The Sixth Form
Curriculum & A Level Subjects

2020–2021
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At Emanuel we offer 24 different subjects as A level courses:

- Art
- Biology
- Business
- Chemistry
- Classical Civilisation
- Design Technology
- Drama and Theatre Studies
- Economics
- English Literature
- French
- Further Maths
- Geography
- Government and Politics
- German
- History
- Latin
- Maths
- Music
- PE
- Photography
- Physics
- Religious Studies (Philosophy, Theology and Ethics)
- Psychology
- Spanish

We also deliver the **Extended Project Qualification (EPQ)** as part of the students’ timetabled curriculum.

**Linear A Levels**

A level subjects were reformed between 2015 and 2017 into what is referred to as a linear system. This means that all A level subjects will be examined in the summer of Upper Sixth 2022 after two years of studying.

At Emanuel we do not offer the option of AS levels. AS qualifications still exist, but they have been decoupled from A levels, meaning that they are entirely separate qualifications, examining different skills and different material to the two year A levels. An AS qualification does not contribute in any way to an A level grade.

Almost all sixth form students at Emanuel will sit three full A levels, examined at the end of Upper Sixth, and will complete an EPQ in Lower Sixth, which they submit at the start of Upper Sixth.

It is therefore very important that students make well informed decisions about their A level choices as they will not have the option to drop a subject after the Lower Sixth.
The Extended Project Qualification

What is the EPQ?

The Extended Project Qualification is worth 50% of a GCE A level (in comparison the reformed AS Levels are worth just 40%). The EPQ also, in contrast to the AS Level, offers an A* grade, enhancing the amount of UCAS points available to candidates. Extended Projects are supervised and marked by teachers initially, and then the final submissions are moderated by Pearson Edexcel.

To complete an EPQ officially requires 80 hours of project work in which a student can pursue their own line of enquiry and interest, having agreed their project with their supervisor. Emanuel is allocating more time than this, in fact, and has created an impressive introductory course which teaches a range of useful transferrable study and research skills which is delivered in the autumn term of the Lower Sixth year.

The end result produced by the student will take one of four forms:

1. **A dissertation**: focused on a research question, with an argumentative discussion
2. **An investigation**: focused on a hypothesis, with research to explore context and methodology, data collection and analysis, including discussion of alternative interpretations of data
3. **A performance**: focused on a 'commission', with consideration of the audience and the desired effect of the work, together with research into genre, influences, processes and techniques, and consideration of the merits of alternative ways of achieving the desired effect
4. **An artefact**: focused on a design brief, with research into materials, processes and techniques, leading up to a specification of how the brief is to be fulfilled and consideration of the merits of alternative ways of realizing the brief

Projects are ultimately assessed in relation to the quality of processes students adopt and the evidence of the skills they used, rather than testing any specified content. Whichever final form a student's project takes, they will be assessed on the process of researching the material and on the way it is presented (both on paper and verbally).

What are the advantages of taking the EPQ?

Emanuel is using the EPQ as a way of encouraging students to extend their thinking and reasoning processes, and, by teaching them an array of important academic skills regarding research, project planning, evaluation of sources, self-evaluation, presentation skills etc., to help them to develop confidence as independent learners, preparing them for the rigours of academic work at university.

If students pick their EPQ titles shrewdly it is a way to demonstrate their enthusiasm for their intended degree subject by pursuing their studies beyond an A level syllabus. It enhances the quality of their UCAS personal statements as it enables them to show evidence of the ‘super-curricular learning’ and extra reading that universities are looking for, as they can write about a real piece of independent research they have accomplished.

Equally, a student can pursue an independent interest in a niche area of research or link disparate curriculum subjects, or pursue a creative passion not accommodated by their A level choices. In this way Emanuel is offering students the opportunity to expand their research into an area of learning about which they feel passionately, but which would not be addressed at all in the conventional A level curriculum. This also, in a different way, demonstrates a student’s flair, creativity and curiosity as an independent learner to future employers and university selection panels.

Practically…universities are very keen on the EPQ.

EPQs are widely regarded as an excellent way to prepare students for undergraduate study, and universities look upon them very favourably. While an EPQ grade will not count instead of an A level, having an EPQ will make students with otherwise parallel qualifications to those without EPQs look more appealing in their UCAS applications. If a student missed the required grade for a course, having an EPQ with a good grade could weigh in their favour.
Here are some examples from last year’s upper sixth of final projects, which illustrate the range of possible approaches that students can take.

**Dissertation:**

“What effects did George Bush have on climate change through his time as the President of the United States of America, and will Donald Trump follow in his footsteps?”

Carried out extensive research into the policies that were enacted (Bush) or are proposed (Trump) with environmental repercussions (both positive and negative). Information was accessed from government sources, presidential archives, White House archives, newspapers, media outlets, blogs, lobbyists, research centres and journals. Planned structure of dissertation based on arguments and counterarguments. Formulated overall conclusion to research.

**Performance:**

“Recording three jazz guitar tracks influenced by traditional African music.”

Conducted detailed research into what makes music “African” as well as into jazz pioneers, previous exponents of African jazz and what they are trying to portray through their music. Developed own performance skill across the instruments being utilised. Performance was refined through rehearsals. Evaluated final outcome.

**Investigation:**

“How does the price of antibacterial soaps impact their effectiveness?”

Researched into practical procedures for conducting valid experiment. Selection of bacteria to test against (through practical trials). Conducted the project experiments. Carried out mathematical analysis on results. Used supporting research to defend analysis of research. Finished with section on issues affecting future applications of antibacterial soaps.

**Artefact:**

“How can cinematography be used to enhance psychological thrillers?”

Researched the defining features of a psychological thriller. Researched overcoming the challenges of independent film making. Provided a detailed analysis of Hitchcock films. Developed a script and storyboard. Planned, executed and edited their film with constant refinement. Analysed their application of psychological thriller techniques.
Options for studying A Levels at Emanuel

Option 1:
3 A levels and an EPQ or Emanuel Project – the majority

Option 2:
4 A levels – possible, but rarely recommended

Option 1: the majority of students at Emanuel take three A Level choices and undertake an EPQ in the fourth option slot. All students doing three A levels automatically begin the Lower Sixth by undertaking the EPQ taught course in the autumn term on the basis that the initial training it provides is a most useful preparation for anyone preparing to embark on a degree course or professional employment.

Towards the end of that term, students will decide on their specific project. Some may ultimately opt to revert to our less challenging in-house version of the EPQ called the Emanuel Project. This will still enable them to develop independent learning skills, and have something to refer to in their UCAS application. However they will not achieve a formal qualification or a grade for the final project.

Option 2: Emanuel students are able to take four A levels. However, we don’t recommend this approach in most cases for a number of reasons:

1. To do four A levels is to take on a greater workload than the A level courses are designed for. The reason why the A level specifications were reformed is because the government was of the view that the previous versions were not sufficiently rigorous. The new linear A levels are more challenging, contain more examined material than was previously the case and all these exams are at the end of the second year. Managing the additional workload of four A levels is an unnecessary burden from the beginning of Lower Sixth, where students will find the step up to A level requirements challenging enough. By Upper Sixth, a likely scenario for a student doing four A levels is that they find themselves with a UCAS offer for three high grades but very reduced time to achieve these because eight extra periods of lessons per week takes away much of the timetabled study that their peers doing three subjects have available, and they have an additional 33% more homework (to be completed in far less time).

2. Statistically, pupils in the past who have taken four A levels have underperformed in their final exams.

3. For successful university applications, students need the three best grades that they can achieve. Facing an offer of for example A*AA – it would be unwise to continue with 4 A levels and risk getting AABB and losing the place, rather than excelling in 3.

4. Universities offer places on their degree courses on the basis of three A Levels not four. However, if you offer four, there is a danger that some of the most academic institutions, e.g. Cambridge, will then set four high grades as an offer. A student in this situation has therefore made achieving their goal much more difficult, and this is a self-inflicted wound. None of the students from Emanuel currently studying at Oxford or Cambridge did four A levels. It is not a requirement for entry to any university in the UK.

A possible exception:

If a student is an exceptional mathematician and wants to choose Maths and Further Maths, only taking three A levels, where two of the choices are Maths, is rather a narrow range at A level. In that case it may be better to choose Maths, Further Maths and two sciences. Students contemplating this should seek advice before making a final decision.

What should you consider when choosing your options?

It is very important that you choose subjects that you have a genuine aptitude and interest in. Students always do best at subjects they enjoy because they willingly put the hours of private study in. Many students find they are good at a wide range of subjects at GCSE; in this case it is important to examine the A level specifications very carefully and also the skill sets required by the A levels. This can be a useful indicator as, for instance, finding that ability at statistics is necessary to be successful in A level Psychology may make it clear whether this subject is a good choice for you or not. It is also important to look at the specifications as there is a real step up from GCSE to A level and a good grade at GCSE does not guarantee the same grade at A level.
You should **be cautious about choosing a subject** like Maths **just because you have been told it is useful.** If you are not in one of the higher sets and do not have a natural aptitude for Maths it will be difficult to get a high grade. **Low grades at A level are not useful in making applications for good university courses.**

It is very important to realise that in order **to get onto a course at a Russell Group university you will on average be looking at achieving A*, A and B grades** and for many courses it will not matter which subjects you are doing for two of your three A levels. Therefore it is important to pick subjects that will enable you to enjoy your studies and achieve these kind of grades.

An example to illustrate this is the Law degree course at Bristol which requires AAA or A*AB but does not list any A levels as necessary. On the website it simply says: “Law suits a very wide range of students from both humanities and science backgrounds. Above all, Law suits those who are able to assimilate information rapidly, are able to think logically and contextually, and want to understand why society is ordered as it is.” It also says that the LNAT test must be taken. It would probably seem logical that one essay subject at A level would be useful, but the university is at pains to say that **grades are what they are interested in not specific subjects.**

If you are considering a new subject e.g. Economics, Psychology or Politics it is important to go to one of their talks **to get a clear idea of what this subject will involve and study the specifications and A level text books.**

The choices you make at A level can have an **impact on the courses you can do at university.** The obvious examples are needing Chemistry for almost all Medicine degrees and Maths for the majority of Economics degrees. It is very important to research this in advance of making your choices, as the preferred A levels for a given course will vary according to which universities you want to apply to. **You should research using the course search button on the UCAS website: www.uCAS.com**

It is also worth considering in advance if your university course requires work experience, or would look very favourably on this, as you will be doing your first work experience placement after your GCSEs and some students will be able to give themselves an advantage by doing 2 different placements over the two week period.

**Who can advise you further?**

It is important that you access as much advice as possible and you should feel free to make appointments with the following staff:

- **Ms Bainbridge** (Head of Sixth Form)
- **Dr Evans** (Assistant Head: Academic)
- **Ms Malik** (Head of Careers)
- **Your subject teachers** will be able to give you a frank opinion on your suitability to study that particular subject at A level.
- **Heads of department** will be able to give you overviews of the courses and how each A level is examined.
- It is also very useful to talk to **older students** who have done these subjects, but be aware that in some cases their specification was different to what you will be studying.

On the following pages each department gives an outline of the A level courses that they offer.

Note that the full specification and further information for each A level course can be found in the relevant department folder in Firefly.
Head of Department:
Miss Sophia MacMillan
sophia.macmillan@emanuel.org.uk

Specification Title:
Pearson Edexcel Advanced GCE in Art and Design: Fine Art Endorsed 9FA0

Recommended GCSE Grades:
To study art and design successfully at A Level it is expected that you have gained a 9, 8 or 7 grade at Art GCSE level.

Background:
Art is a broad course and an excellent option to take alongside more traditional subjects. It develops your creativity, visual analysis, thinking, problem solving, hand/eye coordination and art historical knowledge. Britain produces some of the best architects, designers and artists in the world and almost all have studied art at school. The course will appeal to students who wish to retain a creative element to their study, for those wishing to study art at further education as well as those who will be following conventional academic degrees post A level. You will develop your drawing, painting and three dimensional (sculpture) skills as well as working in the dark room (for photography) and developing more sophisticated printmaking techniques (intaglio acid etching). You will also follow a History of Art Unit.

Super-curricular provision:
The department arranges one residential art trip over the two years, either to Venice, Margate or St Ives in Cornwall; these take place at the end of the Spring Term at the beginning of the Easter holidays. The Cornish trip focuses on drawing and painting from the landscape. While there you will work with artists and visit Tate St Ives and Barbara Hepworth’s studio. The trip culminates in an open air printmaking workshop. The Venice trip has a more art historical focus introducing students to one of the most culturally and historically rich cities in the world. We will visit galleries, palaces, churches, and if the weather is good, some of the islands in the Venetian Lagoon, and there will be plenty of time for sketching. The Margate trip is a shorter residential trip which focuses on a visit to the Turner Contemporary Gallery, Shell Grotto, and sketching in the locality. We run regular art master-class sessions for the sixth form which include life drawing classes.

Course Content:
Your course will begin with an introduction to a variety of skills and techniques throughout the Autumn Term during which you will be taught by three different teachers. The skills you will learn include oil painting, watercolour, dark room techniques, printmaking and sculptural casting. You will also follow a History of Art component throughout the term which will introduce you to works from Ancient Egypt and Greece through to the modern period. In January of the first year of your course you will begin Component 1, which comprises a thematic enquiry which you will develop through a range of experiments and research culminating in a final piece made during a fifteen hour exam in June. Following the summer exam you will begin research on a dissertation of 2000 to 3000 words or other agreed form with a minimum of 1000 words. You will also begin work on a second thematic enquiry which will culminate in a fifteen hour mock exam in January of your second year of study. All the work for Component 1 is worth 60% of the final A Level grade.

You will receive Element 2, the Externally Set Assignment on or near 1 February of your examination year, giving you time to develop the theme in and out of your sketchbook and prior to the 15 hour examination. Element 2 is worth 40% of the final A Level grade.

An exhibition of both Lower Sixth work and the culmination of the course for Upper Sixth A Level students’ work takes place in June.

How Art will be examined:
The first unit of Component 1 will be completed in a fifteen hour exam during June of the first year of study. The second unit of Component 1 will be completed in a fifteen hour exam in January of your second year of study. You will receive Element 2, the Externally Set Assignment on or near 1 February of your examination year giving you time to develop the theme in and out of your sketchbook and prior to the 15 hour examination in May. Element 2 is worth 40% of the final A Level grade.

Careers and Higher Education:
Many of our students go on to study a Foundation Course in Art and Design. The course is one year and covers many more aspects of art: product design, fashion design, graphics and communication, animation, history of art and photography. The course is designed to help you experience the many different areas offered at
degree level and will help you to make a more informed choice. Students have studied at Wimbledon, Chelsea, Camberwell (now CCW), Central St Martins as well as Kingston University, Falmouth, Epsom, The Royal Drawing School and Ravensbourne College of Art. Applications for Foundation Courses are submitted in December before the chosen art courses commence in September and you will be expected to compile and submit an art portfolio.

**Architecture:** several students each year apply for Architecture degree courses. The highest rated architecture courses prefer you to have studied art as well as maths or physics. You will be required to submit an art portfolio.

**History of Art:** several students each year apply for History of Art degree courses.

Previous students have also applied straight to degree courses via UCAS and gained places on Fine Art, Graphic Design, History of Art and Architecture courses at Edinburgh, Manchester, Newcastle, Kingston and Leeds Universities.

**Careers**
- Fine artist (painter, sculptor, printmaker etc)
- Architect
- Gallery owner
- Curator
- Gallery education
- Gallery management
- Auction house: Sotheby's/Christies
- Picture & Sculpture Conserver
- Art critic
- Art magazine editor/ writer
- Magazine designer
- Television/ Film maker
- Theatre designer
- Film set designer/maker
- Prop maker/ designer
- Scenic painter/ designer
- Animator- commercial and fine art
- Special effects
- Landscape architect
- Interior designer
- Finance and admin for arts organisations
- Potter/Ceramicist
- Product design
- Graphic design, packaging, posters
- Jewellery design
- Hat design/ Shoe design
- Fashion designer
- Illustrator
- Teacher/ lecturer
- Creative Technician
- Artist assistant
- Artist in residence
- Photographer- commercial/ fashion/ fine art
- Art therapist
- Gaming design
- Web design
- Advertising
- Events co-ordinator
- Make-up Artist
Head of Biology:
Miss Sarah Bunting
sarah.bunting@emanuel.org.uk

Specification:
Biology A-Level OCR Specification A – H420

Course entry requirements:
To study this course successfully at A level, pupils will need 7 or above at IGCSE Biology, or at least grade 7-7 in Double Award Science.

You should also have at least a 7 in Mathematics GCSE as there is some degree of statistical analysis involved. If you are thinking of studying an aspect of Biology at university then Chemistry is a useful A-level to study alongside Biology.

Background:
A level Biology appeals to students who enjoy science and are naturally inquisitive about the human body and the natural world and the myriad organisms that populate our diverse planet. The biology studied at A-level provides a solid background for most science based degree courses.

Biology students will be expected to attend TSI Science talks, and encouraged to give a talk on topic of interest to them. They can seek out additional challenge by entering for the Biology Olympiad. They will have the opportunity to hear a range of eminent biologists speaking about their specialisms.

Course content:

Module 1 – Development of practical skills in biology
skills of planning, implementing, analysis & evaluation

Module 2 – Foundations in biology
cell structure; biological molecules; nucleotides and nucleic acids; enzymes; biological membranes; cell division, cell diversity and cellular organisation

Module 3 – Exchange and transport
exchange surfaces; transport in animals; transport in plants

Module 4 – Biodiversity, evolution and disease
communicable diseases, disease prevention and the immune system; biodiversity; classification and evolution.

Module 5 – Communication, homeostasis and energy
communication and homeostasis; excretion as an example of homeostatic control; neuronal communication; hormonal communication; plant and animal responses; photosynthesis; respiration

Module 6 – Genetics, evolution and ecosystems
cellular control; patterns of inheritance; manipulating genomes; cloning and biotechnology; ecosystems; populations and sustainability.

How Biology will be examined:
Three exams papers make up the full A-level in Biology:

- **Paper 1** – Biological Processes (2hr 15min) - 37%
- **Paper 2** – Biological Diversity (2hr 15min) - 37%
- **Paper 3** – Unified Biology (1hr 30min) - 26%

Both consist of multiple choice, structured and extended response questions covering theory and practical skills

Careers and Higher Education
Degree options include: biology; psychology; sport and exercise science; medicine; anatomy, physiology and pathology; pharmacology and toxicology, pharmacy; biomedical science; genetics; zoology; marine biology,

Studying Biology at university gives you all sorts of exciting career options such as: clinical molecular geneticist, nature conservation officer, pharmacologist, research scientist, higher education lecturer, soil scientist, environmental scientist

Opportunities for future employment also exist in business, government, media, education and research. Apart from the application of your biological expertise, you will be able to utilise the skills that you have developed during the course of your studies, in particular those associated with effective communication, knowledge acquisition and analysis.
Head of Department:
Mr Rupert Tong
rupert.tong@emanuel.org.uk

Specification:
A Level Business

Exam Board:
Pearson Edexcel

Course code:
9BS0

Course Entry Requirements:
To study this course successfully at A level, pupils will need GCSE grade 7 or above as a minimum in Mathematics and English. There is no need for either Economics or Business to have been studied at GCSE.

Business A level tests a student’s ability both in terms of numeracy and literacy. Therefore, students need to be able to make quick, basic calculations and write well-developed paragraphs, using relevant theory. A logical brain and a willingness to read around the subject are also essential requirements.

Background:
The course provides a bridge between the educational requirements of a sixth former and the needs of life after school. It has proved to be of interest and help both to those going on to university and to those going on to full-time employment. The former will find there is now a wide variety of courses in Business and Management (often linked to other courses), for which the A Level is an excellent preparation. For the latter, the A Level provides a very useful grounding in the intricacies of the business world. It is geared to teaching and developing the skills needed in later life, especially the management of information and knowledge, analysis, evaluation and decision making.

The course is designed to encourage candidates to:
- be aware that business behaviour can be studied from the perspectives of a range of stakeholders;
- acquire a range of skills, including decision-making and problem-solving in the light of evaluation and, where appropriate, the quantification and management of information;
- be aware of the current structure of business and business practice as reflected in events and issues affecting organisations, large and small; manufacturing and service; local, regional, national and multi-national; profit-making and non-profit-making.
- be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activities.

Candidates will be required to:-
- demonstrate knowledge and understanding of the specified content;
- apply this to problems arising from both familiar and unfamiliar situations;
- analyse problems, issues and situations;
- evaluate, distinguish between fact and opinion, and assess information from a variety of sources.

The Department is active in a number of other areas including Young Enterprise (open to all those in the Lower Sixth, irrespective of whether they are doing Business A Level). We also try to arrange speakers and trips and take part in various competitions, such as the Target Two Point Zero game.

Course Content:
The following material is examined in all of the papers:
- What is business?
- Managers: decision making and leadership
- Improving marketing performance
- Improving financial performance
- Improving Human Resource performance
- Analysing the strategic position of a business
- Global businesses
- Business Competitiveness

The specification can be found by following this link:
How Business will be examined:
There will be four ‘themes’ taught throughout the course and these themes will be examined in three two hour papers. The exam papers will be a mixture of data response and open-ended response questions.

Careers and Higher Education:
Please note: Business is not a ‘soft’ subject. Many students find it extremely challenging and rewarding. For the vast majority of universities it is perfectly acceptable in order to gain entry onto their courses. Cambridge University have said that they will accept Business as an A level.

A Business A level can help students develop a career in all sorts of financial and commercial activities. It is designed to help students either set up their own business in future or work effectively in any sort of organization.
Head of Chemistry:
Mrs Rebecca Brown
rebecca.brown@emanuel.org.uk

Specification:
Pearson Edexcel A Level Chemistry (9CH0)

Course Entry Requirements:
To study this course successfully at A-Level pupils will need a 7 at IGCSE (or 7-7 or above in Double Award Science if GCSE Chemistry was not an option open to you). We also recommend a 7 or above in GCSE Maths, since 20% of the questions will involve the use of mathematical skills at GCSE level and above.

Background:
Chemistry is a fascinating subject and is at the cutting edge of many new discoveries and processes you might hear about in the media. It is a subject that will be vital in solving many of the world’s most pressing problems: moving away from carbon-based fuels, developing new smart materials (e.g. polymers and graphene), solving the world’s food crisis (new fertilisers and pesticides), as well as developing new medicines.

This course will particularly appeal to people who like to question, and have a natural curiosity about why things happen as they do. A Level study is both more demanding and more rewarding than IGCSE. You are expected to be self-motivated and undertake independent study over and above the homework commitment, but it is worth the effort; it is a fascinating subject that will open your mind to the material world around you and help you grasp, at a molecular level, why matter behaves as it does.

As well as an in-depth understanding of the subject, you will develop a wide range of highly desirable transferrable skills, including problem-solving, written and oral communication of scientific ideas, team work, and logical thinking skills. The practical element of the course also provides opportunity to develop your ability to make observations, collect accurate data, analyse results, and identify health and safety issues.

A Level Chemists are expected to take advantage of a wealth of extra-curricular opportunities available to them in the department, including attending and delivering TSI Friday talks, and participating in the Cambridge Chemistry Challenge and Royal Society of Chemistry Olympiad.

Students are also encouraged to explore and develop their own interests through extra reading and discussion at the Chemistry Book Club and attending some of the many lectures in London that are open to the public.

Course Content:
Subject areas studied at A level include familiar topics such as Atomic Structure and the Periodic Table, Bonding and Structure, Formulae, Equations and Amounts of Substance, Kinetics, and Equilibrium, as well as totally new topics such as Redox Reactions, Transition Metals, Energetics, Modern Analytical Techniques, and Advanced Organic Chemistry.

How Chemistry will be examined:
Assessment is by three externally examined written papers, which are all sat at the end of the second year:

Paper 1: Advanced Inorganic and Physical Chemistry (1 hour 45 minutes)
Paper 2: Advanced Organic and Physical Chemistry (1 hour 45 minutes)
Paper 3: General and Practical Principles in Chemistry (2 hours 30 minutes)

Questions will be a combination of short answer, multiple choice, calculation, and extended writing responses.

In addition, candidates who successfully complete 12 core practicals obtain the Science Practical Endorsement.

Careers and Higher Education:
Chemistry and related degree subjects are popular at university and many Emanuel students go on to study them.

A Level Chemistry is a requirement for almost all university courses in Medicine and Veterinary Science, and is highly desirable for many other science-related subjects.

Students who have studied A level Chemistry go on to a variety of university studies and careers, from degrees in STEM subjects to business and law. Irrespective of your ambitions, Chemistry is highly regarded by both universities and employers, and opens up countless future opportunities.
Head of Department:  
Mr Paul Adams  
paul.adams@emanuel.org.uk

Specification title:  
Classical Civilisation (H408), OCR

Course entry requirements:  
i. There is no specific entry requirement – you do not need to have taken Classical Civilisation at GCSE level. The course has been designed to appeal to a wide range of candidates with varied experience. You should, however, have an enthusiasm for reading and discussing literature.  
ii. Classical Civilisation is an interesting and challenging course. It would combine well with many humanities subjects, but will also appeal to you if you are looking for something completely different from your other courses. Requisite skills include ability to observe, analyse and evaluate, as well as to express ideas concisely and coherently.

Background:  
The aims of studying Classical Civilisation are to:  

- develop an interest in, and enthusiasm for, the classical world;  
- acquire knowledge and understanding of selected aspects of classical civilisation;  
- develop awareness of the continuing influence of the classical world on later times;  
- develop and apply analytical and evaluative skills;  
- make an informed, personal response to the material studied.

Course Content:  
The work will consist of reading, discussion, note-taking, and essays. In the exam you are required to comment on the texts or pictures and write essays on wider topics.

You will study for three examination papers at the end of the two year A Level course. The three modules are: ‘The World of the Hero’, ‘Culture and the Arts’ and ‘Beliefs and Ideas’.

- ‘The World of the Hero’: This is a compulsory component comprising an in-depth study of either Homer’s Odyssey or Iliad and Virgil’s Aeneid. This component is solely focused on the study of literature in translation, through which you explore narrative technique and character development, as well as the historical and cultural background to both poems.  

- ‘Culture and the Arts’: You will most likely study the topic entitled ‘Greek Theatre’ for this module. The study of the production of Greek drama is coupled with an in-depth study of three plays – Sophocles’ Oedipus the King, Euripides’ Bacchae and Aristophanes’ Frogs. You will study not only the plays but the context in which their form and production developed. To develop this understanding this component involves the study of the physical theatre space used by the Greeks to stage their dramas, and also depictions of this staging in the visual/ material record.  

- ‘Beliefs and Ideas’: You will most likely study the ‘Politics of the Late Republic’ topic for this module. This takes an in-depth look at the decline and fall of the Republic, and so the rise of Imperialism under Augustus. A Roman History topic, it ties in perfectly with your study of Virgil’s Aeneid in the primary module above. You will explore the political, social and moral climate of Rome, under such leaders as Sulla, Pompey the Great and Caesar.

How Classical Civilisation will be examined:  
There will be three written examinations:  

- ‘World of the Hero’ – one paper of 2 hr 20 mins; worth 100 marks, 40% of the A Level.  
- ‘Culture and the Arts’ – one paper of 1 hour 45 mins; worth 75 marks, 30% of the A Level.  
- ‘Beliefs and Ideas’ – one paper of 1 hour 45 mins; worth 75 marks, 30% of the A Level.

Careers and Higher Education:  
The Joint Association of Classical Teachers runs residential and non-residential summer schools in Classical Civilisation for students of all levels, especially those considering a classical course at university.

Classical Civilisation is an arts subject and therefore opens doors to many types of university courses and careers. University courses are available in classical civilisation/studies, and there are joint honours courses involving classical subjects. Those interested in Classical Civilisation A Level who would like more information on university courses and careers should see Mr Adams.
Head of Department:
Miss Clare Fearnley
clare.fearnley@emanuel.org.uk

Specification:
A Level Drama and Theatre (Pearson Edexcel 9DR0)

Course Entry Requirements:
A genuine interest in Theatre is required; performance skills and acting ability are of paramount importance and willingness to participate on a practical level is essential. In addition a good standard of written and spoken English is vital. Experience of theatre at a practical level is a requirement and it is expected that candidates will have taken GCSE Drama.

Any student who wishes to study for the A Level and has not taken the GCSE should contact Miss Fearnley.

Background:
Drama improves your concentration, cultural knowledge, confidence, creativity, communication and collaboration – these are all important life skills which will serve you well as you move on to university study and your career. This is an active and thought-provoking subject which encourages you to think “outside the box” and to use your voice and movement skills to convey meaning.

In addition to these practical skills, the A Level course develops your written communication and essay-writing skills and your ability to research and evaluate. In each unit you are required to reflect and analyse in written format, in a reporting style, as well as to offer and justify opinions.

We encourage autonomous learning, including research outside lessons and independent study on the topics we are covering in lessons – students are also expected to rehearse in their own time.

Course Content:
A workshop-based, active approach is used for most lessons. This is similar to the approach used at university level, where independent thought and research is key to success. Most lessons are practical in the first year of the course – lessons are fast-paced and there will be a variety of tasks within any session. As far as possible, within the confines of the course structure, we try to treat students as professional training actors, designers and directors and all students take turns to lead lessons, directing their peers and developing leadership skills.

The two year course includes:

- Practical exploration of character, text and the skills needed to create original performance work
- An exciting Theatre Arts unit, where sound, costume lighting and set design are taught
- The study of plays, key points in theatre history and theatre practitioners, including units on Ancient Greek Theatre, Elizabethan Theatre, Brechtian Drama (Political Theatre and Expressionism), Frantic Assembly, ‘Equus’ by Peter Shaffer, and ‘The Tempest’ by William Shakespeare.
- Performing solo and group work
- Developing knowledge of the social, political, historical and cultural context of plays and playwrights (for example, the study of anti-psychiatry, normality, 1970s politics and worship as part of their study of ‘Equus’)
- Improving characterisation skills
- Devising original performances
- Evaluating live theatre

How Drama will be examined:

COMPONENT ONE: Devising (20%)
Students work in a small group (from a stimulus title) to create a piece of original performance in a set style. Students are marked on their contribution to the devising and rehearsal process as well as on their acting in the final performance.

Students are expected to keep a log-book of the devising process and this is written up into a 3000 word reflective document incorporating their research, development of ideas, performance reflection and evaluation.

COMPONENT TWO: Text in Performance (20%)
Students undertake a role within a production of a play, directed by their teacher. Students will also prepare a monologue OR a duologue.

The production and solo piece are assessed by a visiting examiner.

COMPONENT THREE: Theatre Makers in Practice
This unit is divided into three sections that are taught practically but examined in a formal written examination:
• **Section A** is a live theatre review. Students see a contemporary production, complete notes on this (which are taken in to the examination) and answer one question on the production as an extended response.

• **Section B** is the study of ‘Equus’ by Peter Shaffer. Students investigate practical ways to bring the text from the ‘page to the stage’. In the examination they answer one acting-based and one design-based question on one extract from the text.

• **Section C** is the study of Elizabethan Theatre and the set text ‘The Tempest’ by Shakespeare. Through practical exploration of the text and through learning about directing skills, students create their own directorial concept for a contemporary performance of the text that is influenced by a chosen practitioner. They answer one question about their concept, as an extended response.

**Careers and Higher Education:**

There is often a misconception that taking an A Level in Drama can limit your career or higher education choices. This is not the case and in the past three years, all of our students have moved on to study at university, including Russell Group Universities (Exeter, Durham, Bristol, Manchester, Liverpool and Oxford). Drama is a subject that naturally supports career progression in subjects such as Psychology, English, Art and the Humanities. Our course content, with a focus on Ancient Greek Theatre and politics is beneficial to those willing to pursue the study of Classics.

At university level, these subject areas, as well as Law, look favourably on those with a Drama A Level. The analytical skills, as well as the creativity and confidence taught within the course are welcomed at Higher Education level and a recent survey by Edexcel revealed that 42% of students who study this A Level go on to be offered university places. This makes it the second most ‘recruitable’ A Level after Maths, which has 47%. You can read about one such study here: [https://www.lkmco.org/what-a-level-subjects-do-russell-group-universities-prefer/](https://www.lkmco.org/what-a-level-subjects-do-russell-group-universities-prefer/)

The creative industries are the fastest growing sector in the UK and those considering a career in the arts, especially in directing, performing or designing are advised to take the A Level in Drama and Theatre.
DESIGN TECHNOLOGY

Head of Department:
Mr Neil Guegan
neil.guegan@emanuel.org.uk

Specification:
A level Design and Technology Product Design AQA 7552

Recommended GCSE grades:
We recommend that pupils wishing to study Design Technology Product Design at A level should have gained a 7 or higher at GCSE.

Subjects that you need to be good at:
You will also need to be good at Maths, as numeracy skills are fundamental to Design and Technology. The minimum level of mathematics in the examinations will be equivalent to higher tier in a GCSE in Mathematics. Using these skills will be integral to the examination for this qualification. For example: demonstrating ‘confident use of number, percentages and percentiles.’

Science skills, knowledge and understanding underpin the theory and practice of design and technology. Specific science skills will be embedded within the examination of this qualification, for example: ‘Know the physical properties of materials and explain how they are related to their uses.’

Background:
This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries.

Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing prototypes of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

The Design Technology department is open for A level students throughout the day. We offer numerous after-school, weekend and holiday sessions to enable students to manufacture high quality prototypes, work on their design portfolios and talk to teachers about their theory work.

Course content:
The exams and non-examined assessment (NEA) will measure how students have achieved the following assessment objectives:

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 and wider issues in design and technology.

AO4: Demonstrate and apply knowledge and understanding of technical principles, designing and making principles.

Course outline
1. Paper 1 7552/1: Technical Principles: Written Exam 2 hours 30 Minutes 120 marks 30% of A level.
2. Paper 2 7552/2: Design and Making Principles: Written Exam 1 hour 30 Minutes 80 marks 20% of A level.
3. NEA 7552/C Design and make project 50% of A level

Students will produce a substantial design, and make and evaluate project which consists of a portfolio and a prototype. The portfolio will contain approximately 45 slides.

How DT will be examined:
It is assessed on 3 Assessment Criteria:

1. AO1 (30 marks) Identify, investigate & outline design possibilities: Identifying and investigating design possibilities. Producing a design brief and specification
2. AO2 (50 marks) Design & make prototypes that are fit for purpose. Development of design proposal(s). Development of design prototype(s)
3. AO3 (20 marks) Analyse & evaluate. Analysing and evaluating. The portfolios are internally assessed and externally moderated.

Careers and Higher Education:
Studying Design Technology at A level can lead to a huge number of potential university courses and future careers.
A few of the most popular are listed below.

- Possible careers: product design, fashion, engineering, architecture, information technology, education
ECONOMICS

Head of Department:
Mr Rupert Tong
rupert.tong@emanuel.org.uk

Specification:
Economics A Pearson Edexcel 9EC0

Course Entry Requirements:
You do not need to have studied Economics at GCSE to take an A level course in the subject, although some topics that feature in GCSE syllabuses will be developed at A Level. It is important that you have an interest in economic affairs and a desire to explore why and how the study of Economics contributes to an understanding of the modern world. Due to the nature of the course, it is advisable to have a grade 7 in Maths and English Language. Statistics show that those students who struggle with concepts like percentage changes and spotting trends on graphs are unlikely to attain a high grade in this subject.

Background:
The Edexcel specification is designed to challenge students in a number of key areas. Students will learn how to:

- develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life;
- apply economic concepts and theories in a range of contexts and appreciate their value and limitations in explaining real-world phenomena;
- analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within it;
- participate effectively in society as a citizen, producer and consumer

Economics trips and speakers are a common feature of the A level course. Economics is a living subject and will be of benefit to students throughout their adult lives. Students are encouraged to participate in competitions such as Shares for Schools and Young Enterprise.

Course Content
The material is split into four themes:

Theme 1 and policies
- nature of economics
- how markets work
- market failure
- government intervention

Theme 2
- measures of economic performance
- aggregate demand
- aggregate supply
- national income
- economic growth
- macroeconomic objectives and policy

Theme 3
- business growth
- business objectives
- revenues, costs and profits
- market structures
- labour market
- government intervention

Theme 4
- international economics
- poverty and inequality
- emerging and developing economies
- the financial sector
- role of the state in the macroeconomy

How Economics will be examined:
There will be three externally assessed papers at the end of Year 13 (2 hours each). Questions range from multiple choice to data response and essays.

Careers and Higher Education:
Economics is a popular choice for students because it combines the benefits of both science and arts courses. Students are encouraged to write extensively and critically, whilst utilising their numeracy skills.

A high proportion of Emanuel students go on to study Economics (or related subjects) at university. It provides students with a good grounding for later life and leads on to careers in areas such as finance, banking, stock broking, law, politics and journalism.

The course specification can be found by following this link: http://qualifications.pearson.com/content/dam/pdf/A%20Level/economics-a/2015/specification-and-sample-assessment-materials/PearsonEdexcel-Alevel-EconomicsA-AccreditedSpec-August14.pdf
Head of Department:
Miss Sophie Routledge
sophie.routledge@emanuel.org.uk

Specification title:
Edexcel A Level English Literature (9ET0)

Course entry requirements
Recommended IGCSE grades: To take on this course successfully at A level you should have a 7 or above in IGCSE English Language and Literature.

Skills you need to do well at this subject:
- enjoyment of literature and a willingness to read large amounts of text;
- the skill of inferring meaning;
- an ability to write clear and fluent essays and to structure coherent arguments;
- a keenness to discuss ideas in a small group;
- an open-minded approach to different interpretations;
- a willingness to accept that there is no ‘right answer’.

Background: Why study English Literature?
- You will read widely, encountering a range of texts from 1300 to the present day.
- You will discuss and understand the human condition through a consideration of the ‘big questions’ and themes touched on in literature.
- You will develop an appreciation of beauty, and an ability to analyse the techniques whereby writers achieve their art.
- You will develop analytical skills, both in writing and speaking.
- You will be able to compare texts from different periods and authors, and to appreciate the influence of a writer’s life and times on their work.
- You will become a fluent and stylish writer and speaker, able to structure a coherent and well-supported argument.

These are perhaps the most crucial transferable skills for working life.

Super-curricular provision
- Pupils are frequently taken to West End productions and National Theatre screenings as well as to other places of interest such as Keats’ house and Stratford on Avon.
- The Senior Literary Society meets each half term to discuss a diverse range of subjects, from Homeric epic to hip-hop, the pioneer spirit to sexuality in nineteenth century fiction. We are fortunate to attract distinguished speakers, such as Lord Williams, former Archbishop of Canterbury, Professor David Crystal, Carol Ann Duffy, and Professor John Mullan. There is an additional ‘Lit Group’ which introduces pupils to literature beyond the scope of the A level, as well as student-led poetry and book clubs.
- We encourage pupils to enter essay competitions run by Oxbridge colleges each year, as well as the most prestigious poetry competitions including Foyle Young Poets and Tower Poetry.

Course content:
This comprehensive course covers literature written in English from 1300 to the present day. Pupils will learn to compare texts from different periods, to evaluate the importance of their contexts, to appreciate schools of criticism and to evaluate other readers’ responses to their texts. There are four components to the A level:

Paper 1: Drama
Pupils study one play by Shakespeare and one other drama text from the following list:

Shakespearean tragedy: Antony and Cleopatra, Hamlet, King Lear, Othello; Shakespearean comedy: A Midsummer Night’s Dream, Measure for Measure, The Taming of the Shrew, Twelfth Night.

Other tragedy: Doctor Faustus, The Duchess of Malfi (pre-1900); The Home Place; A Streetcar Named Desire (post-1900). Other comedy: The Importance of Being Earnest; The Rover (pre-1900); The Pitmen Painters; Waiting for Godot (post-1900).

Paper 2: Prose
Pupils compare two thematically linked texts from a large selection. At least one text must be pre-1900. Examples include: Hard Times, Charles Dickens and Atonement, Ian McEwan (childhood); The Moonstone, Wilkie Collins and In Cold Blood, Truman Capote (crime and detection). Frankenstein, Mary Shelley and The Handmaid’s Tale, Margaret Atwood (science and society); The Picture of Dorian Gray, Oscar Wilde and The Little Stranger, Sarah Waters (science and society).
Paper 3: Poetry
Pupils study an anthology of poems published post-2000 (Poems of the Decade). In the exam, they must compare one poem from this anthology with an unseen poem published post-2000. They also study one selected collection of poetry from a specific poet or literary period from the twelve options below, and write one essay on their chosen text: Medieval Poetic Drama; The Wife of Bath’s Prologue and Tale Chaucer; The Metaphysical Poets; John Donne; The Romantics; John Keats; The Victorians; Christina Rossetti; Modernism; T S Eliot; The Movement; Philip Larkin.

Non-examined assessment (coursework)
Pupils study any two linked texts, of any period or genre, providing they are not in translation. They then write one comparative essay of 2500-3000 words. We anticipate that students will choose their own essay titles, and possibly in some cases their own texts, thus preparing them for the independent study required at university, and enabling each pupil to suit their own interests and level of ability.

How English will be examined:
The Drama and Poetry units each culminate in a 2 hour 15 minute written exam at the end of upper sixth. The Prose unit is also examined at the end of the course, by means of a 1 hour and 15 minute exam. Clean copies of texts can be taken into all exams. The NEA is an internally-marked coursework essay of 2,500-3,000 words, which is moderated by the exam board. Pupils complete the writing of their coursework during homework time in the first term of upper sixth, having spent classroom time preparing for and planning the essay thoroughly.

Careers and Higher Education:
Only degrees in English or Creative Writing require English as an A level, but it is a very useful choice for almost any other degree course, because an A level in this extremely well-respected subject guarantees that pupils have the very sophisticated levels of written and spoken communication and empathy, which are valued so highly by university admissions officers and employers today. Pupils wishing to pursue a degree in English are supported in a range of ways, including a weekly ‘Lit Group’ and one-to-one support with the writing of personal statements and preparation for interviews. We have an outstanding record of success with Oxbridge applications: 6 pupils have gained places to read English in the past five years. Pupils with degrees in English frequently go on to careers in law, journalism, teaching, academic research and writing.
FRENCH

Head of Department:
Mr Chris Kidd
chris.kidd@emanuel.org.uk

Specification:
The specific course code for A Level French at Emanuel School is 7652 and the examination board used is AQA.

Course entry requirements:
To study this course successfully at A Level we recommend that pupils have a grade 9, 8 or 7 at GCSE. It is also important that you have enjoyed the way in which you learned at GCSE, as A Level is an extension of this with a deeper examination of aspects of French speaking culture.

Subjects you need to be good at to do well in this subject:
The candidates who usually make the best linguists are those who can work independently and embrace the prospect of background reading in a positive manner both in terms of building their range of expression (based on vocabulary and grammatical variety) but also to gain a deeper understanding of the topics which are assessed orally and in writing. Therefore, a solid track record in languages throughout the school is key but also complemented by an affinity for the more literary subjects and those where debating or analytical evaluation is required.

Background:
By choosing French at A-Level students will be able to study in more depth the language, life and culture of France and will develop a positive attitude towards French life and people. Students will find that the A level course covers more stimulating and varied topic areas compared to the GCSE course.

Students studying French will broaden their linguistic knowledge, and by the end of the course they will be able to understand authentic spoken and written French from a variety of sources e.g. TV, radio, talks, newspapers, books and magazines. They will be able to communicate confidently in French in a variety of everyday situations, both orally and in writing, and will also gain intellectual, personal and social skills which can be used in their future career, whether or not it will be based on languages.

Extra-curricular opportunities:
With Emanuel situated in the heart of London, we are very lucky to have a wide French community on our doorstep. The Institut Francais is only 20 minutes away by public transport; this is an ideal resource for accessing French culture with cinema trips, the French film festival, book reading events and other designated workshops. We also look to involve students in other language orientated events such as French debating competitions where students can voice their opinions on a variety of different topics.

However, the most authentic manner in which to excel in French is through language immersion. Besides making the most of having all classes conducted in French, students should also look to take advantage of any opportunities to travel to France. This has been done in the past through work experience programmes where students can tailor their experience to gain valuable skills for future employment.

Course content:
The course is topic-based, with three broad areas being examined: social issues and trends, political and artistic culture and literary texts and films. There will be a logical progression through the themes from lower sixth to upper sixth and one book/film will be studied in each of the 2 years, allowing for very in-depth treatment. The work will consist of discussions, watching DVDs, listening to texts, reading and writing. Spoken and written sources will include material that relates to the contemporary society, cultural background and heritage of the countries where French is spoken. Grammar is an important part of the course and complements language topics. We will revise the grammatical system and structures of the language taught at GCSE and cover further grammatical topics over the two years. In the examinations students will be expected to use, actively and accurately, grammar and structures appropriate to the tasks set.

How French will be examined:

Paper 1: Listening, Reading and Writing: written exam, (2 hours 30 mins) 100 marks - 50% of A-level. The paper assesses aspects of French speaking society, artistic culture in the French speaking world, multiculturalism in French-speaking society and French grammar. Responses are required to listening and written texts. There are translation exercises both into and from French.

Paper 2: Writing: written exam (2 hours) 80 Marks -
20% of A-level. One question in French on a set text and one question on a set film or two questions on a set text.

**Paper 3: Speaking:** (21-23 minute oral exam) 60 marks - 30% of A-level. Presentation and discussion of an individual research project. Discussion of one of the four A-level sub-themes.

**Careers:**
Knowledge of French is an undoubted asset in a very wide range of careers. Despite Brexit, France continues to be a key trading partner of the UK within Europe, and so speaking French just might offer an edge over the majority of British colleagues lacking in such skills.

Advances in communication and technology mean that we have more and more contact and interaction with our foreign neighbours. Financial services, retailing, transport, manufacturing, commerce, leisure and law are just some examples of areas where a working knowledge of French may be a definite boost to your prospective career.

**Higher Education:**
Popular choices in the past have been to combine French with Spanish, Latin or English for those with a real love of languages. Many also take French alongside subjects such as Economics or Business Studies with a view to using their language for work later in life. Students with a more scientific bias have reported the benefits of having studied an arts subject once moving on to university.
Head of Department:
Miss Harriet Coulson
harriet.coulson@emanuel.org.uk

Specification title:
Pearson Edexcel A Level Geography 9GEO

Recommended GCSE grades:
To study this course successfully at A level pupils should have a 9, 8 or 7 at GCSE Geography. The Edexcel course uses an issues based approach to geographical themes. It relies on some core knowledge that has been developed at GCSE level, therefore you must have studied Geography at GCSE.

Background:
The study of Geography A Level aims to inspire a sense of enquiry and appreciation of the environment in which we live. Through a detailed study and informed analysis of our surroundings the human impact can be assessed, and our interaction with the physical environment understood. The beauty of the discipline is its contemporary nature and its diversity.

Individuals who are interested in both artistic and the more scientific subjects are usually the ones who really excel in Geography. The discipline relies upon sound reasoning and promotes the development of a wide range of skills as well as numeracy and literacy.

Each year the Geography Department goes on interesting trips, local, national and abroad, most recently to Sicily and Barcelona. We collect data through travel and invite outside speakers into Emanuel who share their insights on the subject. Emanuel's sixth form geographers are expected to regularly attend lectures at the Royal Geographic Society of which the department is a member, as well as the Wimbledon Geographical Association.

A Level Geography: Course Content
The course uses an issues based approach to geographical themes. It is linear and there are three externally examined papers and one coursework component.

Paper 1: Code 9GEO/01
Tectonic Processes and Hazards; Landscape Systems; Processes and Change; The Water Cycle and Water Insecurity; The Carbon Cycle and Energy Security; Climate Change Futures

Paper 2: Code 9GEO/02
Globalisation; Shaping Places; Superpowers; Human Rights; Health and Intervention

Paper 3: Code: 9GEO/03
The specification contains three synoptic themes within the compulsory content areas: Players; Attitudes & Actions and Futures & Uncertainties. The synoptic investigation will be based on a geographical issue within a place based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas.

Coursework: Independent Investigation 9GEO/04
The student defines a question or issue for investigation relating to one of the topics covered. A student's investigation will incorporate fieldwork data and their own research. There will be a fieldtrip to a FSC abroad, which we highly recommend all A Level Geographers attend, during May half term in Year 12 where data can be collected for the individual investigation to be completed in the summer term. The investigation report is internally assessed and externally moderated. The student will produce a written report of 3000-4000 words.

How Geography will be examined:

Paper 1: Code 9GEO/01
Written examination: 2 hours 15 minutes, 30% of the qualification, 90 Marks

Paper 2: Code 9GEO/02
Written examination: 2 hours 15 minutes, 30% of the qualification, 90 marks

Paper 3: Code: 9GEO/03
Written examination 2 hours 15 minutes, 20% of the qualification, 70 marks

Coursework: Independent Investigation 9GEO/04
Non-examined assessment, 20% of the qualification, 70 Marks

Careers and Higher Education:
Students enjoy the scope of the material they cover in Geography. The beauty of the discipline is its contemporary nature and its diversity. The discipline relies upon sound reasoning and promotes the development of a wide range of skills as well as numeracy and literacy.
GEOGRAPHY

Pupils who study Geography at A level go on to do a wide range of courses at university. Geography, Environmental Science, Law, Economics, Philosophy, Oceanography, Land Economy, Geology, Biology, Architecture, Physics, Engineering are just a few possible undergraduate courses that geographers often do well in.

Beyond university, geographers make for some of the most employable graduates due to the wide range of skills they have developed. Statistics from the universities of Oxford, Cambridge, Durham and Bristol show that geographers are among the most successfully employed graduates.
Head of Department:
Mr Chris Kidd
chris.kidd@emanuel.org.uk

Specification:
AQA German Course Code:7662

Course Entry Requirements:
To study this course successfully at A Level pupils should have a grade 9, 8 or 7 at GCSE. It is also important that you have enjoyed the way in which you learned at GCSE, as A Level is an extension of this with a deeper examination of aspects of German speaking culture.

Background:
As one moves beyond the basics of GCSE, studying a foreign language becomes ever more rewarding as one is able to say and understand so much more. Activities are varied. We aim to use a range of materials in class to enable you to learn more about the German speaking world in an enjoyable way and through the medium of the German language. You may eventually find yourself summarizing a speech, rephrasing parts of another article, giving an oral or written summary of the evening news, taking part in a classroom role play, interpreting or even writing letters to newspapers. You will see from the exam topics that many aspects of German speaking culture are covered and all are approached using authentic materials.

Course Content:
You will study technological and social change, looking at the multicultural nature of German-speaking society. You will study highlights of German-speaking artistic culture, including art and architecture, and will learn how Germany’s political landscape was formed. You will explore the influence of the past on present-day German-speaking communities, and throughout your studies you will learn the language in the context of German-speaking countries and the issues and influences which have shaped them. You will study texts and film and will have the opportunity to carry out independent research on an area of their choice. Assessment tasks will be varied and cover listening, speaking, reading and writing skills.

By the end of the course you should be able to:

• understand contemporary spoken language from various sources including recorded news items from radio and TV, announcements, talks and discussions
• communicate confidently and clearly in the spoken language in a wide variety of situations.
• display research skills in German
• display a sound base of skills and attitudes which will be useful in future work, study and leisure
• display a positive attitude towards foreign language learning and its uses in a future career together with a range of intellectual, personal and social skills

How German will be examined:

Paper 1: Listening, Reading and Writing: Written exam (2 hours 30 mins) 100 marks. 50% of A-level.

The paper assesses aspects of German-speaking society, artistic culture in the German-speaking world, multiculturalism in German-speaking society and German grammar. Responses are required to listening and written texts. Translation exercises both into and from German are set.

Paper 2: Writing: Written exam (2 hours) 80 Marks 20% of A-level.

One question in German on a set text and one question on a set film or two questions on a set text.

Paper 3: Speaking: (21-23 minutes oral exam) 60 marks 30% of A-level.

Presentation and discussion of an individual research project. Discussion of one of the four A-level sub-themes.

Careers and Higher Education:
Knowledge of German can be an undoubted boost to a very wide range of careers. Germany is by some degree the most important trading partner of the UK within Europe and so speaking German just might offer an edge over the majority of British colleagues lacking in such skills.

Advances in communication and technology mean that we have more and more contact of all kinds with our foreign neighbours and greater interaction is becoming the norm. Financial services, retailing, transport, manufacturing, commerce, leisure and law are just some examples of areas where a working knowledge of German may be a
definite boost to your prospective career.

Not all journals and publications are translated into English and since German is the second most common language used in scientific publications, you may need German to help you understand them.

University courses are widening enormously, and it is now common for students to study Engineering with German, or Law with German not to mention the many combinations of business courses with German.

The UK is already suffering from a major shortage of modern linguists in the world of work, and it is likely that the Brexit vote will create an even greater need for British native speakers who are able to function meaningfully in the context of a foreign language.
Head of Department:
Mr Stephen Jones
stephen.jones@emanuel.org.uk

Specification title:
OCR A Level History (H505)

Course entry requirements:
First and foremost you need to be interested in learning about the past. There will be extensive debate and discussion in lessons and you will be given plenty to read and think about as the course progresses. This will serve as a springboard into independent research and wider reading. Essay writing and the ability to analyse and interpret a range of sources are key skills that you will learn and develop. Clearly success at IGCSE is an advantage in order to thrive in this demanding, intellectually rigorous and respected subject. A 7, 8 or 9 grade History IGCSE is highly recommended.

Why Study History A Level?
History is at once one of the most commonplace and subtle of subjects. Its popularity in books, films and television testifies to its instant appeal, reflecting the enjoyment in a good story, a hunger for knowledge of the past and a desire to enrich oneself mentally by intellectual travel in time and place.

The challenge is to come to terms with people and ways of life different from those we know now. Some of the ways people behaved in the past seem quite inexplicable, but the past is so much bound up in the present that the questions historians seek to answer often have contemporary relevance. That does not mean a study of history will enable humankind to solve all their problems. However the importance of trying to understand why people, for instance, were prepared to burn each other for religion’s sake in the 16th Century, or why the Twentieth Century was a period of such tumult and conflict, is clear if you are at all interested in human behaviour.

The study of history will provide not only the opportunity to understand the past but also a valuable training in: the skills of research, assimilation, comprehension and analysis of a wide range of material; the formulation of reasoned interpretation; the development of an ability to communicate clear and coherent judgments.

Course content:
The new OCR A Level course (code H505) is divided into 4 units (3 exams and 1 coursework). Exams are taken at the end of Year 13 to gain the full A Level qualification.

Year 12
Unit 1 (25%) British period study and enquiry: a 1 hour 30 min exam on Britain 1930-97.
Unit 2 (15%) Non-British period study: a 1 hour exam on Italian Unification 1796-1896, or the French Revolution 1774-1815.

Year 13
Unit 3 (40%) Thematic study and historical interpretation: 2 hour 30 min exam on Russia 1855-1964 or German Nationalism 1789-1919
Unit 4 (20%) Non-Examined Assessment: a 4000 word essay on any of the taught topics

Careers and Higher Education:
History is a highly respected academic subject that can be used as a springboard for a variety of courses at university and a diverse range of jobs. History graduates are regularly recruited into a number of occupations including the law, administration, journalism, business, teaching and many others.

The ability to think, analyse, argue, present and write clearly are skills that continue to be highly valued and appreciated by employers.
**Head of Department:**
Mr Paul Adams  
paul.adams@emanuel.org.uk

**Specification title:**  
Latin (H443), OCR

**Course entry requirements:**  
Latin at GCSE is a requirement for this subject. For success at A level a grade 7 or above is recommended.

**Background:**  
The aims of studying Latin A Level are to:

- develop an advanced level of competence with the language;
- acquire the language skills which enable learners to read literary texts, both verse and prose, in the original language;
- develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world;
- acquire the literary skills which enable learners to read ancient literature, both prose and verse, in its original language with appropriate attention to literary techniques, styles and genres;
- apply analytical and evaluative skills which show direct engagement with original texts in the ancient language;
- make an informed personal response to the material studied;
- begin to develop a sensitive and analytical approach to the language generally;
- develop research and analytical skills which empower students to become independent learners.

**Course content:**
There are four papers which form the qualification:

- **Unseen Translation:** This involves translating into English a passage of Latin prose and a passage of verse, which you have not previously studied. The unseen verse author is currently Ovid and the prose author is Livy. This paper follows on from the language element at GCSE.
- **Comprehension:** You will be given an unseen prose passage with comprehension, translation and grammar questions.
- **Prose Literature:** Learners study Cicero’s *pro Cluentio*. This was Cicero’s defence speech in one of the most intriguing and lurid ancient murder trials - set in the northern Italian town of Larinum. Cluentius was accused in 66 BC by his mother of having poisoned his stepfather, Oppianicus. Cicero divides his speech into two parts: in the first part, he defends Cluentius’ reputation and he shows that, in contrast, Oppianicus committed many heinous and enormous crimes. The second part deals with the alleged poisoning. Cicero became Rome’s most celebrated political orator. The excitement and scandal of this case holds up extremely well in comparison to the exciting legal trials we often see on television or film today.
- **Verse Literature:** Learners study Virgil’s *Aeneid* Book 12. This is the final book of Virgil’s epic poem – arguably the greatest work of Latin literature – following Aeneas’ journey from the ruins of Troy to Italy, his adventures along the way and his struggle to found a new civilisation once there. Book 12 is the culmination of all Aeneas’ struggles. He defeats the external forces of unreason that oppose him, but can he manage to conquer his own demons so efficiently?

**How Latin will be examined:**
There will be four written examinations:

- ‘Unseen Translation’ – 1 hr and 45 mins (33% of A Level).
- ‘Comprehension’ – 1 hr and 15 mins (17% of A Level).
- ‘Prose Literature’ – 2 hours long (25% of A Level).
- ‘Verse Literature’ – 2 hours long (25% of A Level).

**Careers and Higher Education:**
The Joint Association of Classical Teachers runs residential and non-residential summer schools in Latin for students of all levels. If you are taking Latin in the sixth form you would benefit from attending a course, either after GCSE or at the end of the Lower Sixth year. Mr Adams will have details of these.

Latin is an arts subject and therefore opens doors to many types of university courses and careers. University courses are available in classics (involving linguistic study) and Classical Civilisation, and there are joint honours courses involving classical subjects. Those interested in Latin at A Level who wish for more information on courses and careers should see Mr Adams.
Head of Department
Mr Ross Bishop
ross.bishop@emanuel.org.uk

Specification
Pearson Edexcel Level 3 Advanced GCE in Mathematics/ Further Mathematics (9MA0/9FM0)

Why choose Mathematics A Level?
The main reason for studying Mathematics to an advanced level is that it is interesting and enjoyable. People like its challenge, its clarity, and the fact that you know when you are right. The solution of a problem has an excitement and a satisfaction.

Choose to study Mathematics because it interests you and you want to learn more, because you enjoy being challenged and are prepared to stick at a problem until you crack it and because it complements your other A Level choices and provides the mathematical skills you need.

Course entry requirements:
It is strongly recommended that only students who achieve grade 8 or higher at GCSE consider studying A Level Mathematics. We advise that you consult your maths teacher with regards to your suitability for A Level Mathematics and listen to the advice offered.

Aims of the mathematical courses at A Level:
A Level Mathematics is a course worth studying not only as a supporting subject for the physical and social sciences but in its own right. It is challenging and interesting. It builds on the work covered at GCSE, but also involves new ideas that some of the greatest minds of the millennium have produced. It serves as a very useful support for many other qualifications as well as being a sought-after qualification for the workplace and in higher education courses. The Senior UKMT Mathematics Challenge, Hans Woyda, House Mathematics competitions and Mathematics in Action lectures all provide further stimuli for A Level students.

While studying A Level Mathematics you will be expected to:
- Use mathematical skills and knowledge, with an emphasis on algebra, to solve problems.
- Solve complicated problems by using mathematical arguments and logic. You will also have to understand and demonstrate what is meant by ‘proof’.
- Model real life situations so that you can use mathematics to show what is happening and what might happen in different circumstances.
- Use calculator technology and other ICT resources effectively and appropriately; understand calculator limitations and when it is inappropriate to use such technology.

Features of the A Level Mathematics Syllabus:
The A Level syllabus consists of Pure Mathematics, Statistics and Mechanics.

Pure is the core subject, developing your skills in algebra, trigonometry, equation solving and calculus (which is all about gradients, areas under curves and how one quantity changes with another).

The topics covered are:
- Proof
- Algebra and functions
- Coordinate geometry in the (x, y) plane
- Sequences and series
- Trigonometry
- Exponentials and logarithms
- Differentiation
- Integration
- Numerical methods
- Vectors

Statistics is concerned with data collection, display and prediction as well as probability. The ideas you will meet in this course have implications in a wide range of other fields – from assessing what your car insurance is going to cost to how likely it is that the earth is going to be hit by a comet in the next few years.

The topics covered are:
- Statistical sampling
- Data presentation and interpretation
- Probability
- Statistical distributions
- Statistical hypothesis testing

Mechanics is about forces and movement and how the world around us works. Many of the ideas you will meet in the course form an almost essential introduction to such
important modern fields of study such as cybernetics, robotics, biomechanics and sports science, as well as the more traditional areas of engineering and physics.

The topics covered are:
- Quantities and units in mechanics
- Kinematics
- Variable Acceleration
- Forces and Newton’s laws
- Moments
- Projectiles

Each set will be taught by two teachers for a total of 8 periods per week. As with all courses, there is a need to work outside the confines of the classroom and independent learning is encouraged. Extensive homework is set on a weekly basis and there are regular tests to assess your understanding. Help is always available outside the timetabled lessons.

**How Mathematics will be examined:**
The Pearson Edexcel Level 3 Advanced GCE in Mathematics consists of three equally weighted two-hour papers at the end of Year 13. Paper 1 and 2 are based on the Pure Mathematics content whereas Paper 3 is based on the Statistics & Mechanics units. Calculators can be used in all three of the exams.

For **FURTHER MATHEMATICS**, which counts as two entire A Levels, students will take the whole A Level course outlined above in one year. In Upper Sixth, they will continue with an advanced Pure course and will also pursue an advanced course in Mechanics. Further Mathematics is a demanding course for very committed mathematicians, and students considering this option should take advice from their maths teachers and the Head of Department.

**Careers and Higher Education:**
Those who qualify in mathematics are in the fortunate position of having a wide range of career choices. The abilities: to use logical thought; to formulate a problem in a way which allows for computation and decision; to make deductions from assumption and to use advanced concepts are all enhanced by studying a mathematics course. It is for this reason that mathematicians are increasingly in demand. If you choose to continue your study of mathematics after A Level with a mathematics degree, you should be able to turn your hand to finance, statistics, engineering, computers, teaching or accountancy with a success not possible to other graduates. This flexibility is even more important nowadays, with the considerable uncertainty as to which areas will be the best for employment in future years.
**Director of Music:**
Mr Charles Janz  
charles.janz@emanuel.org.uk

**Examination Board:**
Pearson Edexcel Code: 9MU0

Students will be encouraged to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

**Course Content:**
The course is made up of three components:

**COMPONENT 1: PERFORMING**
Non-examined assessment: externally assessed - 30% of the qualification.

Students are encouraged to develop their performance skills by playing a range of styles of music as a soloist and/or an ensemble member. At A level it is very important that all students have an instrumental teacher and follow a course of guided study on their instruments. Emanuel can supply or suggest a teacher, but all A level instrumental lessons take place in students’ free periods and do not impinge on other academic studies. The level required for A Level is Grade 7 by the time you are in the Upper Sixth.

The requirement is to perform an 8 minute recital showing a balanced programme of music, as the programme is marked as a whole rather than individual pieces. Key information about what is required:

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

**COMPONENT 2: COMPOSING**
Non-examined assessment: externally assessed - 30% of the qualification.

Students learn how to write for instrument(s) and/or voices, and how to develop musical ideas and learn to compose using styles and techniques of other composers. Two compositions are required:

- The first composition is either a free composition or is chosen from a list of given briefs.
- There are 40 marks for this component. This composition must be at least 4 minutes in duration.
- The second composition must be from a list of briefs assessing compositional technique, for example a Bach chorale, two-part counterpoint, an arrangement or a remix. Students must submit a score or a written account for both their compositions.
- There are 20 marks for this component. This composition must be at least 1 minute in duration, unless the brief specifies a longer minimum duration.

Total time across both submissions must be a minimum of 6 minutes.

**COMPONENT 3: DEVELOPING MUSICAL UNDERSTANDING**
Written examination: 2 hours - 40% of the qualification.

This unit focuses on listening to music and understanding how it works. Students will develop knowledge and understanding of musical elements, musical context and musical language. Students study pieces of music from the six different areas of study: Instrumental Music, Vocal Music, Music for Film, Fusions, Popular Music and Jazz plus New Directions.

An audio CD with the extracts to accompany questions on the paper will be provided for each student. This paper comprises two sections:

**Section A:** Areas of study and dictation (50 marks)
- Three questions related to the set works (audio and skeleton score provided).
- One short melody/rhythm completion exercise.
Section B: Extended response

Two essay questions:

- Essay One asks students to draw links from their study of the set works to the music heard as an unfamiliar extract.

- Essay Two gives a choice of three questions that ask students to evaluate the musical elements, context and language of one set work. Each option will be from a different area of study.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Set Works</th>
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<tbody>
<tr>
<td>Vocal Music</td>
<td>• J. S. Bach, Cantata, <em>Ein feste Burg</em>, BWV 80: Movements 1, 2, 8</td>
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<td>• Mozart, <em>The Magic Flute</em>: Excerpts from Act I no. 4 (Queen of the Night), 5 (Quintet)</td>
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<td>• Vaughan Williams, <em>On Wenlock Edge</em>: Nos. 1, 3 and 5 (On Wenlock Edge, Is my team ploughing? and Bredon Hill)</td>
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<td>Instrumental Music</td>
<td>• Vivaldi, <em>Concerto in D minor</em>, Op. 3 No. 11</td>
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<td>• Clara Wieck-Schumann, <em>Piano Trio in G minor</em>, Op. 17: Movement 1</td>
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<td>• Berlioz, <em>Symphonie Fantastique</em>: Movement I</td>
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<tr>
<td>Music for Film</td>
<td>• Danny Elfman, <em>Batman Returns</em>: Main theme (Birth of a Penguin Part II), Birth of a Penguin Part I, Rise and fall from grace, and Batman vs the Circus</td>
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<td>• Rachel Portman, <em>The Duchess</em>: The Duchess and End titles, Mistake of your life, Six years later, and Never see your children again</td>
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<tr>
<td>Popular Music and Jazz</td>
<td>• Courtney Pine, <em>Back in the Day</em>: Inner state (of mind), Lady Day and (John Coltrane), and Love and affection</td>
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<td>• Kate Bush, <em>Hounds of Love</em>: Cloudbusting, And dream of sheep, and Under ice</td>
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<td>• Beatles, <em>Revolver</em>: Eleanor Rigby, Here, there and everywhere, I want to tell you, and Tomorrow never knows</td>
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<td>Fusions</td>
<td>• Debussy, <em>Estampes</em>: Nos. 1 and 2 (Pagodes and La soirée dans Grenade)</td>
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<td></td>
<td>• Familia Valera Miranda, <em>Caña Quema</em>: Alla vá candela and Se quema la chumbambà</td>
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<tr>
<td>New Directions</td>
<td>• Cage, <em>Three Dances for two prepared pianos</em>: No. 1</td>
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<td></td>
<td>• Kaija Saariaho, <em>Petals for Violoncello</em> and Live Electronics</td>
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<td></td>
<td>• Stravinsky, <em>The Rite of Spring</em>: Introduction, <em>The Augurs of Spring</em>, and <em>Ritual of Abduction</em></td>
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PHOTOGRAPHY (new in 2020)

Head of Department:
Mr Neil Guegan
neil.guegan@emanuel.org.uk

Specification:
A level AQA Art and Design (7206)

A-level Art and Design provides students with opportunities to develop personal responses to ideas, observations, experiences, environments and cultures in practical, critical and contextual forms.

It is an art A level. Students must have their own digital camera and access to Photoshop.

Students will develop:
• independence of mind in developing their own ideas
• an interest and enthusiasm for art and design
• the experience of working with a range of media, including traditional and new media and technologies
• an awareness of different roles, functions, audiences and consumers of art and design practice.

Background:
Students will be introduced to a variety of experiences exploring a range of photographic media, techniques and processes. They will be made aware of both traditional and new technologies but new technologies will be prominent.

They will explore relevant images, artefacts and resources relating to photography and a wider range of art and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making process. Their responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

They will use sketchbooks/workbooks/journals to underpin their work where appropriate and can use traditional methods and/or digital techniques to produce images.

Course content:
Candidates are required to work in one or more area(s) of photography, such as those listed below. They may explore overlapping areas and combinations of areas.

• portraiture
• landscape photography (working from the urban, rural and/or coastal environment)
• still-life photography, working from objects or from the natural world
• documentary photography, photo journalism
• experimental imagery
• photographic installation

Skills and Techniques:
Pupils will be expected to demonstrate a high level of skill in the context of their chosen area(s) of Photography. Candidates will be required to demonstrate skills in all of the following:

• The ability to explore elements of visual language, line, form, colour, pattern and texture in the context of Photography;
• The ability to respond to an issue, theme, concept or idea and to work to a brief or answer a need in Photography;
• Appreciation of viewpoint, composition, depth of field and movement; time-based, through such techniques as sequence or ‘frozen moment’;
• The appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area of Photography;
• Understanding of techniques related to the developing and printing of photographic images.

How Photography will be examined:
Pupils should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.

When reflecting on their progress students should consider whether they have just, adequately, clearly or convincingly met the objectives.

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress
**PHOTOGRAPHY (new in 2020)**

**AO4:** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

**What we do at Emanuel:**

Lower sixth Autumn term. Visual Language: this is a set series of lessons and personal investigations, including in depth annotation, to evidence knowledge and understanding and demonstrate technical ability. This is presented in the form of a PowerPoint.

Lower sixth to Christmas in upper sixth Component 1: Personal Investigation complete with sketchbook, essay and portfolio.

Upper sixth Component 2: Externally set assignment including a 15 hour exam split over 3 days.

Followed by an exhibition and moderator visit.

All technical aspects including camera and Photoshop techniques will be taught and example work will be available at all times.

Students must expect to work outside school hours on all the AO’s.

**Careers and Higher Education:**

A Level Photography is a highly regarded qualification, and is an excellent choice in an A Level portfolio of subjects. The transferable skills which it inculcates, such as focused organisation, keeping to deadlines, independent project management and collaboration are recognised as valuable assets in Higher Education and in the workplace.

Common career paths which a photography qualification specifically supports include: graphic design; fashion design; digital media; theatre and film design; game design and careers in the arts.
PHYSICAL EDUCATION

Head of Academic PE:
Miss Laura Fitzgibbon
laura.fitzgibbon@emanuel.org.uk

Specification title:
A Level GCE Physical Education H555 OCR

Course Requirements:
To take this course successfully at A Level you should have a 9, 8 or 7 at GCSE Physical Education. (While a 6 at GCSE is technically permitted, experience shows that students with a 6 grade will find the A Level course challenging.)

Subjects you need to be good at to do well in this subject:
Biology. 30% of the qualification is exercise physiology based. It is important that students have a keen interest in Biology and performed well at this subject at IGCSE, preferably achieving at least a 7 grade.

It will also help to have an interest in psychology, biomechanics and socio-cultural issues

Background:
Studying A Level Physical Education provides students with a fantastic insight into the amazing world of sports performance. Students will have the chance to perform or coach a sport through non-examined assessment (NEA) component, but also develop a wide ranging knowledge into the hows and whys of physical activity and sport.

The combination of physical performance and academic challenge provides an exciting opportunity for students, allowing them to perform and then improve their performance or coaching through application of theory.

The course develops transferable skills including: decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking and acting under pressure.

Due to practical nature of 30% of the qualification it is essential that each student who studies A Level Physical Education takes an active role in extracurricular sporting opportunities offered at Emanuel.

Course Content:
The theory element of the course, which is worth 70% of the qualification, focuses on seven major topics:

1. Applied anatomy and physiology
2. Exercise physiology
3. Biomechanics
4. Skill physiology
5. Sports psychology
6. Sport and society
7. Contemporary issues in physical activity and sport.

The NEA element of the course, which is worth 30% of the qualification, consists of two elements:

- One practical performance, as either a coach or a performer in an activity (20%).
- One performance analysis task (10%)

How Physical Education will be examined:
A total of four hours’ assessment split over three examination papers (2x 1 hour and 1x 2 hours) taken at the end of the two year course. 70% of qualification.

A wide range of question types including: single mark, short answer and extended response questions.

The opportunity to demonstrate knowledge of both theory and performance skills in both NEA and in examinations.

Careers and Higher Education:
An A Level in Physical Education is an excellent preparation for a university degree in Sports Science, Sports Management, Healthcare, or Exercise and Health. Physical Education can also complement further study in Biology, Human Biology, Physics, Psychology, Nutrition, Sociology and many other academic disciplines.

A Level Physical Education can open up a range of career opportunities including: sports development, sports coaching, physiotherapy, personal training or becoming one of the next generation of PE teachers. The transferable skills learnt through studying Physical Education, such as decision making and independent thinking, are also useful in any career path.
Head of Department:
Dr Simon Parsons
simon.parsons@emanuel.org.uk

Specification Details:
We follow the Pearson Edexcel A Level syllabus. Course Code: 9PHO. Their website address is www.edexcel.org.uk.

Course Entry Requirements:
We recommend that candidates have good grades in Physics and Maths at GCSE, and we would expect you to achieve a 7 or above in both if you are to cope with the rigours of A level Physics. Questions involving the use of mathematical skills will contribute 40% of the assessment, so if you are not competent and confident in maths we would not recommend you choosing this A level.

Background:
The Edexcel A Level Physics course has been specifically designed to encourage you to:
• progress smoothly from previous IGCSE studies in physics
• develop in-depth knowledge and understanding of the principles of physics
• gain hands-on practical skills and data analysis skills
• appreciate the relevance of physics in the world around us
• see how physics links to other sciences and how it underpins many important technologies

A level Physics students will be encouraged to read a variety of interesting and challenging physics books, as well as to attend TSI Science talks where they are actively encouraged to deliver a presentation on a topic of interest to them. Students are welcome to find competitions and challenges they want to enter. Gather a team and we will support you in any way we can. Examples include the Physics Olympiad, Space Design Competition, Weizmann Safe-Cracking, CubeSat and AstroPi, to name but a few! Last year’s AstroPi team got to the final with their experiment running on the International Space Station itself.

In February we are embarking on our annual trip to CERN. Students will have the opportunity to meet real scientists and visit the world-renowned site. Most excitingly, we should be able to travel underground to see the LHC and one of the giant detectors that uncovered the Higgs Boson, along with a host of other exciting events, including visiting the anti-matter factory, made famous by the Da Vinci Code.

Course Content:
Topics studied at A level include: Mechanics; Electric Circuits; Materials; Waves and Quantum Physics; Electric and Magnetic Fields; Nuclear Physics and Particle Physics; Oscillations; Gravitational Fields; Astrophysics and Cosmology.

How Physics will be examined:
There are three externally examined written papers at the end of the second year to obtain an A Level qualification.

Questions will be a combination of short answer, multiple choice and extended writing responses.

Papers 1 & 2 (each 1h 45 min) examine all the A level topics and contribute 30% each to the final mark.
Paper 3 (2h 30 min) is a general paper which examines all A level topics and experimental methods (including the 16 core practicals) and contributes the remaining 40% to the final mark.

Careers and Higher Education:
Physics and Engineering are popular degree subjects in Higher Education and many Emanuel Physics students go on to study them at university. As a physics graduate you should have no shortage of skills. As well as being highly numerate, analytical and logical, the chances are that you are also a creative thinker, excellent at problem-solving and meticulous – skills that are valued in any work environment.

Physics graduates are sought by: oil and energy companies like BP and N-Power; transport companies like Rolls Royce and BMW; in science communication roles like public relations or journalism. Beyond science many physics graduates pursue careers in accountancy, management consultancy or patent work. Some choose to share their enthusiasm for physics with the next generation by becoming physics teachers.

These are just a few of the careers available to physics graduates. With the right training you could become anything from an aeronautical engineer to a meteorologist, from an astronaut to an inventor.
Head of Department:
Mr Hugo Nilsson
hugo.nilsson@emanuel.org.uk

Specification title:
Pearson Edexcel Level 3 Advanced GCE in Politics (9PL0)

Course entry requirements:
• **Recommended GCSE grades:** To study this course successfully at A level you should ideally have a 7 or above in a humanities GCSE.
• **Skills you need to do well at this subject:** a desire to keep abreast of current affairs covering international relations and domestic politics; a curiosity about why change is occurring in the realms of politics. An ability to write extended, well-argued responses to questions is also important.

Background:

**Why study Politics?**
We come into contact with politics on a daily basis and without realising it we form political opinions on all sorts of issues; these issues vary from where our council tax is spent to why British soldiers are deployed in conflict zones abroad, or even why the trains do not seem to run on time. In Aristotle’s words, “Man is a political animal.”

There is clearly a shift occurring in mainstream politics evidenced by the British people’s desire to leave the European Union and the election of Donald Trump in the United States, coupled with a gradual shift to the right across Europe. The role of Russia and China in international diplomacy is challenging post-Cold War Western hegemony and there is no better time than now to understand what is happening in the world.

Should we ban the wearing of the burka? Is the government right to continue to cut benefits? Does the UK risk being seen as a ‘nasty place’ for trying to restrict immigration? These are the sort of questions we debate in lessons, and the Emanuel Politics Department is known for vigorous argument and for getting students to think through their ideas. In doing this, students will develop essay writing skills and their powers of analysis and evaluation.

Super-curricular provision:
• Pupils are frequently taken to seminars and discussion groups like the SOAS University Asia day.
• The Politics Society regularly brings in outstanding speakers like Shami Chakrabarti, Alistair Darling and Nigel Farage to stretch and challenge pupils’ political ideas.
• The Politics Department runs a yearly trip to the Houses of Parliament so pupils can get see for themselves where decisions are made in their name.
• There is a strong Debating Society which debates for the school community on issues like “Should the UK leave the EU?” and “Who should be president of the US?” as well as entering national competitions like Debating Matters.

Course Content:
The course is broken down into three components: **UK Politics, UK Government** and **US Politics**. The main topics covered in **UK Government** are the Judiciary, the Executive, Parliament and the Constitution with an additional focus on one ideology chosen from Feminism, Nationalism or Multiculturalism. UK Politics focuses mainly on Political Participation, Parties, Electoral Systems and the Media with a focus on three ideologies: Conservatism, Liberalism and Socialism. The last component, **US Politics**, focuses on the power and role of the US presidency, the Supreme Court and American civil rights. We also examine the extent to which power is separated between the branches of government, using both the current president and past presidents as examples. There is also a comparative element to the course, which allows pupils to critically evaluate how the US and the UK are governed.

How Politics will be examined:
Each of the three components will be examined through a two hour exam consisting of a mixture of short and long answer questions. Each paper is worth 33% of a pupil’s final grade.

Careers and Higher Education:
The Politics A Level is extremely valuable for any humanities based degree. Whilst the content of the course is particularly useful for degrees in International Relations, Politics, International Development and Political Science, it is the skills pupils garner from the Politics A Level course that are most in demand.
Pupils will gain a confident grasp of writing extended responses with balance, analysis and a strong argument. They will be able to assess significance and evaluate causation.

The real beauty of Politics is that it informs young people about the rights and responsibilities within our political system. It places them in a position to hold views and assess what is happening around them and how this affects the society they live in.

Many go on to the study at most prestigious universities including Cambridge, Oxford, Manchester and Durham. A level Politics is highly respected by admissions tutors and is considered a 'hard' subject.
Head of Department:
Miss Naomi Boyd
naomi.boyd@emanuel.org.uk

Specification title:
AQA Psychology A Level syllabus (course code – 7182)

Full specification can be found here: www.aqa.org.uk/subjects/psychology

Course Entry Requirements:
We recommend candidates have at least a 6 in Double Science, Mathematics, English Language and English Literature. The AQA course we follow has a strong scientific and statistical basis. As such, pupils gaining lower grades than this in Maths and Science may find aspects of the course particularly challenging.

Background:
Psychology is the scientific study of the human brain and behaviour. Psychologists attempt to explain why people think, feel or behave in a certain way in order to make predictions about how people will act in the future. Psychological research has important implications for society; theories and research are used to inform social policies and are integral to the development of effective treatment programmes and interventions for mental illness. It is a very broad subject and the A Level course provides students with an insight into some of the most popular areas of research.

Course Content:
The course is split into the following papers and topics:


In this paper students will explore the nature and structure of memory; how attachments between infants and parents are formed and the importance of these early attachments for healthy future development; the power of social influence in explaining behaviour (with particular emphasis on conformity and obedience); a general introduction to mental health and abnormality, focusing on OCD, depression and phobias.

Paper 2: Approaches, Biopsychology and Research Methods.

In this paper students will study the various approaches used to explain human behaviour and will be expected to draw comparisons between them. They will learn about the techniques used to investigate and measure behaviour and the relative strengths and weaknesses of each technique. There is a strong emphasis in this paper on the scientific nature of psychological study and the influence of biological factors on behaviour.


In the final paper students will be expected to develop their understanding of applied psychology and will study forensic psychology, schizophrenia and relationships. In each area the impact that psychology has had on everyday life will be explored: for example, changes to the treatment of mental disorders and developments in criminal investigations such as offender profiling.

How Psychology will be examined:
All assessment is by externally examined written papers.

There are three papers (2 hours each) at the end of the second year to obtain an ‘A’ Level qualification.

Questions will be a combination of short answer, multiple choice and extended writing responses. The maximum marks allocated to any one question is 16 and this equates to 500-600 words of extended writing.

Please note that 10% of the marks available will assess mathematical skills (statistics). In addition, all papers will require an understanding of the research methods and techniques used by psychologists.

Careers and Higher Education:
Psychology is a popular degree subject at university and many students who study it at Emanuel go on to study it at university. The A Level is an academically respected qualification and is also a valuable foundation for those interested in pursuing Higher Education courses in the following areas:
• Criminology
• Counselling
• Education
• Advertising or Human Resources.
• Nursing
• Social Sciences

An undergraduate degree in Psychology is a necessary requirement in order to pursue any of the following careers:

Clinical psychologist
Educational psychologist
Forensic psychologist
Occupational psychologist
RELIGIOUS STUDIES (Philosophy, Religion and Ethics)

Head of Department:
The Revd. Stuart Labran
stuart.labran@emanuel.org.uk

Specification:
Religious Studies
Exam board: OCR Course code: H573

Course Entry Requirements:
This is a course that anyone, regardless of religious faith, would profit from; it is an academic approach to interesting issues in Philosophy, Ethics and the development of beliefs about God. You do not need to have studied RS at GCSE to take the A level but if a student has studied the RS GCSE a minimum of grade 6 is advised. It is also recommended that a student has achieved at least grade 6 in an essay based subject such as English Literature or History.

Background:
RS discusses some of the most meaningful and complex questions in life:

- Where does the universe come from?
- How can you prove anything?
- Has science replaced religion?
- What do ‘out-of-body’ experiences tell us?
- What is the mind?
- Is there a soul?
- How should we decide what are ‘good’ actions and ‘bad’ actions?
- How has Christian Theology shaped the way western society views human nature?
- How should we behave sexually and what should inform that behaviour?
- If there a place for feminism within religion or is religion innately patriarchal?
- Is the UK a Christian country and what does this mean in the C21st?

RS at A level appeals to those who are interested in analysing arguments, evaluating different points of view and sustaining a critical line of argument. It will also appeal to those who consider deep and meaningful questions and enjoy discussing different perspectives, including those of leading philosophers and academics. RS will develop skills of research, interpretation and critical thinking as well as providing opportunities to develop key skills.

Super-curricular provision:
The department has a senior philosophy club open to all students in Year 10-13, where elements of the course can be discussed and debated in a more informal setting. We also take students to a couple of A Level conferences throughout the course and to public lectures at venues such as St Paul’s Cathedral. For example, this year we went to hear Rowan Williams speak about the person of Jesus. As part of our study of secularism, students visit a local foodbank and church centre where they can learn about a variety of social action projects run by a faith community.

Course content:
The A level course covers three sections. These are: The Philosophy of Religion; Religion and Ethics; and Developments in Christian Thought. Each area is worth a third of the marks. All areas are assessed by an examination at the end of the upper sixth.

1. Philosophy of Religion:
- Ancient philosophical influences i.e. Plato and Aristotle and the relationship between the body, mind and soul.
- The teleological, cosmological and ontological arguments for the existence of God
- Challenges to religious belief such as the problems of evil and suffering
- Religious experiences as evidence of God’s existence.
- The nature of God e.g. omnipotence and free will.

2. Religion and Ethics:
- Theories about what makes an action right or wrong, including Natural Moral Law, Situation Ethics, Utilitarianism and Kantian Deontology.
- Applied Ethics e.g. Euthanasia, Business Ethics and Sexual Ethics.
- Ethical language: meta-ethics. This concerns the meaning and use of ethical language. It includes the study of emotivism, naturalism and intuitionism.

3. Developments in Christian thought:
- Existence of God, gods or ultimate reality
- Key moral principles, beliefs about the self, death and afterlife, beliefs about the meaning and purpose of life.
- The relationship between religion and society
RELIGIOUS STUDIES (Philosophy, Religion and Ethics)

- e.g. religion and gender, gender and theology.
- Challenges to Christianity including secularism, psychological challenges to religious belief (Freud), Liberation Theology and Marx.

**How RS will be examined:**
- All assessment is by externally examined written papers.
- There are three papers: Philosophy of Religion, Religion and Ethics, and Developments in Christian Thought.
- Each paper is 2 hours long and will be sat at the end of the second year.
- The allocation for each paper is 120 marks and on each paper students must complete three essays worth a maximum of 40 marks each.

**Careers and Higher Education:**
Religious Studies is a useful qualification because it combines key skills, and techniques used in many other subjects. It involves: historical studies; the analysis of language and texts as in English; the method of weighing up evidence and argument scientifically; the relevance of other languages, and the importance of clear logical reasoning.

A number of former Emanuel students have incorporated Philosophy or Religion into their degree. For example, recent former students have read Philosophy and Theology at Edinburgh and Exeter Universities. Former students have gone on to study or work in: psychology, business management, journalism, film and media, sport, archaeology and medicine.

Careers that R.S.A level supports very well include: work in the legal sector; politics; consultancy; work in the media sector; journalism.
**Head of Department:**
Mr Chris Kidd  
chris.kidd@emanuel.org.uk

**Specification:**
AQA Spanish Specification  
Course Code: 7691

**Course Entry Requirements:**
To study this course successfully at A Level we recommend that pupils have a grade 7 or higher at GCSE. You could also consult your Spanish teacher concerning your suitability. Regardless of your other subject choices, it is important that you have enjoyed the way in which you learned Spanish at GCSE, as A Level is an extension of this with a deeper examination of aspects of Spanish speaking culture.

**Background:**
The aims of the course are:

- **for you to enjoy studying in more depth** the language, life and culture of Spain and to develop a positive attitude towards Spanish life and people. You will find that the A level course covers more stimulating and diverse topics than at GCSE. Topics of interest such as family and new technologies, as well as cinema and literature are discussed and explored in detail.

- **to broaden your linguistic knowledge.** By the end of the course, you will be able to understand authentic spoken and written Spanish from a variety of sources e.g. TV, radio, talks, newspapers, books and magazines. You will be able to communicate confidently in Spanish in a variety of everyday situations, both orally and in writing.

- **you will gain many intellectual, personal and social skills** which are transferrable to future career choices, whether or not based on languages.

**Course Content:**
You will study technological and social change, looking at the multicultural nature of Spanish-speaking society. You will study highlights of Spanish-speaking artistic culture, including art and architecture, and will learn how Spain’s political landscape was formed. You will explore the influence of the past on present-day Spanish-speaking communities and, throughout your studies, you will learn the language in the context of Spanish-speaking countries and the issues and influences which have shaped them. You will study literature and film and will have the opportunity to carry out independent research on an area of your choice. Assessment tasks will be varied and cover listening, speaking, reading and writing skills.

By the end of the course you should be able to:

- understand authentic texts in the written language from a variety of sources such as magazines, newspapers, internet or books;
- understand contemporary spoken language from various sources including recorded news items from radio and TV, announcements, talks and discussions;
- communicate confidently and clearly in the spoken language in a wide variety of situations;
- display research skills in Spanish;
- display a sound base of skills and attitudes which will be useful in future work, study and leisure;
- display a positive attitude towards foreign language learning and its uses in a future career together with a range of intellectual, personal and social skills.

**The Spanish will be examined:**

**Paper 1:** Listening, reading and writing: written exam (2 hours 30 mins) 100 marks - 50% of A-level  
The paper assesses aspects of Spanish speaking society, artistic culture in the Spanish speaking world, multiculturalism in Spanish-speaking society and Spanish grammar. Responses are required to listening and written texts. There are translation exercises both into and from Spanish.

**Paper 2:** Writing: written exam (2 hours) 80 marks - 20% of A-level  
One question in Spanish on a set text and one question on a set film or two questions on a set text.

**Paper 3:** Speaking: (21-23 mins oral exam) 60 marks - 30% of A-level  
Presentation and discussion of an individual research project. Discussion of one of the four A-level sub-themes.

**Careers and Higher Education:**
Spanish is the second most spoken language in the world. As a result, opportunities for using the language are
vast. Therefore, it is not just students who are planning on reading a Modern Languages degree who should be considering studying A level Spanish.

The UK suffers from a major shortage of modern linguists in the world of work; consequently any language knowledge is useful for many careers nowadays, and many university courses have the possibility of a language component. Spanish works well in combination with both science, arts and humanities. Careers using Spanish include industry, trade, economics and the civil service. In fact, modern language qualifications at degree and advanced level make applicants to the City, manufacturing and financial companies stand out. A language is a desirable skill to help gain employment and promotion in a globalised economy.