



Emanuel School

& A LEVEL SUBJECTS

2022–2024



A level choices at Emanuel (2022–2024)

Options for studying A levels at Emanuel

The Extended Project Qualification

Art & Design

Biology

Business

Chemistry

Classical Civilisation

Computing

Design Technology

Drama and Theatre Studies

Economics

English Literature

Film Studies

French

Geography

German

History

Latin

Mathematics and Further Mathematics

Music

Photography

Physical Education

Physics

Politics

Psychology

Religious Studies

Spanish

Welcome to Emanuel Sixth Form, the time of your lives when you will transition from a pupil into a university or college student intent upon pursuing your specialism, or an employee entering the world of work. Based on our past experience we aim here to give you the information you need to make good decisions as you embark on this exciting new phase of your education.

Over the following pages there is advice about the factors to consider in making your choices, detailed information about the EPQ, and an outline of each of our twenty-six A level courses. Please read the general information carefully and make the best use that you can of the programme of information events in the autumn term designed to help you to make informed choices. There is a lot to weigh up and take in, even if you are lucky enough to be already certain about your options and your future pathway.

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

- **Mrs Peters** (Deputy Head: Academic)
- **Mr Quayle** (Head of Sixth Form)
- **Dr Evans** (Director of Studies)
- **Mr Hand** (Director of Higher Education)
- **Miss 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.**

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

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

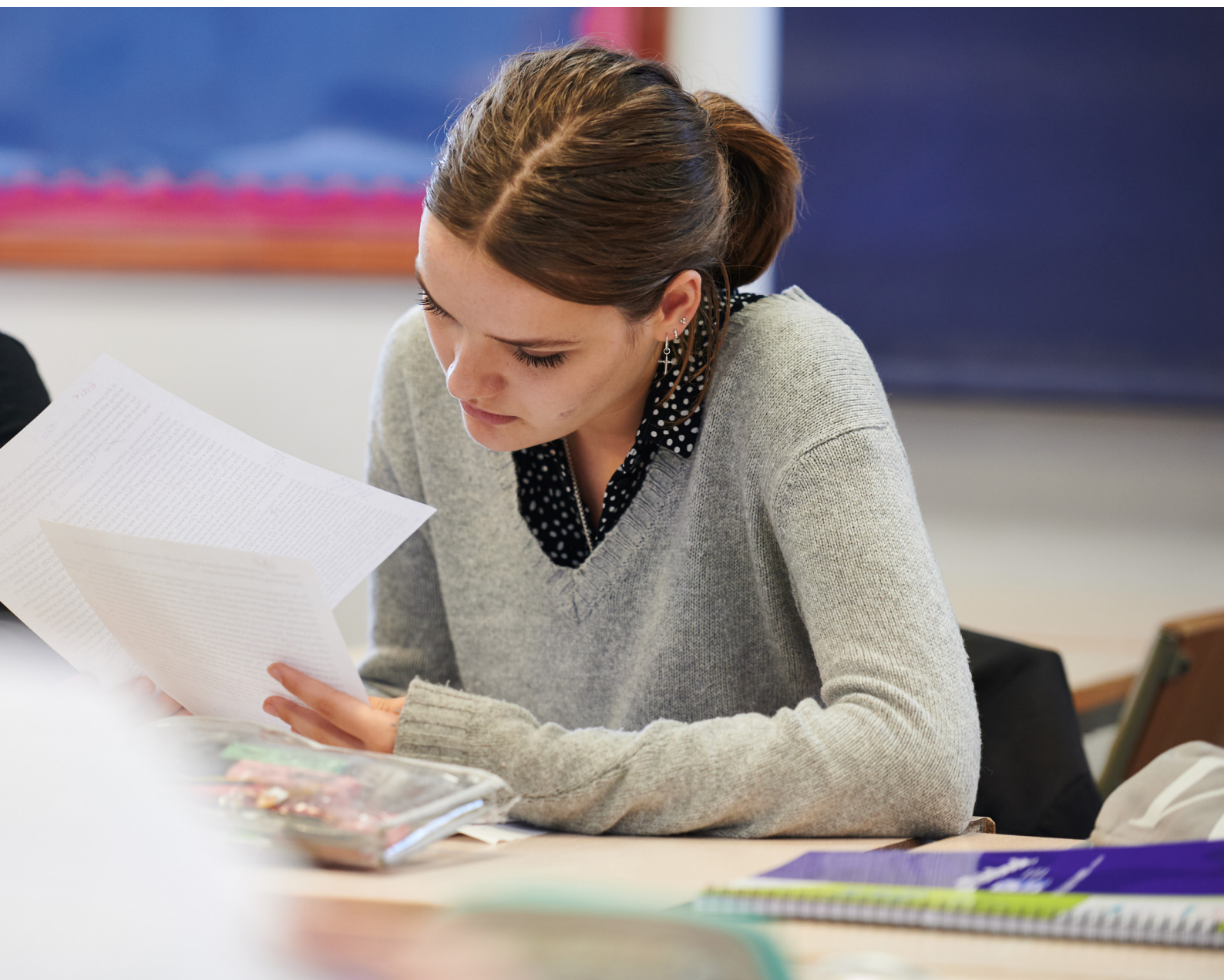
A level subjects were reformed between 2015 and 2017 into what is referred to as a linear system. This means that all your A level subjects will be examined in the summer of Upper Sixth 2024 after two years of studying.

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.

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.

In general a 7 at GCSE is the minimum grade you will need to achieve in a subject to be able to study it at Emanuel at A Level. Additionally, if you wish to study Mathematics at A Level you will need at least an 8 at GCSE, and those studying Physics at A Level must also be studying A Level Mathematics. This standard indicates that a pupil will be able to study independently, and can successfully access the very much more challenging material presented by the A Level courses. These are very achievable targets, bearing in mind that the average grades achieved by Year 11 Emanuel pupils in previous years at (I)GCSE are '7's.



the majority

– possible, but rarely recommended (unless doing Further Mathematics).

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.

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 work load 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 current 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 Mathematics and Further Mathematics, only taking three A levels, where two of the choices are Mathematics, is rather a narrow range at A level. In that case it is better to choose Mathematics, Further Mathematics and two sciences. Students contemplating this should seek advice before making a final decision.

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 Mathematics 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 Mathematics 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 A*AA or A*A*B 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 in our options events this year **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 Mathematics 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 two different placements over the two week period.

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.



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 120 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

The EPQ is an opportunity to go beyond their A Level subjects, although typically the projects support or are linked to the student's A Level choices. For example, a student might complete a project in art history to support an Art A level. Alternatively, projects can be cross-curricular, in order to align with a student's higher education applications. A student keen to apply for a degree in Environmental Science might pursue a project on climate change, for instance. Fundamentally, the EPQ is an enriching academic experience that both sparks intellectual curiosity and supports UCAS applications. Students work closely with their supervisor in order to

choose a project that has the potential to be developed to a high standard.

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).

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, 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.

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 previous years 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.



ART & DESIGN

Ms Sophia MacMillan
sophia.macmillan@emanuel.org.uk

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

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.

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, those wishing to study art for 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.

The department arranges one residential art trip over the two years, either to 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 run by a print specialist. 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.

Your course will begin with an introduction to a variety of skills and techniques 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 be introduced to the Articulation speaking prize and 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 also forms part of Component 1, which will culminate in a fifteen-hour mock exam in December of your second year of study. All the work for Component 1 is worth 60% of the final A Level grade.

You will receive **Component 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 fifteen-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.

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 December of your second year of study. You will receive **Component 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 fifteen-hour examination in May. Element 2 is worth 40% of the final A Level grade.

Many of our students go on to study a **Foundation Course in Art and Design**. The course runs for 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

ART & DESIGN

degree level and will help you to make an informed choice about your subsequent course of study. Students have studied at Wimbledon, Chelsea, Camberwell (now CCW), Central St Martins (CSM) as well as Kingston University, Falmouth, Epsom, The Royal Drawing School, City and Guilds of London Art School, Kensington and Chelsea College and Ravensbourne College of Art. Applications for Foundation Courses are submitted in January 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 mathematics or physics. You will be required to submit an art portfolio and carry out a drawing task. Our students have gone on to study at The Bartlett School of Architecture UCL, University of Bath, Oxford Brookes University, and the University of East London.

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, Fashion Design, History of Art and Architecture courses at CSM (UAL), Goldsmiths, The Slade School (UCL), Falmouth, Edinburgh, Manchester, Newcastle, Kingston and Leeds Universities.

- 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

- Fine artist (painter, sculptor, printmaker etc)
- Architect
- Gallery owner
- Curator
- Gallery education
- Gallery management
- Auction house: Sotheby's/Christie's
- 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

Miss Sarah Bunting
sarah.bunting@emanuel.org.uk

Biology A-Level OCR Specification A – H420

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 (if IGCSE Biology was not an option open to you).

You should also have at least a 7 in Mathematics GCSE as there is a high degree of statistical analysis involved. and many of the questions will involve the use of mathematical skills at GCSE level and above.

If you are thinking of studying an aspect of Biology at university then Chemistry is a useful A level to study alongside Biology.

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

A level students are expected to participate and take advantage of the range of enrichment activities on offer, such as talks and presentations

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.

Three exam papers make up the full A level in Biology:

Paper 1 – Biological Processes (2hr 15min) - 37%

Paper 2 – Biological Diversity (2hr 15min) - 37%

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

Paper 3 – Unified Biology (1hr 30min) - 26%

Structured questions and extended response questions covering theory and practical skills

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.

Mr Rupert Tong
rupert.tong@emanuel.org.uk

A Level Business

Pearson Edexcel

9BS0

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.

Note that it is not recommended for pupils to study both Business and Economics A Levels.

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.

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:

- develop a critical understanding of organisations, the markets they serve and the process of adding value through consideration of the internal workings and

management of organisations and, in particular, the process of decision-making in a dynamic external environment;

- 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 arrange speakers and trips and take part in various competitions, such as the Target Two Point Zero game.

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

BUSINESS

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.

Please note: Business is not a 'soft' subject. Many students find it extremely challenging and rewarding and it is an acceptable subject for universities 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.



CHEMISTRY

Mrs Rebecca Brown
rebecca.brown@emanuel.org.uk

Pearson Edexcel A Level Chemistry (9CH0)

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 IGCSE Chemistry was not an option open to you). You should also have at least a 7 in GCSE Mathematics, since 20% of the questions will involve the use of mathematical skills at GCSE level and above.

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 fertilizers 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 lunchtime presentations, 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.

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.

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.

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.

CLASSICAL CIVILISATION

Mr Paul Adams
paul.adams@emanuel.org.uk

Classical Civilisation (H408), OCR

- 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.

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.

The work will consist of reading, discussion, note-taking, and essays. In the exam you are required to comment on the texts and visual sources 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 Homer's *Odyssey* 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.

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.

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.

Mr Peter MacDonagh
peter.macdonagh@emanuel.org.uk

Computer Science Cambridge International 9618

GCSE Computer Science is useful but not necessary. You should be able to demonstrate an ability to solve complex problems by attaining a grade 7 or above in GCSE Mathematics.

Computer Science is an exciting and rapidly evolving field of study which covers an increasingly broad landscape including game development, robotics, data science, artificial intelligence, crypto currencies, and cybersecurity.

This course is suited to those with an interest in computing and a penchant for problem solving. To do well in computing you must be comfortable with complexity and enjoy the challenge of analysing, decomposing and solving problems. You must be an independent learner with a degree of tenacity, prepared to pursue multiple strategies, many of which will fail, in order to code an effective and efficient solution.

There will be a day trip to listen to a series of lectures by experts speaking on topics that cover a range of domains in the computing field. Students will be expected to explore areas of interest that go beyond the curriculum. Attendance at external workshops, evening lectures and running a series of Computing Club workshops in robotics and game development for younger pupils will help demonstrate your passion, independence, and ability to lead and work with peers. A range of competitions and activities are available including the Bebras competition, Cyberfirst (cybersecurity program) and BAFTA game awards offer an opportunity to showcase your skills and develop further in your area of interest.

Topics studied in the A level include:

- **Section 1 Theory Fundamentals:** information representation, communication and internet,

hardware, processor fundamentals, system software, security, privacy and data integrity, ethics and ownerships, databases, and data modelling.

- **Section 2 Fundamentals of Problem Solving and Programming:** Algorithm design and problem solving, data representation. Programming including coding basics, built in functions and structured programming. Software development including programming, testing and test strategies.
- **Section 3 Advanced Theory:** normalized floating-point representation, network protocols, packet switching and routers. We will also look at Boolean algebra, flip-flops and parallel processing. The security topics of Asymmetric Encryption and Digital Signatures/Certificates will form part of our study. We will also have an opportunity to explore embedded chip control systems.
- **Section 4 Further Problem-solving and Programming Skills:** Computational Thinking and problem-solving, algorithm design methods and further programming and software development.
- Paper 1 (1 hour 30 minutes, 25% of A level)- content from Section 1 Theory Fundamentals
- Paper 2 (2 hours, 25% of A level)- content from Section 2 Fundamentals of problem-solving and programming.
- Paper 3 (1 hour 30 minutes, 25% of A level)- content from Section 3 Advanced theory.
- Paper 4 (2 hours, 25% of A level)- content from Section 4 Further Problem-Solving and Programming Skills.

In addition to preparation for further study in this subject area, you will have gained an A level in Computing that is considered by the Russell Group Informed Choices as a useful A level for a wide variety of subjects which include:

Aeronautical Engineering, Chemistry, Civil Engineering, Economics, Electrical/Electronic Engineering, Engineering General, Optometry, Orthoptics, Biochemistry, Biology, Computer Science, Geology, Materials Science, Mathematics, Mechanical Engineering, Medicine, Physics and Teacher Training.

Mr Neil Guegan
neil.guegan@emanuel.org.uk

A level Design and Technology Product Design AQA 7552

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

You will also need to be good at Mathematics, 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.'

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.

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

AO1: Identify, investigate & outline design possibilities to address needs and wants.

AO2: Design & make prototypes that are fit for purpose.

AO3: Analyse & evaluate: design decisions and outcomes, including for prototypes made by themselves and others and wider issues in design and technology.

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

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 a project which consists of a portfolio and a prototype. The portfolio will contain approximately 45 slides.

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.

Portfolios are internally assessed and externally moderated.

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.

- University courses: Product Design, Architecture, Engineering, Interior Design, Information Technology and Computer Science
- Possible careers: product design, fashion, engineering, architecture, information technology, education

DRAMA & THEATRE STUDIES

Miss Clare Fearnley
clare.fearnley@emanuel.org.uk

A Level Drama and Theatre (Pearson Edexcel 9DR0)

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.

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

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, Kneehigh, 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

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

DRAMA & THEATRE STUDIES

(which are taken into 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.

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 also beneficial to those pursuing the study of Classics.

The analytical skills, as well as the creativity and confidence taught within the Drama and Theatre 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 Mathematics, which has 47%. You can read about one such study here: <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.



Mr Rupert Tong
rupert.tong@emanuel.org.uk

Economics A Pearson Edexcel 9EC0

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 Mathematics 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.

Note that it is not recommended for pupils to study both Business and Economics A Levels.

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 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. Economics trips and speakers are a common feature of the A level course.

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

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.

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.

ENGLISH LITERATURE

Ms Sophie Routledge
sophie.routledge@emanuel.org.uk

Edexcel A Level English Literature (9ET0)

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.

- enjoyment of literature and a willingness to read challenging and stimulating texts;
- 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'.

Literature is the greatest exploration of the human experience: it reflects how those before us have seen, shaped and understood the world. Through reading, you can live lives you never dreamed possible, and see worlds that have been closed to you. Through studying English Literature, you will gain knowledge of the 'big questions' and ideas of the past, understand the craft of novels, drama and poetry, and develop an appreciation of the techniques writers use to present silenced voices, engage readers emotionally, explore the human condition or expose social taboos. Most importantly, you will gain deeper insights into how metaphoric language can make and un-make meanings in innovative ways.

- 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 themes touched on in literature and develop an appreciation of the beauty of the literary heritage of the Anglophone world.
- 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 how writers use literature to respond to their own life and times.
- You will become a skilful and stylish writer and

speaker, able to structure a coherent and well-supported argument.

- 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.
- A L6th Lit Club runs twice a half term, reading texts selected by pupils. Choices this year have ranged from Toni Morrison's *Beloved* to Ian McEwan's *Nutshell*.
- The Senior Literary Society meets each half term to discuss a diverse range of subjects, from Homeric epic to hip-hop 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.
- Subject mentoring in small groups is on offer to give individually tailored support in essay writing.
- The Cultural Theory Seminar gives students who are interested in pursuing English at university a first taste of the critical debates they will encounter at university.
- 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.

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*.

ENGLISH LITERATURE

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 of such pairings include: *Frankenstein* by Mary Shelley and *The Handmaid's Tale* by Margaret Atwood (science and society); *Dracula* by Bram Stoker and *The Little Stranger* by Sarah Waters or *Beloved* by Toni Morrison (the supernatural); *The Moonstone* by Wilkie Collins and *In Cold Blood* by Truman Capote (crime and detection).

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. 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, which will be taken from the following list: Medieval Poetic Drama; Chaucer's *The Wife of Bath's Prologue and Tale*; 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. Students choose their own essay titles, and 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.

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.

Only degrees in English Literature require the subject at A level, but as a highly well-regarded qualification, it is a very useful choice for almost any other degree course. An A level in English Literature 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. Especially if you are interested in pursuing a degree in the arts or humanities, English Literature is a great and sometimes necessary option; yet because it is such a well-respected course, demonstrating your mastery of core skills in critical thinking, reading and writing, English Literature can also help you keep your options open for a broad range of degrees.

Pupils wishing to pursue a degree in English Literature are supported in a range of ways, including the L6th 'Lit Club' 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, publishing, advertising, media, teaching, academic research and writing.

FILM STUDIES

Mr John Dunley
John.dunley@emanuel.org.uk

OCR Film Studies A Level H410

A good standard of written English is essential in Film Studies, as clear expression and developed analytical skills are needed to meet the course's requirements. To take on this course successfully at A level you should have a 7 or above in IGCSE English Language and Literature.

Film Studies explores how and why films are made. During the course students will study a wide range of critically acclaimed and culturally and historically diverse films which include both feature length films and documentary films and shorts.

Beyond a passion for film itself, an A Level in Film Studies will suit pupils who have an interest in how narratives are created, from various artistic, dramatic and political perspectives, and in the correlation between entertainment and history in the twentieth and twenty-first centuries. It will combine particularly well with A Level courses in English, History, Politics, Art and Photography.

Students will learn and develop a wide understanding of the language and syntax of film, exploring how concepts such as narrative, genre, representation, spectatorship and aesthetics are used to create meaning by deconstructing and creating film.

The course will also allow students to develop an understanding of the contexts in which films are made, including the social, cultural, historical and political contexts as well as allowing students to learn the production process through their own creation of a short film.

The course is split into the following papers and topics:

Component 1: Film history

In this paper, students will develop knowledge of film form through the study of at least three US set films from three different eras of film. They will also study

set films from two major European film movements or stylistic developments such as Surrealist Film, German Expressionism and French New Wave.

Component 2: Critical approaches to film

In this paper student will further develop knowledge and understanding of the key critical approaches to film and of narrative, genre, representations and spectatorship, studying at least one set film from categories such as *Documentary*, *US Independent* and *Contemporary British*.

Component 3: Making a short film (Non-examined Assessment)

In this non-examined assessment (NEA), students will study one compilation of short British fiction films and will have the opportunity to demonstrate their understanding and skill through either the production of a short film or a screenplay for a short film.

Film History will be examined with a two hour paper, featuring a variety of questions which will ask students to examine a number of their set films. There will be two sections: *Film Form in US cinema from the Silent Era to 1990* and *European Cinema History*.

Critical Approaches to Film is also a two hour paper consisting of three sections: Section A: *Contemporary British and US film*; Section B: *Documentary* and Section C: *Ideology*.

Both papers are worth 105 marks and make up 35% each of the final A Level.

For the **Non-Examined Assessment**, students will produce either a five minute short film or a ten minute screenplay after studying one compilation of short British fiction films. They will also have to provide an evaluative analysis of their production. This component makes up the remaining 30% of the total A Level.

Students who study Film Studies at A level can go on to study film related courses in Higher Education, leading to jobs in the media and film industries as well as in other academic and vocational areas. The subject encourages many transferable analytical, written and practical skills which are invaluable for Higher Education and beyond.

FRENCH

Mr Chris Kidd
chris.kidd@emanuel.org.uk

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

To study this course successfully at A Level pupils will need to 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.

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 complimented by an affinity for the more literary subjects and those where debating or analytical evaluation is required.

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.

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.

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 grammar and structures appropriate to the tasks set, actively and accurately.

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 -

FRENCH

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.

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.

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.



GEOGRAPHY

Mr James Harris
james.harris@emanuel.org.uk

Pearson Edexcel A Level Geography 9GEO

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.

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.

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 an 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.

Paper 1: Code 9GEO/01

Written examination: 2 hours 15 minutes, 30% of the qualification, 105 Marks

Paper 2: Code 9GEO/02

Written examination: 2 hours 15 minutes, 30% of the qualification, 105 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

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.

Pupils who study Geography at A level go on to do a wide

GEOGRAPHY

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.



Mr Chris Kidd
chris.kidd@emanuel.org.uk

AQA German Course Code:7662

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.

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.

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 authentic texts in the written language from a variety of sources such as magazines, newspapers 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 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

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.

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

GERMAN

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 Brexit will create an even greater need for British native speakers who are able to function meaningfully in the context of a foreign language.



HISTORY

Mr Stephen Jones
stephen.jones@emanuel.org.uk

OCR A Level History (H505)

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 needed for success at 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.

The 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

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.

Mr Paul Adams
paul.adams@emanuel.org.uk

Latin (H443), OCR

Latin at GCSE is a requirement for this subject. For success at A level a grade 7 or above is required.

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.

There are four papers which form the qualification:

- **Unseen Translation:** This involves translating into English a passage of Latin prose and 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?

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).

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.

MATHEMATICS; FURTHER MATHEMATICS

Mr Ross Bishop
ross.bishop@emanuel.org.uk

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

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.

Only students who achieve grade 8 or higher at GCSE will be able to study A Level Mathematics. We advise that you consult your mathematics teacher with regards to your suitability for A Level Mathematics and listen to the advice offered.

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.

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 essential introduction to such

MATHEMATICS; FURTHER MATHEMATICS

important modern fields of study 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 key to success. 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.

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.

FURTHER MATHEMATICS

Further Mathematics, which counts as two entire A Levels, should only be considered by very committed mathematicians who both love mathematics and enjoy solving mathematical problems.

Further Mathematics is a demanding course, but one that is highly regarded by universities and employers, especially if you are considering a STEM based course at an academic institution. For some courses, at some of the top institutions, Further Mathematics is an essential or highly desirable option, so it is recommended that you do some research into your future career options before selecting or discounting Further Mathematics.

In Further Mathematics students will take the whole A Level course outlined above in the first year. In Upper Sixth, they will continue with an advanced Pure course, which will cover matrices, complex numbers and advanced calculus, and will also pursue an advanced course in Mechanics or Statistics.

Beyond the classroom Further Mathematics classes have the opportunity to go on trips to the Velodrome, to investigate circular motion and also the Golf Driving Range to look at projectiles, air resistance and spin motion.

Further Mathematics is a demanding course for very committed mathematicians, and students considering this option should take advice from their mathematics teachers and the Head of Department. You would need a grade 9 at GCSE to be successful in Further Mathematics, and (if possible) to have studied the AQA FSMQ Further Mathematics course.

In addition to the A Level syllabus, which consists of Pure Mathematics, Statistics and Mechanics, Further Mathematics includes:

MATHEMATICS; FURTHER MATHEMATICS

Advanced Pure:

The topics covered are:

- Complex Numbers
- Matrices
- Advanced Calculus
- Advanced Trigonometry

Advanced Statistics

The topics covered are:

- Poisson Distributions
- Advanced Probability and Hypothesis Testing

Advanced Mechanics

The topics covered are:

- Work, Energy and Power
- Elasticity and momentum

Each set will be taught by four teachers for a total of 16 periods per week. As with all courses, there is a need to work outside the confines of the classroom and the ability to practise and develop classroom learning independently is essential. 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.

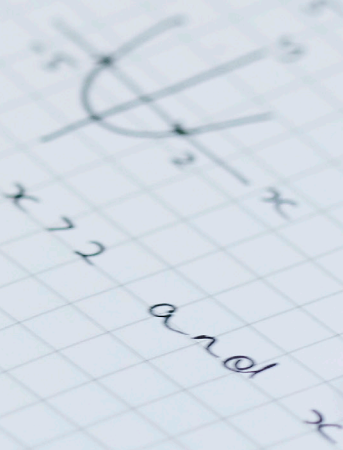
In addition to the three exam papers that will be sat for A Level Mathematics, there are an additional four equally weighted Further Mathematics papers. Three of these papers are based on the Pure content and the fourth paper is either an optional Advanced Mechanics or Statistics module. All seven papers are sat at the end of Year 13.

Those who qualify in Mathematics are in the fortunate position of having a wide range of career choices. The abilities developed: 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, make mathematicians highly sought after. If you choose to continue your study 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 increasingly important nowadays in the rapidly evolving twenty-first century jobs market; Mathematics is a qualification which can always be put to excellent use.



$$(2x-5)(x+2) = 0$$

$$x > 2 \text{ and } x < -2$$



MUSIC

Mr Charles Janz
charles.janz@emanuel.org.uk

Eduqas

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. A Level Music will give you the opportunity to study a wide range of musical genres, bringing theory, listening and composition to life in fresh and engaging ways. We know that every pupil has different learning styles and musical tastes, which is why A Level Music values all music genres, skills and instruments. This academically rigorous subject will broaden your mind and provide a platform to inspire a lifelong interest and enjoyment of music. Some practical ability is necessary either in singing or playing an instrument. Ideally, pupils will play or sing to a grade 7 standard by the end of Year 13.

For this specification pupils must choose **either** Option A in both Components 1 and 2 **or** Option B in both Components 1 and 2. All pupils must study Component 3.

Option A: Total duration of performances: 10-12 minutes
Option A: 35% of qualification

Option B: Total duration of performances: 6-8 minutes
Option B: 25% of qualification

Non-exam assessment: externally assessed by a visiting examiner.

Option A: Performing (35%)

A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.

Option B: Performing (25%)

A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study

Option A: Total duration of compositions: 4-6 minutes
Option A: 25% of qualification

Option B: Total duration of compositions: 8-10 minutes
Option B: 35% of qualification

Non-exam assessment: externally assessed by Eduqas

Option A: Composing (25%)

Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by Eduqas. Pupils will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition.

Option B: Composing (35%)

Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by Eduqas. Pupils will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition must reflect the musical characteristics of one different area of study (i.e. not the Western Classical Tradition) while the third composition is a free composition.

Written examination: 2 hours 15 minutes (approximately)
40% of qualification

Three areas of study:

Area of study A: **The Western Classical Tradition** (The Development of the Symphony 1750-1900), which includes two set works. One set work is chosen for detailed analysis and the other for general study.

- Symphony No. 104 in D major, 'London': Haydn
- Symphony No. 4 in A major, 'Italian': Mendelssohn

A choice of **one** area of study from:

- Area of study B: **Rock and Pop**
- Area of study C: **Musical Theatre**
- Area of study D: **Jazz**

MUSIC

A choice of **one** area of study from:

Area of study E: **Into the Twentieth Century** including **two** set works:

- Trio for Oboe, Bassoon and Piano, Movement II: Poulenc
- Three Nocturnes, Number I, Nuages: Debussy

Area of study F: **Into the Twenty-first Century** including **two** set works:

- Asyla, Movement 3, Ecstasio: Thomas Adès
- String Quartet No. 2 (Opus California) Movements I and 4: Sally Beamish

Questions:

1. Set work analysis with a score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score
4. Comparison questions



PHOTOGRAPHY

Mr Neil Guegan
neil.guegan@emanuel.org.uk

A level AQA Art and Design (7206): Photography

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

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.

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 which 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.

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

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.

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

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

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. Topics covered include rule of thirds, aspect ratio, rule of even and odd, line, texture and pattern. This is presented as a PowerPoint portfolio.

Lower Sixth January 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 extensively outside school hours on all the assessment objectives.

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

Ms Frances Low
frances.low@emanuel.org.uk

A Level GCE Physical Education H555 OCR

To take this course successfully at A Level you should have a 9, 8 or 7 in 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.)

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

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

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 acquisition
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%)

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 the NEA and in examinations.

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.

PHYSICS

Dr Simon Parsons
simon.parsons@emanuel.org.uk

We follow the EDUQAS A Level syllabus.

Candidates need to have very good grades in Physics and Mathematics at GCSE (a minimum of an 8 in both) to manage the rigours of this A level successfully. Questions involving the use of mathematical skills to a standard far beyond GCSE will contribute 40% of the final assessment, so you need to be very competent and confident in Mathematics to choose this A level. Due to this, pupils wishing to take A level Physics must also take A level Mathematics.

The A level Physics course has been specifically designed to encourage you to:

- progress confidently 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 engaging 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! One of our recent AstroPi teams got to the final with their experiment running on the International Space Station itself.

We run an 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.

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.

There are three externally examined written papers at the end of the second year to obtain an A Level qualification. The course content is split roughly equally between all three.

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

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.

Mr Will Davis
william.davis@emanuel.org.uk

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

- **Recommended GCSE grades:** To study this course successfully at A level you should 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.

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 success 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 and Alistair Darling 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.

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.

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.

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.

POLITICS

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.



Mrs Lucy Wilson
lucy.wilson@emanuel.org.uk

AQA Psychology A Level syllabus (course code – 7182)

The AQA course we follow has a strong scientific and statistical basis, but also requires a strong command of language, and the ability to analyse information critically. We therefore recommend candidates have at least a 6 in Double Science, Mathematics, English Language and English Literature.

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.

The course is split into the following papers and topics:

Paper 1: Social Influence, Memory, Attachment and Psychopathology.

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.

Paper 3: Issues and Debates in Psychology, Relationships, Schizophrenia and Forensic Psychology.

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.

All assessment is by externally examined written papers.

There are three papers (2 hours each) at the end of the second year.

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.

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

PSYCHOLOGY

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)

Miss Anna Hewett
anna.hewett@emanuel.org.uk

Religious Studies
Exam board: OCR Course code: H573

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 should have achieved at least a 7 in your humanity GCSE and in English Language and Literature.

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 is a place for feminism within religion or is religion innately patriarchal?
- Is the UK a Christian country and what does this mean in the 21st?

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.

The department has a sixth form interfaith discussion group led by Fr Labran 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, in a previous 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.

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.
- 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.

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 RS A level supports very well include: work in the legal sector; politics; consultancy; work in the media sector; journalism.



SPANISH

Mr Chris Kidd
chris.kidd@emanuel.org.uk

AQA Spanish Specification
Course Code: 7691

To study this course successfully at A Level pupils will need 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.

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.

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 positive attitude towards foreign language learning and its uses in a future career together with a range of intellectual, personal and social skills.

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.

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

SPANISH

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.





Emanuel School

Battersea Rise, London SW11 1HS

www.emanuel.org.uk

020 8870 4171