

**TUNBRIDGE WELLS  
GIRLS' GRAMMAR  
SCHOOL**



**A LEVEL OPTIONS  
2021-2023**



# A LEVEL OPTIONS

We fully appreciate that Year 11 is a busy one for you, however, there are some important decisions to be made regarding your choice of course in the Sixth Form. To enable us to provide courses to suit your requirements, we ask you, early in Year 11, to consider possible subject preferences for next year. This booklet provides the basic information about the A Level courses, which we are currently offering for the next academic year. Please let us remind you that we are here, along with your parents, to help you make the right choices. **Where there are costs involved, application for a 16-19 Bursary may be made (once the courses have begun) by those receiving means-tested benefits; this is a cash-limited fund allocated by the Government.**

A Level subject teachers will be available virtually on the evening of 8<sup>th</sup> October to discuss what their courses entail. Each department will provide a presentation followed by an opportunity to ask questions via the chat function. Sixth Formers will also attend to provide further information. Talks by Mrs Wybar, Headteacher; Miss Smith, Head of Sixth Form; and Sixth Form Pupils will be available to view on the school website. A video tour of the school will show an insight into the facilities available in the Sixth Form building.

All subjects are two year courses, with a small number also being offered at AS Level, ending in June of the L6th year. Girls will either do 3 or 4 A Levels over the two year course. There is no expectation at this early stage that girls choose whether 3 or 4 A Levels is the best way forward; this will be indicated once the options forms are issued before Christmas. In addition to the A Levels studied, girls will have the opportunity later in the year to select one or more additional enrichment courses, such as the Extended Project Qualification or an AS Level.

You will find an A Level Preference Form at the back of this booklet, to be completed and returned to school by Tuesday 17<sup>th</sup> November 2020.

Mr Corse, Assistant Headteacher, will then construct an Options Form based on pupils' choices and other important factors. It should be noted that subjects which fail to secure sufficient interest may not subsequently be offered. Furthermore, there will only be one class in many subjects (because of demand) and, therefore, pupils may find they wish to take two subjects in the same option column. Whilst every effort is made to resolve these 'clashes', it is inevitable that some pupils may not be able to take their chosen subjects. For this reason we recommend considering a reserve subject or subjects and investigating it at this early stage, alongside the main choices. The initial option form will offer five choices. It may be possible to take a subject that cannot be studied here, or to avoid a clash, at The Skinners' School. They do not organise their options processes until later in the year than this school and so it is not possible to guarantee a place for a particular subject at the time of choosing here. As soon as Mr Corse receives the relevant information from Skinners', he will contact those girls who expressed an interest in pursuing a subject externally, in order to ascertain whether it is possible. For those pupils who cannot take their subjects here, and for whom the subject combination is paramount, it is strongly advised that they and their parents investigate the option of seeking a place at another school, as an insurance, in the event that they cannot satisfy their requirements. This investigation should be undertaken as soon as possible.

## **A Level Induction Morning**

On 22<sup>nd</sup> June 2021, the school will be holding an Induction Morning where you will experience a taste of life in the Sixth Form. You will have an opportunity to experience some A Level classes and to meet with your teachers. The event will start at 8:45am and finish at 12:35pm.

# FINE ART

Exam Board: AQA

The course begins with a structured 'two-term foundation' designed to introduce pupils to the four-assessment objectives and good A Level practice. Based around a title, all pupils will learn how to:

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

UNITS OF ASSESSMENT	WEIGHTING
<b>COMPONENT 1: Personal investigation</b>	60%
<p>*Pupils can carry work forward from their 'two term foundation' as this component has no time limit.</p> <p>This needs to be a coherent, in-depth study, supported by written work that demonstrates the pupil's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.</p>	
<b>COMPONENT 2: Externally set assignment</b>	40%
<p><b>Start:</b> On receipt of examination paper, in the U6th. <b>Finish:</b> On completing 15 hours supervised examination, in the U6th.</p> <p>Following receipt of the examination paper pupils will consider the starting points, select one and carry out an in-depth study (based on assessment objectives AO1, AO2 and AO3) until the start of the unaided, supervised examination time. During the 15 hours examination pupils will produce a finished outcome or a series of related finished outcomes (AO4), informed by their preparatory work.</p>	

# BIOLOGY

## Exam Board: OCR

Biology is a vast and increasingly important subject in today's world, encompassing many topics at the frontiers of modern science. It is relevant to everyone's life - consider the role of health and fitness, medical science, food and drink production and our interactions with the natural world. It helps you understand some of the 'whys' and 'hows' of life on our planet - from the exciting advances recently made in genetics to the importance of conserving species which have existed through long periods of time; from how our bodies work to what the inside of a cell actually looks like. Biology A Level is universally recognised as a strongly academic qualification and as such will open a variety of doors in higher education and careers. It is especially relevant for veterinary science, medicine, nursing, physiotherapy and environmental sciences, but can equally support options in biotechnology, forensics, business, education, sports science and so on.

### COURSE OVERVIEW:

UNIT	
1	<b>Development of Practical Skills in Biology</b> Skills of planning, implementing, analysis and evaluation.
2	<b>Foundations in Biology</b> Cell Structure, Biological Molecules, Nucleotides and Nucleic Acids, Enzymes, Biological Membranes, Cell Division, Cell Diversity and Cellular Organisation.
3	<b>Exchange and Transport</b> Exchange Surfaces, Transport in Animals and Transport in Plants.
4	<b>Biodiversity, Evolution and Disease</b> Communicable Diseases, Disease Prevention and The Immune System, Biodiversity, Classification and Evolution.
5	<b>Communication, Homeostasis and Energy</b> Communication and Homeostasis, Excretion, Neuronal and Hormonal Communication, Plant and Animal Responses, Photosynthesis and Respiration.
6	<b>Genetics, Evolution and Ecosystems</b> Cellular Control, Patterns of Inheritance, Manipulating Genomes, Cloning and Biotechnology, Ecosystems, Populations and Sustainability.

### ASSESSMENT OVERVIEW:

**A Level:** **A Level Paper 1 – Biological Processes** assesses content from Units 1, 2, 3 and 5.  
This paper is 2 ¼ hours long, contains 100 marks and is worth 37%.

**A Level Paper 2 – Biological Diversity** assesses content from Units 1, 2, 4 and 6.  
This paper is 2 ¼ hours long, contains 100 marks and is worth 37%.

**A Level Paper 3 – Unified Biology** assesses the content from Units 1 – 6.  
This paper is 1 ½ hours long, contains 70 marks and is worth 26%.

**Non-Exam Assessment – Core Practical Activities** which are assessed internally and are recorded as either a Pass or a Fail to be reported separately.

# CHEMISTRY

Exam Board: OCR

Chemistry B (Salter's) is designed to be taught in context. The course takes pupils on a journey through ten Storylines, while introducing chemical concepts in a spiral approach. These Storylines engage pupils through learning in a contemporary context and range from concerns about the ozone layer to the development of new medicines. Coursework will no longer contribute to the final grade, but there will be opportunities for pupils to develop their investigational and problem-solving skills.

A LEVEL CHEMISTRY B ( Salter's)					
ASSESSMENT OVERVIEW					
			MARKS	DURATION	WEIGHTING
PAPER 1	Fundamentals of Chemistry		110	2 ¼ hours	41%
	Section A	Multiple Choice	30		
	Section B	Structured questions covering theory and practical skills.	80		
PAPER 2	Scientific Literacy in Chemistry		100	2 ¼ hours	37%
	Structured questions and extended response questions, covering theory, practical skill and chemical literacy.		100		
PAPER 3	Practical Skills in Chemistry		60	1 ½ hours	22%
	Structured questions and extended response questions, with a focus on the assessment of practical skills.		60		
NON-EXAM ASSESSMENT	Practical Endorsement for Chemistry		Pass/Fail	Non-exam assessment	Reported separately
	Candidates complete a minimum of 12 teacher-assessed practical activities to demonstrate practical competence. Performance is reported separately to the A Level grade.		0		

**A Level topics: Elements of Life, Developing Fuels, Elements from the Sea, The Ozone Story and what is in a Medicine? The Chemical Industry, Polymers and Life, Oceans, Developing Metals and Colour by Design.**

This is a very accessible course that relates Chemistry to its everyday roots and has a high practical content. This course suits those pupils who are prepared to play an active role in their own learning and involves a variety of teaching styles encompassing experimental, research, presentation and problem solving based activities.

**This specification is uniquely different from other A Level specifications because:**

- It starts from applications and develops the theory as required
- It introduces chemical topics in one unit and revisits them in later units
- All external units in the examinations ask all the questions in context
- There is an advance notice passage included in the A Level Paper 2 which can be studied, researched and discussed by pupils well in advance of the unit test

***\*Also offered as an AS Level, spaces permitting.***

# DESIGN TECHNOLOGY

Exam Board: EDEXCEL

## PRODUCT DESIGN

Applying creativity to a problem, making a functional item to improve our lives in some way, is hugely rewarding. From the moment we wake up, we all rely on technology and design; our phone, toothbrush, the bus to school or the classroom - everything is designed. In this digital age, it is essential we prepare the next generation to take on these challenges. Using 3D Computer Aided Design and CNC Manufacturing Techniques (3D Printer, Laser Cam), pupils will be able to realise their design solutions.

With an A Level in Design Technology you will have many relevant skills to discuss at interviews and apply to relevant courses beyond TWGGS. The Design Technology A Level will develop your ability to use creativity and imagination when applying design processes, modifying designs, and manufacturing prototypes that solve real world problems, considering others' needs, aspirations and values. You will identify market needs and opportunities for new products, initiate and develop design ideas and make and test prototypes. You will acquire subject knowledge in Design and Technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture. During the course you will develop an in-depth knowledge and understanding of materials, components and the processes associated with product design, testing and evaluation. You will also gain a critical understanding of the wider influences on Design and Technology, including cultural, economic, environmental, historical and social factors.

The course is taught in two components, as illustrated. Pupils will undertake a written exam at the end of the two year course. Each pupil will also produce a design portfolio illustrating the development of an idea to meet a specific design brief, leading to an architectural model or prototype. Their design portfolio will form an integral part of future interviews. TWGGS pupils have gained university places studying a range of courses:-

Architecture, civil engineering, product design, graphic design, interior design, mechanical engineering, textile design and foundation courses.

COMPONENT	OVERVIEW	ASSESSMENT
1	<p><b>Principles of Design and Technology</b> <b>Topics 1-12</b></p> <ol style="list-style-type: none"><li>1. Materials</li><li>2. Performance characteristics of materials</li><li>3. Processes and techniques</li><li>4. Digital technologies</li><li>5. Factors influencing the development of products</li><li>6. Effects of technological developments</li><li>7. Potential hazards and risk assessment</li><li>8. Features of manufacturing industries</li><li>9. Designing for maintenance and the cleaner environment</li><li>10. Current legislation</li><li>11. Information handling. Modelling and forward planning</li><li>12. Further processes and techniques</li></ol>	<p><b>Written Examination</b> <b>2½ hours</b></p> <p><b>120 marks</b> <b>50% of the qualification</b></p> <p><b>The paper includes calculations, short-open and open-response questions, as well as extended writing questions.</b></p>
2	<p>There are four parts to the assessment covering the identification of a design problem, developing the design, making the prototype and evaluating both the design and the final prototype.</p>	<p><b>Non-examined assessment</b></p> <p><b>120 marks</b> <b>50% of the qualification</b></p> <p><b>The investigation report is internally assessed and externally moderated.</b></p>

# ECONOMICS

Exam Board: EDEXCEL

This subject is highly topical, covering most of the major issues in public life. For example, pupils would look at the impact of issues such as 'Brexit' and how it affects the UK economy in terms of employment opportunity, trade patterns and the standard of living. Consequently an interest in current affairs is recommended. Although the subject is primarily theoretical, the work in the classroom can be related directly to the world outside.

Pupils considering studying Economics at degree level are advised to take Mathematics at A Level, as some degrees require a high level of mathematical competence. However, at A Level, the ability to work out percentages and basic numerical competence is all that is required. This intellectual discipline, together with the subject's relevance to commerce and industry, means it is viewed favourably by employers, often exempting pupils from part of professional examinations such as accountancy qualifications. GCSE Economics is a good introduction to A Level Economics, but those who have not taken it are not disadvantaged as long as they work with determination.

## A LEVEL EXAMINATION

PAPER		WEIGHTING
1	<b>Markets and Business Behaviour</b> An analysis of Market failure and government intervention. There is a close evaluation of Revenues, Profits, the Labour Market and Business Objectives.	35%
2	<b>The National and Global Economy</b> Themes include International Economics examining Development, Poverty and Inequality, the Financial Sector and the Role of the State.	35%
3	<b>Microeconomics and Macroeconomics</b> A final opportunity to put all elements of the A Level course together in a test of higher order, thinking and expression.	30%

Assessment is by a combination of structured essays, data response, multiple choice questions and calculation questions.

Lessons will involve a combination of class discussions, note taking and independent research. Pupils are encouraged to subscribe to 'Economics Today' at a cost of £15 per annum.

# ENGLISH LITERATURE

Exam Board: AQA

“You develop the insight of an artist, the analytical precision of a scientist and the persuasiveness of a lawyer.”

English Literature builds on the content of GCSE by broadening the range of texts studied and developing the skills appropriate to literary study. Pupils have the opportunity to read a variety of styles including established classics and modern literature. As well as fostering a love of literature and language, the A Level English course is a flexible and adaptable subject that opens up a wide range of career choices. Pupils are encouraged to analyse and discuss; give presentations; read widely; pursue their own independent research and produce clearly structured and well-organised pieces of writing. In the first year pupils will focus on the theme of “Love through the Ages”. In the second year they will explore “Literature from 1945 to the present day.”

## A LEVEL EXAMINATION

UNIT			WEIGHTING
1	Love through the Ages	<b>3 hour examination in three parts:</b> (a) Shakespeare (b) Unseen poetry (c) Comparing texts	40%
2	Texts in Shared Context 1945-present	<b>2½ hour examination in two parts:</b> (a) a question on an unseen extract (b) an essay question linking two texts (c) essay on modern drama	40%
3	Independent Critical Study	<b>One extended essay of 2,500 words.</b> Comparative critical study of two texts at least one of which must have been written pre-1900.	20%

The qualification is accepted by a variety of degree courses. Contrary to popular belief, teaching is not the main occupation of English graduates. Many go into law, management, research and consultancy, the civil service, the media, politics as well as publishing, journalism and the creative industries.

A wide range of teaching styles is used at A Level. Pupils are expected to take responsibility for their learning and are given guidance in organising their private study time and managing their workload effectively. Staff offer a rigorous but supportive learning environment, especially with regard to producing written responses. Pupils are taught to analyse texts critically in terms of genre, context and the writer’s craft. They are encouraged to make comparisons between texts and to develop their own independent opinions and judgements. Pupils of English possess skills in written and spoken communication, working independently and thinking critically, which are skills highly valued by universities and employers.

Pupils are requested to buy their own texts for the purpose of annotation. This amounts to approximately £40 over the two years and may be funded through the 16-19 Bursary where appropriate. Pupils are invited to participate in theatre trips and literature conferences; the cost of these over the course is approximately £50.

# FRENCH

Exam Board: EDUQAS

Studying French in the Sixth Form helps to develop a high level of communication and comprehension skills, together with an awareness of various aspects of society in the countries in which the language is spoken. It also promotes teamwork and independence and provides a suitable foundation for the study of the subject in higher education or provides direct entry into employment. Teaching is shared by two members of staff in each year group, who use a variety of techniques and also encourage pupils to become independent learners and develop habits of listening and reading authentic resources. We aim to provide an additional conversation lesson with a native speaker to further develop their speaking skills.

## A LEVEL

### Theme 1: Being a young person in French-speaking society

- Families and citizenship
- Youth trends and personal identity
- Education and Employment

### Theme 2: Understanding the French-speaking world

- Regional culture and heritage in France and French-speaking countries
- Media, art, film and music in the French-speaking world

### Theme 3: Diversity and difference

- Migration and integration
- Cultural identity and marginalisation
- Cultural enrichment and celebrating difference
- Discrimination and diversity

### Theme 4: France 1940-1950: The Occupation and post-war years

- June 1940–May 1945
- The cultural dimension in occupied France
- 1945-1950

COMPONENT 1: Speaking	WEIGHTING
<ul style="list-style-type: none"><li>• Presentation and discussion of an Independent Research Project</li><li>• Discussion based on a stimulus card on one of the four themes studied</li></ul>	<b>30%</b>
Component 2: Listening, reading and translation	
<ul style="list-style-type: none"><li>• Listening and reading comprehension tasks</li><li>• Translation from and into French</li></ul>	<b>50%</b>
COMPONENT 3: Critical and analytical responses in writing	
<ul style="list-style-type: none"><li>• Two essays: one based on a literary text and one based on either an additional literary text or a film</li></ul>	<b>20%</b>

Pupils will require a bilingual dictionary (approximately £25) and a vocabulary book (£9). These may be funded through the 16-19 Bursary where appropriate. We are aiming to introduce a study visit to France, if there is sufficient interest (approximate cost £500). Pupils are also offered the opportunity to attend valuable conferences in London (approximately £20).

*\*Also offered as an AS Level, spaces permitting.*

# GEOGRAPHY

Exam Board: EDEXCEL

The A Level Geography course is both fascinating and relevant. It incorporates a wide range of contemporary global issues that are of vital importance to modern society. The course offers pupils the chance to discover more fully our ever-changing environment and aims to encourage the development of skills essential for university and the world of work, in a stimulating and varied manner. It appeals to those who have a sense of discovery and curiosity, and enjoy investigating the remarkable world we live in.

A Level Geography requires an enquiring mind. Wide background reading is essential. Lessons are a mixture of research, presentations, geographical skills and investigations using a variety of sources. Pupils will learn to collect and interpret data, analyse information and produce coherent, well-argued essays and reports; they should develop an understanding of values and opinions in order to be able to argue their case and debate the issues.

## A LEVEL EXAMINATION

		WEIGHTING
<b>DYNAMIC LANDSCAPES</b>	The study of physical landscapes, contextualised through tectonic processes and hazards and the threats facing our evolving coastal landscapes, will give an understanding of the core processes which drive change on the Earth's surface. Topical issues are investigated through the study of the water cycle and water security, the carbon cycle and energy security and climate change and the planet's future.	<b>30%</b> <b>2½ hour</b> <b>paper</b>
<b>DYNAMIC PLACES</b>	The study of the changing human influences on the world around us, by investigating the causes and consequences of globalisation on different people and places, and how we reimage and rebrand places. Global issues are explored through the study of geopolitics, the influence of superpowers and the reasons for shifting political and economic power. There will be the opportunity to study global health, human rights and the intervention into humanitarian crisis.	<b>30%</b> <b>2½ hour</b> <b>paper</b>
<b>GEOGRAPHICAL DEBATES</b>	Geographical debates allows learners to explore in depth some of the most challenging, dynamic and fascinating issues of the 21st century, linking the range of human and physical topics studied.	<b>20%</b> <b>2½ hour</b> <b>paper</b>
<b>INVESTIGATIVE GEOGRAPHY</b>	In this component learners undertake an independent investigation linked to an aspect of the specification which appeals to their intellectual curiosity. It is designed to encourage a deeper knowledge and understanding whilst developing a number of geographical and study skills relevant to Higher Education or the world of work.	<b>20%</b> <b>Independent</b> <b>project</b>

The A Level provides a significant bridge between the topics studied at school and university. As a facilitating subject, it leads on to a diverse range of degree courses for both BA and BSc qualifications, and many go on to further academic study or use their skills in conversion courses. Geography's strength is its breadth of subject matter, which makes it particularly appealing to future employers. Geography graduates pursue careers in fields including the environment, media, public service, finance, marketing, law and politics.

There will be a residential field trip in the summer term of the Lower Sixth, where pupils will learn and practise the field skills needed for the Investigative Geography component. This will cost approximately £425 and may be funded through the 16-19 Bursary where appropriate. In addition we encourage membership of the Local Geographical Association, attendance at the free lecture programme and subscription to Geography Review. Every two years we offer 50 Sixth Form geographers the opportunity to visit the extraordinary island of Iceland for six days, during the October half-term. The current Year 11 will be offered the trip when in U6. This costs approximately £1400.

# GERMAN

Exam Board: EDUQAS

Many 21st-century jobs are international jobs and German is a very sought-after business language. One of the aims of the A Level is to provide an opportunity for pupils to broaden their studies and to acquire the different skills required by many employers. Studying German in the Sixth Form helps to develop communication skills, teamwork and independence. Many of the pupils at TWGGS go on to spend part of their education and/or career in other European states. A sound knowledge of one or several languages is increasingly important for the future. Whatever choice of career pupils wish to embark upon, be it in the travel industry, media, business, working for an international organisation or in banking, the study of German, in particular at A-Level, will enhance their prospects. Teaching is shared by two members of staff in each year group, who use a variety of techniques and also encourage pupils to become independent learners and develop habits of listening and reading authentic resources. We aim to provide an additional conversation lesson with a native speaker to further develop their speaking skills. This course is also offered as an AS, spaces permitting.

## A LEVEL

### Theme 1: Being a young person in German-speaking society

- Families and citizenship
- Youth trends and personal identity
- Education and Employment

### Theme 2: Understanding the German-speaking world

- Regional culture and heritage in Germany and German-speaking countries
- Media, art, film and music in the German-speaking world

### Theme 3: Diversity and difference

- Migration and integration
- Cultural identity and marginalisation
- Cultural enrichment and celebrating difference
- Discrimination and diversity

### Theme 4: The making of modern Germany: 1989 onwards

- Initial and subsequent process of reunification
- Social cohesion in present-day Germany
- The economic impact of a united Germany

COMPONENT 1: Speaking	WEIGHTING
<ul style="list-style-type: none"><li>● Presentation and discussion of an Independent Research Project</li><li>● Discussion based on a stimulus card on one of the four themes studied</li></ul>	<b>30%</b>
Component 2: Listening, reading and translation	
<ul style="list-style-type: none"><li>● Listening and reading comprehension tasks</li><li>● Translation from and into German</li></ul>	<b>50%</b>
COMPONENT 3: Critical and analytical responses in writing	
<ul style="list-style-type: none"><li>● Two essays: one based on a literary text and one based on either an additional literary text or a film</li></ul>	<b>20%</b>

Pupils will require a bilingual dictionary (approximately £25) and a vocabulary book (£9). These may be funded through the 16-19 Bursary where appropriate. We are aiming to introduce a study visit to Germany, if there is sufficient interest (approximate cost £500). Pupils are also offered the opportunity to attend valuable conferences in London (approximately £20).

*\*Also offered as an AS Level, spaces permitting.*

# HISTORY

**Exam Board: EDEXCEL**

Pupils who study History develop skills of written and oral expression and research. They are able to use these skills to solve problems and consider the validity of differing views. By the end of the course they will have learned how to analyse information, how to evaluate evidence and how to communicate ideas effectively. These skills are valued by both employers and universities.

Many people choose History for the good reason that they enjoy it! Pupils who study History have access to a wide range of career and higher education opportunities. Careers which demand an element of historical study include teaching, conservation and archaeology. Careers where employers view History as a useful qualification include architecture, law, broadcasting, journalism, the performing arts, accounting and business management. It is not a requirement that pupils have studied History at GCSE in order to take the A Level.

## **COURSE DETAILS**

History will be studied as a two year A Level course, with three examinations and a piece of coursework submitted by the end of the Upper Sixth. Pupils will study the two components of History simultaneously with one teacher covering the Early Modern Britain option and the other teacher covering the Modern World study. The non-examination assessment will be a personal study on Modern History.

Paper 1	Russia 1917- 91	WEIGHTING
	A breadth study using knowledge and interpretations, covering the Russian Revolution, Lenin, Stalin, the era of the Cold War and the fall of the Soviet Union.	<b>30%</b>

Paper 2	East Germany 1949- 90	WEIGHTING
	A depth study using knowledge and sources, covering the history of the German Democratic Republic including the division of Germany, the Wall and the fall of Communism.	<b>20%</b>

Paper 3	Rebellion and disorder under the Tudors 1485-1603	WEIGHTING
	A thematic study using knowledge and sources examining the nature of Tudor monarchy and government and the threat of key threats to the throne such as Perkin Warbeck, the Pilgrimage of Grace, Mary Queen of Scots and the Irish rebellion against Elizabeth I.	<b>30%</b>

N.E.A.	Historical investigation (N.E.A.)	WEIGHTING
	An investigation into interpretations of a key events in history such as the causes of the Second World War.	<b>20%</b>

# MATHEMATICS

Exam Board: EDEXCEL

Mathematics and Further Mathematics are versatile qualifications, well-respected by employers and are both “facilitating” subjects for entry to higher education. Careers for men and women with good mathematics skills and qualifications are not only well paid, but they are also often interesting and rewarding. People who have studied Mathematics are in the fortunate position of having an excellent choice of career. Whilst the number of young people studying A Level Mathematics and Further Mathematics is increasing, there is still a huge demand from science, engineering and manufacturing employers.

The reason why so many employers highly value Mathematics qualifications is Mathematics pupils become better at thinking logically and analytically. Through solving problems you develop resilience and are able to think creatively and strategically. The writing of structured solutions, proof and justification of results, help you to formulate reasoned arguments. Importantly, you will have excellent numeracy skills and the ability to process and interpret data.

For progression to many courses at university, it is important to have strong Mathematics skills. For most Science, Technology, Engineering and Mathematics (STEM) degree courses, A Level Mathematics is a requirement and AS or A Level Further Mathematics is often a preferred subject. Anyone applying to study a degree in a STEM subject should consider taking Further Mathematics to at least AS Level as the additional content helps ensure a successful progression to university. AS Further Mathematics is accessible to most A Level Mathematics pupils. Having A Level Further Mathematics on your university application is a way to make it stand out. The mathematical skills you learn in A Level Mathematics are of great benefit in other A Level subjects such as Physics, Chemistry, Biology, Computing, Geography, Psychology and Economics.

## A LEVEL EXAMINATION

PAPER	MATHEMATICS A LEVEL : 3 papers each 2 hours	WEIGHTING
1	<b>Content overview</b> Proof, Algebra and Functions, Coordinate Geometry in the $(x,y)$ Plane, Sequences and Series, Trigonometry, Exponentials and Logarithms, Differentiation, Integration, Vectors.	33.3%
2	<b>Content overview</b> Proof, Algebra and Functions, Coordinate Geometry in the $(x,y)$ Plane, Sequences and Series, Trigonometry, Differentiation, Integration, Numerical Methods <i>NB: All the content of the specification for Paper 1 is assumed knowledge for Paper 2 and may also be tested within parts of questions. Paper 2 is designed to build upon the content of Paper 1.</i>	33.3%
3	<b>Content overview</b> <b>Section A: Statistics</b> Statistical Sampling, Data Presentation and Interpretation, Probability, Statistical Distributions, Statistical Hypothesis Testing. <b>Section B: Mechanics</b> Quantities and Units in Mechanics, Kinematics, Forces and Newton’s Laws, Moments.	33.3%

*\*Also offered as an AS Level, spaces permitting.*

# FURTHER MATHEMATICS

Exam Board: EDEXCEL

Any pupil capable of passing an A Level in Mathematics should also be able to pass AS Further Mathematics. Studying Further Mathematics consolidates and reinforces your standard A Level mathematics work, helping you to achieve your best possible grades.

If you are planning to take a degree such as Engineering, Sciences, Computing, Finance/Economics, etc., or perhaps Mathematics itself, you will benefit enormously from taking Further Mathematics, at least to AS Level. AS Further Mathematics introduces new topics such as Matrices and Complex Numbers that are vital in many STEM degrees. Pupils who have studied Further Mathematics find the transition to such degrees far more straightforward. If you decide to study for a mathematically rich degree during Lower Sixth, but are not taking AS Further Mathematics, it is often possible to start AS Further Mathematics alongside A Level Mathematics in the Upper Sixth.

Further Mathematics qualifications are highly regarded and are warmly welcomed by universities. Pupils who take Further Mathematics are really demonstrating a strong commitment to their studies, as well as learning Mathematics, which is very useful for any mathematically rich degree. Some prestigious university courses require you to have a Further Mathematics qualification and others may adjust their grade requirements more favourably to pupils with Further Mathematics.

If you are not planning to study for mathematically rich degrees but are keen on Mathematics, you will find Further Mathematics a very enjoyable course. Achieving this qualification identifies you as having excellent analytical skills whatever area you are considering for a career.

## A LEVEL EXAMINATION

PAPER	FURTHER MATHEMATICS A LEVEL: 4 papers each 1 hour 30 minutes	WEIGHTING
1	<b>Pure- Content overview</b> Proof, Complex Numbers, Matrices, Further Algebra and Functions, Further Calculus, Further Vectors.	25%
2	<b>Pure- Content overview</b> Complex Numbers, Further Algebra and Functions, Further Calculus, Polar Coordinates, Hyperbolic Functions, Differential Equations. <i>NB: All the content of the specification for Paper 1 is assumed knowledge for Paper 2 and may also be tested within parts of questions. Paper 2 is designed to build upon the content of Paper 1.</i>	25%
3	<b>Option 1:</b> <b>Further Statistics 1</b> - Linear Regression, Statistical Distributions (discrete), Statistical, Distributions (continuous), Correlation, Hypothesis Testing, Chi Squared Tests.	25%
4	<b>Option 2:</b> <b>Decision Mathematics 1</b> – Algorithms and Graph Theory, Critical Path Analysis and Linear Programming.	25%

*\*Also offered as an AS Level, spaces permitting.*

# MUSIC

Exam Board: EDEXCEL

A Level Music tends to be studied by girls with a passion for the subject. Some take the subject to further enhance their own musical interests, though many go on either to read Music at university, or study performing at a conservatoire. All are welcome! Whilst it is not essential to have studied GCSE Music, it is becoming increasingly useful. Of far more importance is that all girls taking this subject should be committed to it, and be committed to the school music making programme.

## A LEVEL EXAMINATION

COMPONENT		WEIGHTING
1	<b>Performing</b> A public solo and/or ensemble performance lasting a minimum of 8 minutes. Performances should be of at least grade 7/8 standard.	30%
2	<b>Composition</b> Composition 1: Composition to a brief (Bach Harmony) Composition 2: Free Composition or composition to a brief The compositions should last a minimum of six minutes.	30%
3	<b>Appraising</b> One written paper of 2 hours Two sections A and B <b>Section A: Areas of study and dictation</b> Three questions related to the set works One short melody/rhythm completion exercise <b>Section B: Extended response</b> Two essay questions Essay one asks pupils to draw links from their study of the set works to the music heard as an unfamiliar extract. Essay two gives the choice of three questions based on the musical elements of one set work.	40%

The course content is split between the disciplines of listening, performing and composing. There is a slightly greater emphasis on the appraising component.

The performing component requires pupils to perform regularly throughout the course. It is, therefore, necessary that pupils opting for A Level Music at TWGGS are of at least grade 6 standard on their instrument/voice. It is also expected that pupils will be prepared to join in wholeheartedly with all of the extra-curricular activities offered by the department.

The composing component takes on board the skills of composition acquired at GCSE and further develops them with more detailed and technical study. Pupils will learn how to compose in specific idioms and specifically to write harmony in four parts. They will also complete a free composition or a composition to a given brief.

The listening component also builds on GCSE work. Pupils will develop a firm understanding of the styles and conventions of not only the different periods of classical music but in wider fields of music from popular, jazz and film. A detailed study of set works provides a focus for this.

# PHYSICS

Exam Board: AQA

Physics is a highly regarded and respected subject at A Level. It stimulates and challenges while developing skills in logical thought and mathematical rigor. The subject is valued by universities who rate it as a core facilitating subject, and it is either required or very helpful for many university degrees.

The course is designed to form strong scientific investigative skills while introducing pupils to the wonderful world of Advanced Physics. Practical work is a key part of the course but there are no controlled assessments. Studying A Level Mathematics is not a requirement, but candidates are advised to study Mathematics in order to access the many Physics and Engineering courses at university.

Most people these days have many careers during their working life. Having Physics will allow you a clear entry to many existing professions, as well as many industries of the future which will be driven by advanced technology and robotics. With Physics you could be designing the technology of the future rather than being replaced by it, and you can expect to be in high demand in future years.

## A LEVEL CONTENT AND EXAMINATION

The A Level qualification is made up of the 3 papers below, which test the whole of the syllabus taught in the Lower and Upper Sixth.

PAPER		WEIGHTING
1	Particle Physics introduces pupils to the fundamental properties and nature of Matter, Radiation and Quantum Phenomena. In contrast, the study of Electricity builds on and develops previous GCSE studies and provides opportunities for practical. Mechanics starts with Vectors and then develops knowledge and understanding of Forces and Energy from GCSE. Materials are considered, including Tensile Strength and Density. Waves are studied in depth including Refraction, Diffraction, Superposition and Interference. Further Mechanics considers Momentum and introduces Circular and Oscillatory Motion.	<b>34%</b> <b>2 hour</b> <b>paper</b>
2	The first part looks at Thermal Physics of Materials, and the Properties and Nature of Gases are then studied in depth. Gravitational, Electric and Magnetic Fields are covered, together with Electromagnetic Induction, the Transmission of Electricity and the Use of Capacitors. The final section looks at the Characteristics of the Nucleus, the Properties of Unstable Nuclei and how energy is obtained from the nucleus with Fission and Fusion.	<b>34%</b> <b>2 hour</b> <b>paper</b>
3	Practical skills, data analysis and an option. The practical questions in the paper replace the old controlled assessment. The options include Astrophysics, Medical Physics and Turning Points in Physics. The department's preferred option is Turning Points in Physics.	<b>32%</b> <b>2 hour</b> <b>paper</b>

*\*Also offered as an AS Level, spaces permitting.*

# POLITICS

Exam Board: AQA

The study of Politics teaches pupils to consider different views and develop independent thought. It also improves skills of investigation and research. Pupils need to have an enquiring mind and an interest in current affairs. Pupils who study Politics will be expected to keep up with developments in British and American Politics. They will also study the ideas of key Political thinkers such as John Stuart Mill, Betty Friedan, Edmund Burke and Karl Marx.

Politics will give you an understanding of how power and the government works, as well as the underlying philosophy of the main political parties in the UK and USA.

Lessons will involve pupils in communicating arguments and explanations in a coherent manner both orally and in writing. Pupils with A Level Politics have access to a wide range of career and higher education opportunities. Politics should be considered as a choice because of its relevance to the modern world and can lead to university courses in such areas as business, economics, law, media and, of course, politics.

## A LEVEL EXAMINATION

PAPER		WEIGHTING
1	<b>Politics of the UK</b> This section covers Political Parties and Pressure Groups along with UK Parliamentary Elections and Voting Behaviour.  <b>Government of the UK</b> This section covers the relationships between the British Cabinet, Parliament and the Senior Judges. It also analyses the rights and liberties of individuals as well as the means by which they can defend their freedom.	33.3%
2	<b>The Government and Politics of the USA</b> This unit builds on the knowledge of political issues and debates. It covers the operation of politics in the USA, including the relationship between Congress, The Supreme Court and The President. It also deals with the nature of American elections and political parties. You will compare US Politics with UK Politics.	33.3%
3	<b>Political Ideas</b> Many political ideas are covered, including the Nation State, Power, Authority, Rights, Justice and Political Ideology, including Liberalism, Socialism and Conservatism.	33.3%

The specification will be assessed through three examination papers using a mixture of short questions and stimulus questions, which use an extract.

# PSYCHOLOGY

Exam Board: AQA

Psychology is the scientific investigation of human behaviour and should appeal to those who are fascinated by discovering why people behave as they do. It is a strongly vocational subject with a wide variety of career options available: educational, occupational, forensic and clinical Psychology (child or adult specialism), as well as counselling, and laboratory and field based research of various kinds. A Psychology qualification may also be used to access a range of other employment fields such as management in business and industry, police, teaching, journalism and media, social work, and human resources. Psychology is a very popular degree course, and the A Level offers an excellent foundation to a wide range of topics and contemporary issues.

Psychology has been classified as a science, reflecting its strong research element, as well as the sophisticated statistical analysis developed in pupils throughout the A Level course.

## A LEVEL EXAMINATION

		WEIGHTING
<b>P1</b>	<b>Introductory Topics in Psychology: Social Influence, Memory and Attachment, Psychopathology:</b> This is a mix of multiple choice, short answer and extended writing, each topic worth 24 marks (96 marks total). The introductory topics offer a range of fascinating explanations for everyday behaviours including Conformity and Obedience. Pupils will be expected to demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content and apply psychological knowledge to new situations.	<b>2 hour paper</b>
<b>P2</b>	<b>Psychology in Context: Approaches in Psychology, Biopsychology, Research Methods, Issues and Debates:</b> This paper includes the study of Biological Rhythms, such as those involved in sleeping, and draws on the important crossover between neuroscience and Psychology. The strong element of research methods includes opportunities for practical work, which enables pupils to carry out their own investigations. Assessment is a mix of multiple choice, short answer and extended writing.	<b>2 hour paper</b>
<b>P3</b>	<b>Issues and Options in Psychology: Relationships, Schizophrenia, Forensics:</b> Topics such as why we choose certain relationships, symptoms and treatment of schizophrenia and explanations of offender behaviour are covered as well as learning competing psychological explanations. The course enables pupils to engage in contemporary issues and debates in psychology, such as including gender and culture, the role of animals in research, ethical issues, the nature/nurture debate, free will and determinism. Assessment is a mix of multiple choice, short answer and extended writing.	<b>2 hour paper</b>

Various innovative teaching and learning methods are employed, including role-play to replicate famous psychological experiments, and detailed individual examination of the latest university based research to inform group presentations. There will be many opportunities for class discussion as well as assessment based on short answer and longer essay style questions. Pupils will have the opportunity to attend one conference per year in London, which costs approximately £20 plus travel. 'Psychology Review' magazines are available at a reduced rate subscription for pupils of approximately £14.

There is no coursework, and final assessment is by written examination.

# RELIGIOUS STUDIES

## (PHILOSOPHY AND ETHICS)

Exam Board: OCR

In order to study Religious Studies at AS or A Level, it is not necessary to possess a GCSE in the subject.

In Philosophy and Ethics, we examine some of the deepest questions underlying human existence. Is there an ultimate intelligence behind the universe, and if so, how could we ever know? Why are we here? Is there such a thing as good and evil, right and wrong – or are they just human inventions, to keep people in their place? If there *is* a God, and God is both good and all-powerful, why is there so much evil in the world? Over the centuries, some of humankind's greatest thinkers have suggested answers to these questions, and you will be grappling with these answers, as well as (hopefully) suggesting answers of your own.

A third of the course is devoted to an examination of Buddhism. Have you ever wanted to know more about the most enduring ideas of China, Japan, Korea or Thailand? If so, a knowledge of Buddhism is arguably indispensable. Is everything in the universe destined to change, and if so, what implications does that have for traditional notions of God and the afterlife? Is there something beyond our present experience that cannot even be spoken of? Is 'enlightenment' possible? Is everything in the universe, in some mysterious way, nothing? Can insight into 'truth' come about through the systematic contemplation of contradictions?

Philosophy and Ethics is an essay-based subject. The teachers have tailor-made a textbook to the exact requirements of the specification, so that note-taking during lesson-time is reduced to a minimum and discussion can range widely.

The subject is valued by universities because it develops critical analysis and gives pupils the confidence to deal with the abstract.

All modules are examined.

### A LEVEL EXAMINATION

UNIT		WEIGHTING
1	<b>Philosophy of Religion</b> Arguments for God's existence; free-will versus determinism; the problem of evil; Ancient Greek thought; ideas about the "soul"; religious experience. What is meant by the word "God"?	33.3%
2	<b>Religion and Ethics</b> What is moral right and wrong? A consideration of the different theories and their limits; what is "conscience"? Business ethics; sexual ethics; What is "natural" for humans?	33.3%
3	<b>Developments in Buddhist Thought</b> Examination of the central theological ideas of Buddhism: meditation, Nirvana, Zen, The Six Realms of the afterlife, Tibetan "mystical" Buddhism, Buddhism in popular culture.	33.3%

Sessions will vary: there will be lecture-style lessons, seminars and small-group discussions. Everyone is encouraged to take an active part.

*\*Also offered as an AS Level, spaces permitting.*

# SOCIOLOGY

Exam Board: AQA

Sociology involves an analysis of human behaviour patterns and their relationships with each other. It is known as the Science of Society and incorporates topics such as Crime, Divorce, Poverty, Politics and Feminist Issues. By the end of the course pupils will not only be extremely well informed about topical issues which are constantly debated in the media, but they will also be able to present logical and coherent arguments about important social and political issues. An interest in current affairs is a valuable asset in studying Sociology.

Pupils might ask themselves about the alarming media reports of a staggering increase in crime. What are the reasons for this? What do the official crime figures really mean? What are the explanations for, and the social consequences of, the huge rise in the rate of divorce? Is intelligence inherited and fixed at birth, or do social advantage and other environmental factors account for an individual's educational achievements? What are the reasons for, and the solution to, the increasing problems of unemployment, poverty and homelessness in our society? Issues such as these and many more are examined within the Sociology A Level syllabus.

Sociology provides a fascinating, new, enlightened, analytical perspective. Topics are relevant for many careers from law, the police, the probation service, industry and management to journalism, teaching, medicine and social work. Many courses for entry to these professions now have a compulsory Sociology component. Vocationally, specialist sociologists provide research for government departments and other major organisations, examining such phenomena as the London riots of 2011.

## A LEVEL EXAMINATION

		WEIGHTING
P1	<p><b>EDUCATION WITH THEORY AND METHODS:</b></p> <p><b>Education: short answer and extended writing (50 marks):</b> candidates answer questions on the Role and Impact of Education, as well as Government Policies which may reduce, or exaggerate, inequality in educational opportunity. To stretch pupils to engage in theoretical debate while encouraging an active involvement with the research process</p> <p><b>Methods in Context: extended writing (20 marks):</b> the use of sociological research for studying an aspect of education such as Truancy.</p> <p><b>Theory and Method: extended writing (10 marks):</b> A critical awareness of contemporary issues and is encouraged, within a synoptic theoretical framework to demonstrate understanding and skills learnt in different aspects of the course.</p>	<p>33%</p> <p>2 hour paper</p> <p>80 marks</p>
P2	<p><b>TOPICS IN SOCIOLOGY:</b></p> <p><b>Beliefs in Society (40 marks):</b> The study of Beliefs in this paper should, in addition, engage pupils in theoretical debate while encouraging an active involvement with the research process. The study should foster a critical awareness of contemporary social processes and change, such as the significance of Religion and Religiosity in the contemporary world, including the nature and extent of Secularisation in a Global Context, and Globalisation and the Spread of Religions.</p> <p><b>Families and Households (40 marks):</b> looking at the relationships between the economy and state policies on the changing patterns of families including issues such as Gender Roles, Domestic Labour and Power Relationships within the Family in contemporary society, the Nature of Childhood and Changes in Their Status in the family as well as Demographic Trends.</p>	<p>33%</p> <p>2 hour paper</p> <p>80 marks</p>
P3	<p><b>CRIME AND DEVIANCE WITH THEORY AND METHODS:</b></p> <p><b>Crime and Deviance: short answer and extended writing (50 marks):</b> Crime, Deviance, Social Order and Social Control, and the Social Distribution of Crime and Deviance by Ethnicity, Gender and Social Class, including recent patterns and trends in crime. Globalisation and Crime in Contemporary Society; the Media and Crime, Green Crime, Human Rights and State Crimes are also studied, as well as Crime Control, Surveillance, Prevention and Punishment, Victims, and the Role of the Criminal Justice System and other agencies.</p> <p><b>Theory and Methods: extended writing (30 marks):</b> debates about Subjectivity, Objectivity and Value Freedom, and the relationship between Sociology and social policy, as well as the study of Gangs and Rioting.</p>	<p>33%</p> <p>2 hour paper</p> <p>80 marks</p>

Various innovative teaching methods are employed with the aim of stimulating challenging discussion and developing a sociological imagination. Pupils should be prepared to participate enthusiastically in group presentations and to develop a diligent independent study habit. There will be many opportunities for assessment, based on building skills in short answer and longer essay style questions. Pupils may have the opportunity to attend a conference in London, which costs approximately £20 plus travel. 'Sociology Review' magazines are available at a reduced rate subscription of approximately £14. There is no coursework, and final assessment is by written examination.

# SPANISH

Exam Board: EDUQAS

Studying Spanish in the Sixth Form helps to develop communication skills, teamwork and independence. The specification is designed to build on the knowledge, understanding and skills specified for GCSE. Many of the pupils at TWGGS go on to spend part of their education and/or career in Spain or Latin American countries. A sound knowledge of one or several languages is increasingly important for the future. Whatever choice of career pupils wish to embark upon, be it in the travel industry, media, business, working for an international organisation or in banking, the study of Spanish, in particular at A Level, will enhance their prospects. Teaching is shared by two members of staff in each year group, who use a variety of techniques and also encourage pupils to become independent learners and develop habits of listening and reading authentic resources. We aim to provide an additional conversation lesson with a native speaker to further develop their speaking skills.

## A LEVEL

### Theme 1: Being a young person in Spanish-speaking society

- Families and citizenship
- Youth trends and personal identity
- Education and Employment

### Theme 2: Understanding the Spanish-speaking world

- Regional culture and heritage in Spain and Spanish-speaking countries
- Media, art, film and music in the Spanish-speaking world

### Theme 3: Diversity and difference

- Migration and integration
- Cultural identity and marginalisation
- Cultural enrichment and celebrating difference
- Discrimination and diversity

### Theme 4: The two Spains: 1936 onwards

- El franquismo
- Post-Civil War Spain – historical and political repercussions
- Spain – coming to terms with the past?

COMPONENT 1: Speaking	WEIGHTING
<ul style="list-style-type: none"><li>• Presentation and discussion of an Independent Research Project</li><li>• Discussion based on a stimulus card on one of the four themes studied</li></ul>	<b>30%</b>
COMPONENT 2: Listening, reading and translation	
<ul style="list-style-type: none"><li>• Listening and reading comprehension tasks</li><li>• Translation from and into Spanish</li></ul>	<b>50%</b>
COMPONENT 3: Critical and analytical responses in writing	
<ul style="list-style-type: none"><li>• Two essays: one based on a literary text and one based on either an additional literary text or a film</li></ul>	<b>20%</b>

Pupils will require a bilingual dictionary (approximately £25) and a vocabulary book (£9). These may be funded through the 16-19 Bursary where appropriate. There will be an opportunity to visit Andalucia in Spain once during the two-year course (approximate cost £550 - £600)). Pupils are also offered the opportunity to attend valuable conferences in London (approximately £20).

*\*Also offered as an AS Level, spaces permitting.*

# THEATRE STUDIES

Exam Board: AQA

This course will be enjoyable and stimulating for those who are interested in gaining a wider knowledge and understanding of the theatre. It provides the opportunity to develop practical skills alongside a critical written response.

Theatre Studies has become a very popular choice for Sixth Form pupils as it combines the development of oral presentation skills, increasingly focused on by universities as an alternative to the traditional essay, with written analysis. GCSE Drama is a useful preparation for the course, but we also welcome pupils without this foundation who can demonstrate a sustained interest in and/or experience of theatre.

Theatre Studies is a suitable preparation for a wide range of careers. Problem-solving, analytical and negotiation skills become highly developed and are demanded by a number of professions ranging from law, the media, teaching, public service, marketing and administration. It is, of course, an excellent preparation for a career in the theatre, entertainment and arts industries in a number of capacities – not just acting. Universities accept the AQA Theatre Studies A Level as a suitable preparation for an Arts degree.

The course is full and varied. It does demand personal commitment and engagement from the pupil as it involves group work and individual study. Participation in extra-curricular drama activities is invaluable in the development of practical skills and is therefore actively encouraged by the department.

## A LEVEL COURSE OUTLINE:

COMPONENT	CONTENT	WEIGHTING
1	<b>Drama and Theatre (written)</b> Pupils will demonstrate their knowledge and understanding of drama and theatre through the study of two set plays and the work of live theatre makers.	<b>40%</b> <b>3 hour written examination (open book) worth</b>
2	<b>Creating Original Drama (practical)</b> Influenced by the work and methodologies of one prescribed practitioner, pupils will devise and perform a piece of original drama performance of devised drama.	<b>30%</b> <b>Working notebook (40 marks) and final performance (20 marks)</b>
3	<b>Making Theatre (practical)</b> Practical exploration and interpretation of three extracts from different plays; methodology of a prescribed practitioner must be applied to Extract 3 which is to be performed as a final assessed piece.	<b>30%</b> <b>Performance of Extract 3 (40 marks) and reflective report (20 marks)</b>

The course requires that pupils see a number of productions over the two-year period. Workshops with professional actors and practitioners will also be offered to enrich the pupils' experience and understanding of performance. The cost of theatre trips varies but a maximum of £70 needs to be budgeted. Three play texts will need to be purchased at approximately £8 each. These may be funded through the 16-19 Bursary where appropriate.

# EPQ

## The Extended Project Qualification

Exam Board: AQA

**An opportunity to work independently and to research an area that is outside or which goes beyond curriculum specifications, whilst gaining valuable research and presentation skills.**

The Extended Project Qualification ("EPQ") is available to some Lower Sixth pupils at TWGGS. The course runs alongside A Level subjects and is completed in L6. It is an opportunity for pupils to learn and develop a range of knowledge and skills beyond the A Level syllabus and prepare for university or future careers.

### What is the EPQ?

The EPQ is a stand-alone qualification (so separate from any A Levels). It is worth half an A Level and can earn up to 28 UCAS points. TWGGS is offering the Dissertation EPQ option (Level 3) which involves:

- **Topic:** selecting a topic/area of interest for an in-depth study.
- **Objective:** identifying and drafting an objective for the project, in the form of a question or hypothesis.
- **Plan:** producing a plan for the project.
- **Research:** conducting thorough research, using a range of appropriate techniques, collecting and evaluating evidence and selecting information relevant to the focus of the dissertation.
- **Write up and presentation:** writing an extended essay (dissertation) of about 5,000 words, setting out the findings, arguments and conclusions. A presentation on findings, conclusions and an evaluation of the project to a small audience.

### Assessment of the EPQ

Each EPQ is assessed individually using the exam board's criteria (AQA), which are currently:

ASSESSMENT CRITERIA DESCRIPTION	WEIGHTING
Managing the project.	20%
Research and using resources.	20%
Develop & realise (includes the dissertation).	40%
Reviewing and presenting.	20%

### Some sample project topics (purely for illustration purposes):

- Analysing the uses of nanotechnology in the automotive industry.
- Analysing why a form of cancer is so hard to treat.
- Assessing the achievements of the Medici dynasty.
- Analysing the enduring impact of Alexander Mc Queen.
- Evaluating the use and abuse of performance enhancing drugs in certain sports.
- Evaluating the impact of safety regulations in the design of super cars.
- Assessing glacial movement in the Hindu Kush.
- Evaluating medical ethics concerning parental wishes against.
- Assessing the environmental impact of fast fashion.

Many universities and employers value highly the skills and knowledge gained from the EPQ; some universities may make a lower offer to a candidate if a specified grade is achieved in an EPQ.

### Views of employers and universities relating to the EPQ:

**University of Oxford:** "Where applicants have undertaken the Extended Project (EP), the University will not make this a condition for an offer [...] but recognises that the EP will provide an applicant with the opportunity to develop research and academic skills relevant for study at Oxford. Candidates are encouraged to draw upon their experience of undertaking the project when writing their personal statement, particularly if the topic is allied to their chosen degree course."

**University of Manchester:** "The skills that students develop through the Extended Project are excellent preparation for university-level study" (from "Which? University" guide).



