon cycles - Glacial systems and landscapes - Hazards Paper 2 – Human Geography (40% of A-Level) - Global Systems and Global Governance - Changing Places - Population and the Environment
Controlled assessment:	Geographical Fieldwork Investigation (20% of A-Level) - <i>Independent written project based on field data</i>



Course content:

“Geography is the subject that holds the key to our future” – Michael Palin

Geography A-Level is a wide-ranging and varied course which seeks to understand the complexities of the natural and human world. The subject is well placed to investigate and explain major issues on a local to global scale, from the cause and consequence of migration to the impact on people and communities of climate change. It is a subject that prepares students well for whatever their future may hold; working as a team in challenging environments, developing skills in problem-solving with limited data and being able to communicate and present complex ideas.

Year one of the A-Level course introduces the students to both human and physical topics. A systems-based approach is used to investigate the physical topics of ‘Water & Carbon Cycles’ and ‘Glacial Systems and Landscapes’. Both topics cover physical topics whilst retaining an emphasis on the relevance and importance of sustainable management of water, carbon and glacial environments. Human geography is the focus in the new topic of “Changing Places” which seeks to understand our perceptions of place and how the change in places can be perceived, represented and studied through cultural geography such as art, media and music. The other human geography topic covered will be “Population and the Environment”, where a rapidly expanding global population will cause stress and strain on physical landscapes, leading to issues of food security and desertification.

Year two includes the study of hazards, from tectonic (earthquakes, volcanoes and tsunami) to climatic (tropical storms). With the emergence of megacities in vulnerable regions and the impact of climate change, these topics are likely to be only brought further into global prominence. The final topic studied is titled “Global Governance and Global Governance) which is a far-reaching module including the management of shared areas such as Antarctica, explaining the Justin Beiber phenomenon and globalisation to understanding how the humble shipping container changed global patterns of trade.



The second year of the course will also be focused on an independent study which accounts for 20% of the A-Level course. Students must choose an independent title, related to the syllabus and collect both primary (field) and secondary data, culminating in a written report of 3,000 – 4,000 words.

Four days of fieldwork are a requirement of the course, which will allow us to incorporate fieldwork in both years 12 and 13 with recent years visiting North Wales and London. The department is also committed to running foreign fieldtrips every two years. Recent trips have visited Iceland, Morocco and Sicily. A possible trip to USA is being investigated currently for 2017.

The Geography Department have been very active in providing opportunities to students that reflect the wide and varied nature of the subject. Our collaborations range from attending GA talks nearby, providing workshops with professional bodies such as the British Cartographic Society and hosting university visits (Sheffield, Newcastle, Birmingham, Southampton and Imperial College) to discuss life beyond A-Level.

Growing numbers of applications for university courses in Geography and related subjects in recent years are proof of the engaging and challenging nature of the teaching and also of the enjoyment pupils have and the relevance that they see in the subject.



A Level History

Examination board	AQA
Examinations	<p>Component 1: Breadth Study</p> <p><u>1K The Making of a Super Power: USA 1865-1975</u></p> <p>You will explore how, within just a lifetime, the United States went from the ravages of civil war, to become a Superpower as the world entered the atomic age. The Vietnam war not only showed how despite immense wealth and military might the US was limited as to what it was capable of, but also of an American society that was still deeply divided from within. The period covers four Presidential assassinations, the end of the Frontier, Watergate, civil rights, politics, fears over immigration, cold war politics and phenomenal economic growth. How united was the United States? How was it that this country came to dominate the world and be its first Superpower?</p> <p>Course Content Part One: From Civil War to World War, 1865- 1920 Part Two: Crises to World Power, 1920 - 1975</p> <p>What's assessed The study of significant historical developments over a period of around 100 years and associated interpretations</p> <p>Assessed 2 hours 30 minutes written exam Three questions (one compulsory) 80 marks 40% of A-level</p> <p>Component 2: Depth Study</p> <p><u>2T The Making of Modern Britain, 1951–2007</u></p> <p>This unit will enable you to study, in depth, the key changes which helped to mould Britain in the second half of the 20th century. It explores the fierce election battles between Labour and the Conservatives and challenges students to look at the complex concepts of class, social division and cultural change. It encourages students to reflect on Britain’s changing, and arguably declining, place in the world as well as the intricate interrelationship between government policy, economic developments and political survival.</p> <p>Course Content Part One: Building a new Britain, 1951–1979 Part Two: Modern Britain, 1979–2007</p> <p>What's assessed The study in depth of a period of major historical change or development and associated primary evidence</p>



	Assessed 2 hours 30 minutes written exam Three questions (one compulsory) 80 marks 40% of A-level
Coursework:	Component 3: Historical Investigation (coursework) A personal study based on a topic of student's choice The Wars of the Roses, 1377 to 1487 This unit will allow you to engage with one of the most tumultuous periods in British history; a time when nobles and kings fought for power and control. You will study a variety of key individuals, from the inept Henry VI, to the fearsome and manipulative Margaret of Anjou, exploring a host of themes such as kingship, aristocracy and the role of women in late Medieval politics. Course Content The authority of the Crown in 14th and 15th century England The role and influence of the aristocracy in politics and government The origins of the baronial wars between the Houses of Lancaster and York The role and significance of key personalities 40 marks 20% of A-level

History A-Level 2018;

77% A* - B (national average in history: 55%)

100% A* - C

History has been a popular A Level choice at Queen Mary's for many years. Many of our pupils have gone on to read the subject at University. Many other students opt to combine History with a variety of other A levels options, realising its intrinsic value and high academic regard, as well as its role as a subject, which fits in well with a wide variety of alternative Degree courses, and future career options – whether this be the Law, PPE, Politics, business, teaching, management and administration.

The teaching staff within the Department are all highly experienced, competent and enthusiastic tutors, and experts in their subject. We've served as markers and examiners for a wide variety of Examination Boards. This has guaranteed a long tradition of academic success at A Level and university entrance, including Oxbridge entry.



In July 2018 we had a wonderful opportunity to visit New York, Philadelphia and Washington DC and visited sights such as The White House, The Smithsonian Air & Space Museum, Times Sq and the Statue of Liberty among others. We are planning on running this trip again in July 2020.



A Level Philosophy



Examination board:	AQA Philosophy 7172
Examinations:	Two 3 hour written examinations on the following topics: Epistemology (the Theory of Knowledge) Moral Philosophy (Ethics) Metaphysics of God Metaphysics of Mind

Course Content

Epistemology: In this unit you will discover if anything is really real; if we live in a simulated reality; if computers could become intelligent; and how we can know anything at all.

Moral Philosophy: In this unit you will study the science of human nature, and find out if we can justify lying; if we can justify the existence and extent of the state; if we should enjoy simulated sex and killing; and what it means to be moral.

Metaphysics: In this unit you will discover if you have a mind; if there is a God; why there is evil; why we can't have brain transplants; whether you survive your death; why we have language; and whether suicide is ever justified.

Philosophy is the science of thought. We look at the world around us, with its cosy assumptions, and we scrutinise them to discover if they are true or whether we should abandon them completely and look elsewhere for truth. We use logic and evidence to subject thought, theory and belief to rigorous investigation and the aim is to discover clear and distinct ways of knowing about who we are, how we relate to others and what our place is in time and space.

If you aspire to have a career in Law, Politics, the Civil Service, Intelligence or Journalism then you should seriously consider studying Philosophy since the skills (of lucidity, clarity and critical thinking) it imparts are important features of these careers. These are no "soft skills", but rather the very apparatus of thought, precision and intelligence. Do well here and nobody will doubt your abilities.

More information is available at www.qmgsrpe.co.uk/a-level-philosophy. Look for the section entitled, "Should I do Philosophy?"



A Level Psychology

Psychology A-Level also takes place at Queen Mary's High School as part of the Mercian 'MAT Block' offering. Students choosing Psychology may be allocated to either group, depending upon numbers.

Examination board:	AQA (7182)
Examinations:	<i>3 papers taken at the end of Y13. Each paper carries equal weighting (96 marks) and is 2 hours long At least 10% of the overall assessment of psychology will contain mathematical skills equivalent to Level 2 or above. At least 25–30% of the overall assessment will assess skills, knowledge and understanding in relation to research methods.</i>
Controlled assessment:	There is no controlled assessment

Psychology is the study of human behaviour, and related aspects of human mentality ("the Mind"). It is fundamentally multidisciplinary, drawing on aspects of philosophy, ethics, sociology and science. Metaphysically, psychologists are committed to the existence of a thing called the human mind; ethically, psychologists ask, "why did you behave in that way?" rather than the philosophical question, "why *should* you behave in that way." And psychology involves scientific case studies, experimentation and mathematical analysis: the goal is to establish general truths that capture the wonder of the human mind by scientific methods and rigorous analysis of data. The papers are:

Paper 1: Introductory Topics (Social Influence; Memory; Attachment; Psychopathy)

How do humans behave individually and in groups and why do they behave in this way? How do humans communicate thoughts, ideas, intentions and desires, and how does language develop? How does language influence behaviour? Finally, we explore the link between mental health and criminality, deviancy and disordered conduct, such as depression, stress, psychopathy and addiction.

Paper 2: Psychology in Context (Approaches in Psychology; Biopsychology; Research Methods; Issues and Debates)

Psychologists face a fundamental, metaphysical problem. What exactly is it that they are studying? The natural sciences work by means of the observation of physical phenomena; but the "mind" is not, and has never been claimed to be, a "physical phenomenon". But then psychologists are clear their subject is not quackery, pseudoscience or a worldview. Hence, much theoretical psychology is written as a way of squaring this somewhat pernicious circle that has seen psychologists denied status in both the natural and the social sciences.



Paper 3: Issues and Options (Aggression; Schizophrenia; Sexuality)

Gender, biological sex, gender fluidity, trans-issues... These important aspects of human self-identity and mentality are much in the news at present. What can psychologists offer this debate? Is gender assigned? Discovered? Predetermined? Is it fundamentally biological? Psychosexual? Invented?

Within the field of psychology, study of impairment and mental illness is a vital component of both theory and practice, since it is usually only when the brain (or mind) goes wrong or deviates that we make substantive discoveries about the nature of the ordinary, or healthy, mind. Like psychopathy, schizophrenia is one of the most misunderstood and misrepresented mental illnesses, often associated with or expressly identified as split-personality, insanity or multiple personality disorder. Naturally, we explore what it really is, how it really affects people, and how those people who suffer with it recover, cope and help us push the boundaries of mysterious mentality of the human condition further and further back.

Why are some people aggressive, whereas others are passive? We look at the various types of aggression, including aggression in prisons, in order to work out the extent of our personality's development from our genetic inheritance or the environment where we find ourselves. We explore violent, psychopathic killers and our response to them, as well as considering the events that lead to the most loathsome crimes. At the heart of this topic is this question: did I do what I did, do I like what I like, am I who I am, because of my nature, or because of my nurture (the way I was brought up).

The course will be a combination of field work, research-based experimentation, case studies and classroom-based theoretical ideas. Candidates will have to be competent dealing with data analysis and will also need to have an inventive and curious mind and be eager to develop meaningful experiments to test psychological theories. Psychology is not conducted in a lab, but it employs scientific methodology in settings that encourage humans to express behaviour.

People study Psychology for a host of reasons. Many do so because they're crazy, or think they are; some do it for attention or therapy; some want to help other people or improve their personal resilience. But the best reason is because it has something to contribute to political discourse, social awareness and cohesion, justice and toleration. Mummy issues, daddy issues, sexuality, crisis, aggression, conformity, mind control; Lector, Bundy, Dahmer and Fish; Freud and Jung and Skinner and Piaget; brains and minds and souls and persons; your self, your behaviour, your relationships, your hang-ups, obsessions, quirks and dislikes; your fancies and dislikes; everything that stirs your pot, floats your boat and flicks your switch... It's all here and we'd love you to join us. More information is available at www.qmgrpe.co.uk/a-level-psychology.



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A Level Mathematics

Examination board:	OCR B MEI H640
Examinations:	Pure and Mechanics paper $36\frac{4}{11}\%$ Pure and Statistics paper $36\frac{4}{11}\%$ Pure and Comprehension paper $27\frac{3}{11}\%$ All examinations 1hr 30 minutes

Course content:

The essence of Mathematics is the study of pattern and structure, particularly in relation to numerical and spatial systems. At A Level, there is a shift towards greater abstractions, and the methods developed are powerful and rich in application.

A-Level maths is the most popular A-level taken throughout the country, is it the same here at QM. It is a requirement for many university courses and either desirable or recommended for a great deal more; it opens doors to a vast number of career opportunities. Mathematics finds its uses in Business & Finance, Logistical Management, Computing, education and all types of engineering.

The Pure Mathematics is the core of the course but we also study applications of mathematics in mechanics and statistics.

Pure Mathematics. These modules have a strong algebraic content. The study of Differential and Integral Calculus is introduced which enable us to quantify rates of change and, therefore model countless real world problems. Trigonometry is developed which helps us analyse periodic phenomena. Other work developed is series, with many applications in finance.

Mechanics. Newtonian Mechanics dominates this study. The topics covered involve analysing motion in 1 and 2 dimensions, vector methods, forces, moments, collisions are some of the applications.

Statistics. The section on offer covers collection of data, analysis of the data and the presentation of the data. Concepts such as Regression and Linear Correlation are introduced along with the idea of Expectation Algebra. Probability theory is developed and distributions such as the Normal and Binomial Distributions are introduced and applied. Hypothesis testing is applied in different circumstances.

If you are thinking of studying Mathematics at university you **must** also studying Further Mathematics because we are an educational institute who offer it. Also if you are thinking of studying any engineering (especially Mechanical, Aeronautical, Electrical or Chemical) or Economics or Computer Science then some universities might expect you to by studying Further Mathematics.



A Level Further Mathematics

Examination board:	OCR B MEI H645
Examinations:	<p>Mandatory Core paper 2hr 40 minutes 50%</p> <p>As well as choice of:</p> <p>either three minor option papers each 1hr 15min, $16\frac{2}{3}\%$ each</p>

Pupils taking A-level Further Mathematics, MUST take A-level Mathematics as well. This page should be read after a reading of the page relating to A-level Mathematics. Further Mathematics should be taken as a fourth option (alongside 3 other A-levels). Which you should identify on your application form.

We study three Minor options in the FM A-Level, Mechanics Minor (Y431), Statistics Minor (Y432) and Numerical Methods (Y434). This choice allows a diverse range of mathematics to be covered and also accommodates the variety of different degree subjects which our pupils go on to study at university.

The standard Mathematics A-level is an excellent general maths qualification. However, it is not designed for the most talented, and never has been in the 50 years that we have had A-levels. It does not stretch the most able students, nor does it include some very important topics such as complex numbers and differential equations (beyond the most simple). It also fails to give students the algebraic fluency that many university courses require.

Further Maths addresses these problems directly. Students who are lucky enough to take it in the sixth-form have a major advantage over their peers at university.

The pupils that take Further Mathematics will study more Pure Mathematics and a wider range of applications. The first year will cover all the regular A-level content, in the second year we will cover all the content in the further maths A-level

Any pupil who is considering any degree with a high mathematical content such as economics, computing physics or any type of engineering, not just Mathematics itself, should consider the study of Further Mathematics

Many people perceive the studying of Further Maths perceive it as narrowing their options; this is wrong. The breadth of diverse application and advanced skills achieved from studying Further Maths is hugely beneficial to students who wish to study a university course which has high levels of mathematical aptitude.



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A level Physics

Examination board:	AQA A-level 7408
Examinations:	A-level Paper 1: 2 hours, 34% of A level. A mix of long answer, short answer and 25 multiple choice questions. Paper 2: 2 hours, 34% of A level. A mix of long answer, short answer and 25 multiple choice questions. Paper 3: 2 hours, 32% of A level. 45 marks on practical experiments and data analysis. 35 marks on optional topic.
Coursework:	<i>No coursework as such. Experiments done in fortnightly double lessons will prove the students skills are good enough and will prepare for the Paper 3 practical section.</i>

Course content:

An important part of Physics is the description of phenomena using mathematical models to help understand the physical ideas. For this reason, a good grasp of the fundamentals of mathematics is essential. The syllabus studied (AQA), is designed to suit not only those who wish to go on to study further physics, but also those who go on to other studies, such as Medicine, Chemistry, Economics and Engineering, where Physics skills are used.

Practical work forms an integral part of the course and helps you to appreciate how theoretical ideas can be tested and justified. It also helps to develop an understanding of, and the ability to use, some of the main instruments and techniques of experimental Physics.

Students of Physics should have intellectual curiosity; they should want to know, and how to find out, about the physical world in which they live. Students should derive interest, enjoyment and a sense of achievement from their study of Physics and should, at the end of the course, be willing and able to learn more about the subject.

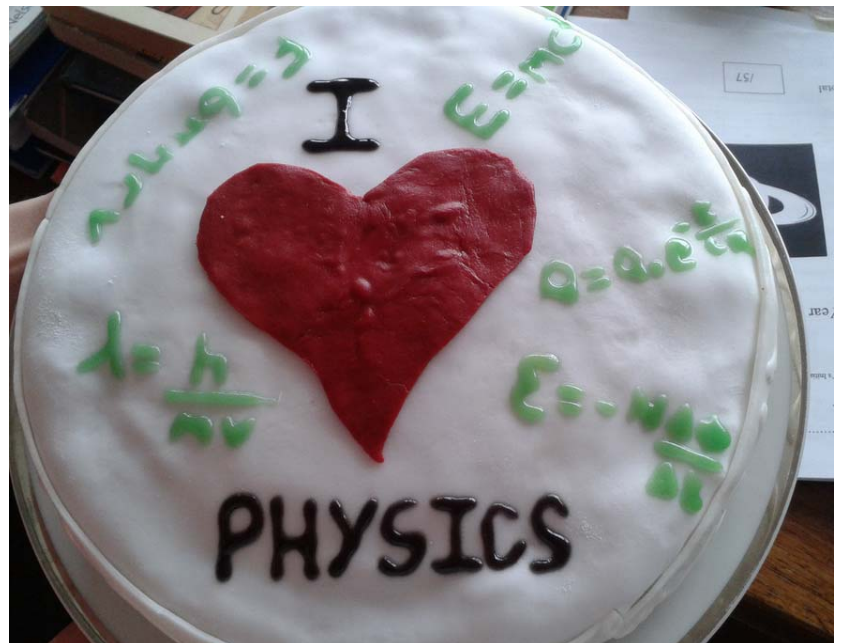


They will be taught to understand the main ideas and methods of Physics but they will need to supplement their study by wider reading about new ideas, about the many uses of Physics in everyday life and about the considerable economic and social implications of the use of Physics in our society.

In recent years the department has enjoyed great success with Physics Olympiad Awards, a great number of pupils going on to study Physics at university and many benefitting from Headstart Engineering taster courses at top universities in June of Year 12.

A level Topics

- 1 Measurements and their errors
- 2 Particles and radiation
- 3 Waves
- 4 Mechanics and materials
- 5 Electricity
- 6 Further mechanics and thermal physics
- 7 Fields and their consequences
- 8 Nuclear physics
- 9 Turning Points in Physics



Specialist Subjects across the MAT



By working together in The Mercian Trust, our plan is to offer a full range of subject options, whatever your academic interest and aptitude may be.

Each School will continue to offer its own curriculum (as you will have already seen in this booklet) but, since September 2017, we have been collaborating to provide the opportunity to study a subject which may not be on offer in the school where you are registered as a pupil (and will spend most of your time).

We have done this by creating a *Mercian Block*: part of the working day which will be timetabled not just in one school, but across all the schools working together in the Multi Academy Trust. You can choose to do a subject from the Mercian Block in a different school. (You can, but you don't have to!) This may mean a bit of extra travelling a couple of times a week, but it will be worth going the extra mile if it allows you to take a subject which really interests you and prepares you for the post-18 pathway you have in mind. You can find information about Mercian Block subjects in the next few pages. You may not have thought about some of these opportunities before. It's worth taking a look and finding out more.

The Mercian Trust will give you access to 35+ A Level courses and a range of specialist technical and vocational programmes. At a time when many schools and colleges are having to cut their curriculum offer, we think that our collaboration is something to celebrate!

Exciting Enrichment

It is still very early days for The Mercian Trust. You will be pioneers in this exciting new venture.

Our aim is clear. We want to use the new partnership to your advantage, giving you the opportunity to participate in activities and trips organised by different schools in the MAT. Walsall Studio School is housed in The Goldmine in Walsall Town Centre. Big Centre TV also uses the Goldmine as its base. Through the MAT, you may get the chance to experience what it is like to work in a TV studio.

Within The Mercian Trust, we have access to our own Field Centre in Wales. We can offer Biology and Geography Field Courses or an Oxbridge immersion weekend at affordable rates. You can benefit by collaborating with students from other schools.

You might be interested in a ski trip or a sports tour abroad; you might be attracted to the experience on offer in a Cadet Force or join a cohort preparing for the Duke of Edinburgh Award; or you might enjoy the chance to get involved in a big-scale concert or drama production.

Joining a Mercian Sixth Form gives you access to more than we can provide as single schools. A new opportunity has opened up across the Borough and you can be part of the story.

A Level Ancient History

Entry Requirements:

Grade 5 in English and/or Grade 5 in one the following; History, Geography, Citizenship or RST.

Exam Board/Spec: OCR

Method of Assessment:	Method of Assessment: Two exams at the end of Year 13. These will assess knowledge and understanding of the topics but also of the ancient source materials studied <ul style="list-style-type: none"> • Greek component exam (2 hours 30 mins) will test your understanding of the Greek depth and period study; Greece and Persia: The Rise of Macedon • Roman component exam (2 hours 30 mins) will test your understanding of the Roman depth and period study; the Julio-Claudian emperors; Roman Britain <p>There is little as illuminating as civilisation's distant past, especially as we move towards a global age of increasing tensions. In the same vein, there are few subjects like Ancient History— within which our ancient pasts can be rediscovered and learnt from. Take the rise of 5th century Athenian demagogy against modern American politics, for example: the likes of Cleon vs. Donald Trump serve as a clear parallel and prove the eternal relevance of the classical world"</p>
Subject Content	An A Level in Ancient History will allow you to study the ancient world, its momentous events and its larger than life personalities including Alexander the Great, Caligula and King Leonidas of Sparta. You will see how ancient civilisations like the Romans, Greeks and Egyptians have shaped the world that we live in today and develop a passion and curiosity for antiquity. The course will also allow you to gain a greater understanding of the literature of the period, including the first great historians like Herodotus, Thucydides and Livy.
Career Prospects:	Many of our students enjoy the subject so much, that they go on to study this subject at University, taking degrees in Ancient History and Classics. Given the critical thinking skills that Ancient History develops, students can also enter a wide variety of careers, including law, journalism and the media in general; advertising, accountancy, business management, marketing, public relations, the armed forces and the police; the civil service, the dramatic arts and education at all levels.



A Level Drama & Theatre Studies

Examination Board	AQA	Level offered	A' Level
Assessment Model	Drama is assessed through both practical components and a final written examination. Written Examination: Drama and Theatre (3 hours) 40% of total A- level Practical Assessment One: Creating original Drama 30% of total A-level Practical Assessment Two: Making Theatre 30% of total A-level		
Introduction	<p>Drama and Theatre studies is a challenging subject suited to students who are creative, questioning and observant. Students who enjoy reading and watching plays, taking part in them; acting and directing will find this course extremely stimulating and rewarding. Group work and collaboration is at the heart of this course and students learn through experience, seeing theatre and making theatre for themselves. It is a varied course with students studying a wide range of theatrical styles, plays, practitioners and theatre conventions; learning about approaches to theatre and applying knowledge to practical and theoretical components.</p> <p>The teachers in the Drama department are experienced and work to encourage students to become independent learners; a learner who is self-motivated, disciplined and confident. During the course you will develop your acting skills, take part in workshops and develop your understanding of 'The Art of Performance'. You will also develop your writing skills as you critically analyse scripts and performances over the duration of the two years.</p> <p><u>Skills:</u> Pupils of Drama will develop skills such as:</p> <ul style="list-style-type: none">• Knowledge and understanding of a range of practical drama skills including: Acting: Directing: Costume: Set designing: Technical design• Understanding of the major theatrical styles• Performance techniques – interpretation, voice, physicality, stage relationships with others• Collaborative skills with others to present a performance piece• Communication and problem solving skills• Design skills – interpretation, visual and design impacts and set creation• Technical abilities – lighting and sound design, special effects, technology and appropriate equipment• Practical skills – from making masks and building sets to creation of period style and make-up• Confidence, team-building, communication and other life skills.		
You will be given the opportunity to devise original work, develop your understanding of how plays relate to historical, social and cultural context and consider the connections between theory and practice. In addition to Drama lessons students will go and see a number of live performances, access online Digital theatre shows and have the opportunity to work with a Theatre Company in a workshop context.			



Course Overview:

There are three components to the A-level:

Unit 1: Drama and Theatre:

This unit prepares you for the final written examination and during this module you will develop understanding of the theatrical processes and practices involved in interpreting and performing theatre, how conventions, forms and techniques are used in drama and live theatre to create meaning and how creative and artistic choices influence how meaning is communicated to an audience. Using a practical approach, you will learn how style, genre, form, structure, language, stage directions and character construction are used and applied to convey meaning and how performance texts are informed by their social, cultural and historical contexts and are interpreted and performed for an audience. Students will analyse and critique live theatre during the course and apply knowledge and understanding of theatre to interpret two set texts from either a performance or director perspective.

Our set texts are:

- 'A Servant to Two Masters' by Carlos Goldoni: A Commedia Dell'Arte style play, expect huge laughs and lively fun from this physical, energetic comedy.
- 'Our Country's Good' by Timberlake Wertenbaker: A play that is set in the 1780's and explores the relationships between a group of Royal Marines who have been sent over to Australia and the convicts they have been sent over with.

Unit 2: Creating Original Drama:

Students learn how to create and develop original devised ideas to communicate meaning as part of the theatre making process. You will develop ideas, research relevant processes and theatre practices, apply what you have learnt from live performances, explore devising work, rehearsal methods and refine work in progress. You will study the work and methodology of one influential practitioner and apply working methods, principals, artistic intentions, style and conventions of this practitioner to your final piece. The assessment also includes preparatory and development work, shown through a working notebook.

Unit 3: Making Theatre:

You will learn how to contribute to text-based drama in a live theatre context for an audience. Working in groups to develop and present three extracts from three different plays. You will learn how to interpret texts, create and communicate meaning, realise artistic intention in text-based drama, analyse and evaluate your own work.

The third extract must be influenced by the methodology and practises of an influential Practitioner, Director, Theatre Company or Designer (different to the one studied in the devised module). You will develop understanding and knowledge of the connections between theory and practice in a range of periods, theatrical styles, social, historical and cultural contexts. A reflective report is also submitted which documents, analyses and evaluates the theatrical interpretation of all three extracts.

Career options

Higher Education Institutions (HEIs) value and respect the skills our drama and theatre qualifications give students. A-level Drama and Theatre Studies is useful for students considering Higher Education in any arts or humanities subject including English Language and Literature, Journalism, Dance, Music, Art and Design, and Media Studies. Students have also gone on to study Law, Speech Therapy, Drama Therapy, Psychology, Counselling and Teaching.

Further career opportunities for students who study A-level Drama and Theatre Studies include:

Arts/Theatre Administration, Arts Journalism, Director, Actor, Designer, Playwright, Stage Management, Theatre Management, Theatrical Agent, Technician, Broadcasting, Media Presenting, Education, Drama therapy and Scriptwriting.



A Level German

Examination Board:	AQA
Assessment Model	<p>All exams are taken at the end of Year 13</p> <p>Paper 1 Listening / Reading / Writing. 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</p> <p>Paper 2 is a written paper assessing: One text and one film or two texts from the list set in the specification Grammar</p> <p>Paper 3 is the Speaking Test with Stimulus Card material followed by a more general conversation assessing: Individual research project One of four sub-themes i.e. aspects of German speaking society or artistic culture in the German speaking world or multiculturalism in German speaking society or aspects of political life in German speaking society.</p>

The course builds upon and develops the skills of speaking, listening, reading and writing which have been acquired in GCSE work. An important difference is that the subjects concentrate not on basic transactional language but on wider social, political, economic and cultural issues. The course will develop not only skills, but also understanding of the grammatical systems of the languages studied; and give a better insight into the way of life, history, geography, political system, economic life and customs of countries where the languages are spoken. Students may also have the opportunity to study the literature of the country and where possible to visit the theatre, cinema or watch video and on-line material.

Furthermore, experience of a working environment using languages is underlined by the possibility of a programme of work experience in Europe for Year 12 students and/or a study tour in the Summer

Course overview

Topics include aspects of daily life, leisure and entertainment, communication, media and popular culture.

Career options

Statistics show that employment amongst language graduates is second only to medicine and law.

More and more employers expect a high level of competence in a modern foreign language and there are now a large number of degree courses with a language component. This is for all MFL entry.

Career opportunities include Teaching, Interpreting / Marketing and Business.



A Level Music

Examination Board:	OCR
Additional Entry Requirements	If students have studied Music at GCSE they require a grade 6 to continue to A-level. Students also need to have Grade 5 ABRSM in their chosen instrument. Students who have not studied Music at GCSE need a pass in Grade 5 Music Theory – ABRSM.
Method of Assessment	<p>Over the two year course students cover Listening, Composing and Performing in three units</p> <p>Subject Content:</p> <p>The course offers a variety of alternatives which enable students to submit work demonstrating their strengths in the subject. There are three units of study. External assessments take place in May of Year 13.</p> <p>In units 1 and 2 Students may opt for Option A or B. This flexibility means they can gain up to 35% in the option for higher study and 25% in the option where they choose the smaller amount of study.</p> <p>Unit 1: Performing (35% or 25%)</p> <p>Here students have the opportunity to perform both as a soloist and in ensembles. Performances can take place on any instrument, including voice. A recital is prepared for Year 13 and should last either for six to eight minutes (Option A) or twelve to fifteen minutes (Option B)</p> <p>Unit 2: Composing (25% or 35%)</p> <p>Students are required to compose two pieces. One from a brief set by the board and one working from their own brief. For option A, an extension to their composing comprises of four part harmony and two part counterpoint.</p> <p>Unit 3: Listening and Appraising (40%)</p> <p>This work is undertaken through the study of four areas. Areas 1 and 2 are compulsory and a further two are selected from areas 3-6. They are</p> <ol style="list-style-type: none"> 1: Instrumental Music of Haydn, Mozart and Beethoven 2: Popular Song: Blues, Jazz, Swing and Big Band 3: Developments in Instrumental Jazz from 1910 to the present day 4: Religious Music of the Baroque period 5: Programme Music 6: Innovations in Music 1900 to the present day

Music may be combined with Arts and Sciences and many universities offer combined degree courses. A number of colleges are now offering degree courses in Performing Arts where Music may be studied along with Movement and Drama, Art and Literature. Intending performers would usually apply to music colleges, through the CUKAS system. Music is welcomed by universities and colleges in particular even if the subject is not to be continued beyond that level. Aldridge School has a long tradition of sending young musicians to further education and has had students at all major conservatoires in the UK and major universities including Oxford and Cambridge It can also lead to a life- long cultural interest in the arts generally. Music brings people together and strengthens the local community. A level Music combines well with a wide range of A level subjects. It is highly regarded as an academic A level but it is practical and enjoyable.

Career Prospects:

Musician, Conducting, Teaching, recording studios, member of orchestra, theatre, session players, TV companies, radio, film scoring, music composition, recording engineer.



A Level Photography

Examination Board:	OCR
Additional Entry Requirements	GCSE Photography or Art at Grade 6 or above or a portfolio of work equivalent to this.
Method of Assessment	<p>Photography at A level is an Art and Design based course.</p> <p>Component 01: Personal investigation: During the personal investigation you will produce two elements:</p> <ol style="list-style-type: none"> 1. A portfolio of practical work showing your personal response to either a starting point, brief, scenario or stimulus, devised and provided by you or your staff. 2. A related study: an extended response of a guided minimum of 1000 words. <p>Component 02: Externally set task The early release paper will be issued to you by your staff from the exam board and will provide you with a number of themes, each with a range of written and visual starting points, briefs and stimuli. During the course you also study a range of themes to extend your photographic horizons. These include topics such as:</p> <ul style="list-style-type: none"> • Portraiture • Landscape photography • Commercial photography • Still-life photography • Documentary photography • Experimental imagery • Editorial photography • Photographic installation • The photographic process • Moving image • Animation Textile Design <p>Assessment:</p> <ul style="list-style-type: none"> • Personal investigation (01) - 120 marks non exam assessment (internally assessed and externally moderated) this will be 60% of total A level • Externally set task (02) 80 marks - 15 hours non exam assessment.

Opportunities:

A level Photography will give students the opportunity to develop their knowledge, understanding and creative skills within Art and Design, using Photography as a medium to explore and develop their individual ideas. Many of our students enjoy the subject so much, that they go on to study this subject at University or pursue related work.

Related Subjects:

The course will prepare students for further education courses in creative related subjects or enter into employment within the creative industries, as such students may consider linking photography with Art, Media, Film Studies.



A Level Politics

Examination Board:	AQA
Additional Entry Requirements	Grade 5 in English and/or Grade 5 in one the following; History, Geography, Citizenship or RST.
Method of Assessment	<p>3 x 2 hour exams taken at the end of Year 13</p> <p>Subject Content:</p> <p>Unit 1: Government and Politics of the UK People, Politics and Participation: An introduction to the political world: Why do people vote? Who do they vote for? How do elections work? Why do people take part in political protests? Governing Modern Britain How is Britain governed? How are laws made? Who holds the real power in this country?</p> <p>Unit 2: Government and Politics of the USA Politics of the USA This unit looks at how Politics in the USA is conducted. How is the President elected? What is the difference between a Primary and a Caucus? Why do Republicans and Democrats dominate? How much power do pressure groups in the USA wield?</p> <p>Government of the USA How is the USA governed? What is the difference between a senator and a governor? How much power does the president really have? What is the constitution?</p> <p>Unit 3: Political Ideas Students study 4 ideologies including the 3 core ideologies of liberalism, conservatism and socialism. They will also study one non-core ideology, Nationalism.</p>

Career Prospects:

Students can enter a wide variety of careers, including law, journalism and the media in general; advertising, accountancy, business management, marketing, public relations, the armed forces and the police; the civil service, the dramatic arts and education at all levels.



A Level Psychology

Examination Board:	OCR
Additional Entry Requirements	Grade 5 in English and/or Grade 5 in one the following; History, Geography, Citizenship or RST.
Method of Assessment	<p>Psychology is assessed by examination with a mixture of multiple choice, short and long answer questions.</p> <p>Exam 1: Research methods (2 hours) 30% of total A-level</p> <p>Exam 2: Psychological themes through core studies (2 hours) 35% of total A-level</p> <p>Exam 3: Applied psychology (2 hours) 35% of total A-level</p>

Introduction

Psychology is a science subject that is concerned with the study of the mind and behaviour. It has links with a variety of other scientific disciplines such as Biology, Chemistry, Forensic Sciences, etc and it can be successfully used a science qualification in applications for courses such as Medicine and Dentistry. It also fits very well with the humanities subjects such as Geography, History, English, etc due to the development of communication and analytical skills. Psychology covers a wide range of topics and will provide a useful qualification for all applications to University. The common factor linking people who study Psychology is curiosity and the desire for knowledge.

There are a number of reasons why you may wish to study Psychology:-

Psychology is interesting

What makes a criminal? Why do people commit inhumane acts? Why do some people develop psychological disorders? How have attitudes towards mental health changed?

Psychology is challenging

How can we measure intelligence? Is imprisonment an effective punishment? How do we develop morals? How can we identify a psychopath?

Psychology is useful

Psychology has a broad range of real-world applications, ranging from health, mental illness, artificial intelligence and criminal attributes, to personal development, social interaction and the environment to name but a few.

Psychology offers good career prospects, but the skills you learn will also readily transfer to many other roles. These skills include oral and written communication, computer literacy, numeracy, problem-solving, evaluative and analytical skills as well as the ability to carry out independent research



Course overview

You will study research methods and learn how to evaluate research as well as plan, conduct and analyse your own small scale investigations. Alongside these skills you will look at the following topics:

Core Studies

Social: Responses to people in authority and people in need. E.g. Obedience and disobedience.

Cognitive: Memory and Attention. E.g. Eyewitness testimony.

Developmental: External influences on children's behaviour and moral development. E.g. Evaluations of lying and truth-telling.

Biological: Regions of the brain and brain plasticity. E.g. Split brain research.

Individual Differences: Understanding disorders and measuring differences. E.g. The language of psychopaths.

Applied Psychology

Issues in Mental Health

- The historical context of mental health
- The medical model
- Alternatives to the medical model

Criminal Psychology

- What makes a criminal?
- The collection and processing of forensic evidence
- Psychology and the courtroom
- Crime prevention
- Effect of imprisonment

Child Psychology

- Intelligence
- Pre-adult brain development
- Perceptual development
- Cognitive development and education
- Development of attachments
- Impact of advertising on children

Career options

Psychology opens the door to many career options both within and outside of Psychology itself. The wide range of topics covered means it can link to many different degree courses and careers. It can be used as a science subject for applications to degree courses that have this requirement. Our Psychology students have successfully gone in to a wide range of careers after 6th form study, including: medicine, dentistry, social work, law, nursing, teaching, counselling, art therapy, law enforcement, The Prison Service, speech therapy



A Level Spanish

Examination board:	AQA
Examinations:	<u>A Level</u> Paper 1 – 2h30 Listening/Reading/Trans. to/from Spanish Paper 2 – 2 hours – 2 essays on 2 books or book + film Paper 3 – Speaking – 21-23 minutes – Discussion of card (5 mins' prep) + presentation/discussion of chosen topic
Controlled assessment:	<i>NONE</i>

Course content:



If you want access to South America, and increasingly the North, a thorough working knowledge of the 3rd most spoken language in the World after Mandarin and English, some insight into countries with civilisations ranging from the Aztecs, Incas and Mayans to the Moors of North Africa, then Spanish in 6.1 and 6.2 is probably for you.

Spanish offers to the future employer a student who is able to communicate, aware of intricacy and detail, confident when dealing with others and a person open to new experiences, challenges, hard work, full of opinions and with the ability to think outside the box; in short, an asset to their company. Above all, it is a subject that brings much to the students themselves.

A Level Spanish is therefore for students who want to travel and see something of another land, meet interesting people and experience another culture. Ability to deal with others is prized by all employers and many act as mentors for Years 7-11, and run the Spanish Club open to all.

We benefit from the help of our native speaker for supplementary conversation classes and look out for cinema, theatre and other cultural experiences to add variety and interest to the studies. Frequent use is made of up to date material from the Spanish and Latin American press to give real insight into the modern and changing world. We aim to have a study visit to Spain to put the pupils' skills into practice.

The topics of 'Social issues and trends', 'Artistic culture' and the study of a literary text or film, guide the student from GCSE through to a more advanced content and degree of interest, appropriate to their age. In the upper sixth, the content moves to further studies of social issues and trends, political and artistic culture and literary texts or films such as *La Casa de Bernarda Alba* (one of the best-known plays ever to come out of Spain).



Additional academic options

On top of the standard package of 3 A-levels, students are expected to follow an additional academic option. A range of options were offered in 2019-20 to cater for a range of interests. The courses vary in their level and, therefore, in terms of the time allocated to them. Most run in Year 12 only, but some (such as Further Maths and Mandarin) last for both years. Students will find out about the options at the September induction fair, submitting a separate application at the end of the first week of term.

2019-20 options

- L3 AQA EPQ (additional application required)
- A level Further Maths (must be studied alongside A level Maths; grade 8/9 at GCSE Maths required)
- Level 3 Core Maths
- LIBF Level 2 Award in Financial Education
- ILM Level 3 Award in Leadership and Management (CCF) Offered & First Aid Qualification
- CREST award: Creativity in Science, Technology, Engineering and Science
- “Change Your Mind” – mental health awareness programme
- Mandarin HSK Level 3 & 4 qualifications
- Foreign language leader award

What will students gain by doing these extra qualifications?

Students will:

- ✓ develop and improve their own learning and performance as critical, reflective and independent learners
- ✓ develop and apply decision-making and, where appropriate, problem-solving skills
- ✓ extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- ✓ use their learning experiences to support their aspirations for higher education and/or career development
- ✓ transfer skills developed to other areas of study.
- ✓ add depth of knowledge in certain subject areas
- ✓ study a wider breadth of subjects than is possible (and not always available) in the core A-level programme
- ✓ for the EPQ specifically, make a significant contribution to the choice and design of an extended project and take responsibility for an individual task



USEFUL LINKS

Queen Mary's Grammar School

www.qmgs.org

01922 720696

enquiries@qmgs.walsall.sch.uk



@qmgs1554

Walsall Education

www.walsall.gov.uk/education

West Midlands Travel

www.networkwestmidlands.com

The Green Bus

www.thegreenbus.co.uk

hello@the.greenbus.co.uk

Uniform Provider

Clive Mark

19 Park Place Shopping Centre, Park Street, Walsall WS1 1NP

01922 622995

School sports kit can only be bought from the school (see the School's website)

School Meals

Free school meals: www.walsall.gov.uk/index/education/schools/free_school_meals.htm

0845 111 2855 Caterers: www.harrisoncatering.co.uk