



ILFORD COUNTY HIGH SCHOOL



ACHIEVING EXCELLENCE TOGETHER IN THE 21ST CENTURY

SIXTH FORM COURSE DIRECTORY

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PROGRAMMES OF STUDY & ENTRY REQUIREMENTS

In Year 12 students will follow 5 AS level courses (4 in chosen subjects and Critical Thinking). These are at a level which students can be expected to reach in one year of full time study after achieving a higher grade GCSE. They account for 50% of the full A level and are valued as such by UCAS.

In Year 13 students will take 3 or 4 A2 courses. These include at least 20% synoptic assessment. Therefore, it will not be possible to take an A2 course without having done the subject at AS level. Progression to Year 13 will only occur if performance in the AS modules during Year 12 is satisfactory.

SUBJECT CHOICES AT A LEVEL

Your son's choice of A Level subjects is the most important decision he will make in his school life. It is therefore vital he gets it right. The main criteria that should be used in deciding upon a choice of subjects are:

1. Does he enjoy the subject?
2. Is he good at the subject?
3. Does he need the subject for a future career?

There are many misconceptions about the correlation between A Level subject choices and career prospects. There are very few careers which require specific A Levels, or even degrees. The most obvious exceptions are Medicine & Pharmacy, where Chemistry is essential, and Engineering, where Mathematics and Physics are essential. Apart from these two areas, students can choose pretty much what they like. Of course, should they wish to study a subject at degree level it is usually a good idea to do it for A Level, but that is not always the case.

SO HOW DO I CHOOSE?

Do some research and ask your teachers. It is fairly easy to access careers advice on the internet and I would recommend the website <https://mychoicelondon.co.uk/Eilp>. You should also speak to Mr. Hunt, Mr. Jenkins or Ms. Middleton. Above all, though, think about whether the subject is enjoyable. If a student enjoys the subject and is good at it he is more likely to succeed. If either of these criteria is missing, then he will struggle with the course.

SOME POPULAR DEGREES & REQUIRED A LEVELS

DEGREE SUBJECT	ESSENTIAL A LEVEL(S)	DESIRABLE A LEVEL (S) (ie. required for some courses)
Accounting & Finance		Mathematics
Architecture		Art
Dentistry	Biology, Chemistry	
Economics	Mathematics	Further Mathematics
Engineering	Mathematics (Mechanics), Physics	Further Mathematics
Law		One Arts/Humanities
Medicine	Chemistry	Biology
Pharmacy	Chemistry	Biology

SUBJECT CHOICES AND SKILLS

There is no doubt that some subjects do develop certain skills in addition to specific subject knowledge. It is best (though not always vital) that option choices allow the possibility of developing skills in at least two discipline areas. Broadly speaking, these are as follows:

Applied Disciplines. Good project management skills, such as planning, designing and execution. Students learn to be adaptable and flexible so that the desired end can be achieved most effectively. Dexterity is also developed.

Arts/Humanities/Social Sciences. Understanding people and their motivation, and engaging in critical thinking. These subjects also develop the ability to write clearly and coherently, skills valued in many professions, including Law.

Languages. Understanding the structure of language and thus opening the door to learning other languages more easily. Acquisition of fluency in French, Spanish or German opens opportunities in any country in which these languages are spoken, as well as working for organisations that have dealings with these countries.

Sciences. Logical thinking and analytical skills that can be applied to testing the viability of hypotheses.

PROGRAMMES OF STUDY & ENTRY REQUIREMENTS

APPLIED

- Art
- Graphics
- Physical Education
- Product Design
- Resistant Materials
- Systems & Control

ARTS/HUMANITIES/SOCIAL SCIENCES

- Business Studies
- Critical Thinking
- Economics
- English
- Geography
- Government & Politics
- History
- Music
- Philosophy of Religion
- Psychology

LANGUAGES

- French
- German
- Spanish

SCIENCES

- Biology
- Chemistry
- Computing
- Mathematics
- Physics

DEGREES AND EMPLOYABILITY

There is a great deal of evidence that, on average, graduates achieve higher levels of employment with higher levels of pay than non-graduates. However, there is not such a clear correlation between this and what degrees people study. So, although (for example) working in the City or as an Accountant may prove a lucrative career, there is no specific degree required in order to enter these professions. The key to success is a good set of academic qualifications – so students have great freedom in choosing the right subject for them.

CURRICULUM ENTITLEMENT:

Year 12: students take 4 chosen AS courses and Critical Thinking

Year 13: students take 4 or 3 chosen A2 courses

ENTRY REQUIREMENTS FOR YEAR 12:

- 6 GCSE grades A*–B.
- Grade A*–B in chosen subjects.
- If the student has studied Double Science at GCSE they must achieve AA in order to follow any A Level Science course.
- If a student wishes to study Double Maths at A Level they must achieve an A* in GCSE Mathematics.
- Choice should show breadth of subjects: exceptions to this would be three sciences with Maths and two sciences with Double Maths.
- Each subject department would determine entry requirements for students who had not taken the subject at GCSE.
- All subjects will enter students for all AS modules in the summer of Year 12.
- In Year 7 – 11 students will have demonstrated both a positive attitude to their studies and cooperative behaviour towards staff, other students and around school.

ENTRY REQUIREMENTS FOR YEAR 13:

- Students must achieve a C grade or be within one grade of their targets (whichever is the lower) in at least three subjects in order to continue into Year 13. These targets are issued at the beginning of Year 12 and are based upon their GCSE results.
- Any candidate who gets a U grade will not be allowed to continue with that AS course unless there are exceptional extenuating circumstances.
- Students are expected to drop their weakest subject.
- Satisfactory performance in attendance, punctuality, meeting deadlines and completing coursework and contributing to the ethos of the sixth form.
- Failure to meet these requirements may result in a student being asked to leave the sixth form.

ART

AS/A2 LEVEL

Exam Board: EDEXCEL, AS-8030, A2-9030

YEAR 12 AS OUTLINE:

The first year (AS) of the A level course comprises of two units one of which is coursework and the other an examination.

The coursework unit is quite structured in order to develop key practical skills, although there is scope for students to develop personal ideas for the set theme. Students are required to sustain their ideas and investigations through to well-resolved final pieces. The ability to draw accurately from observation is a very important and integral aspect of this unit and the course in general.

The externally set assignment consists of a set theme and, following a preparatory period where students explore ideas and produce supporting studies, there is an eight hour examination in which to execute a final piece(s).

Critical Studies, which involves students documenting, explaining and evaluating their own work as well as making links, analysing and evaluating artists' images, is a compulsory element of the course. Evidence of the students' engagement with the critical studies component should be found in the sketchbooks, research sheets and written assignments which are required for both AS units.

As we are following the Unendorsed Specification students are required to work in at least two practice areas for the coursework unit (e.g. painting, drawing, printmaking and sculpture).

YEAR 13 A2 OUTLINE:

The A2 course demands a high degree of personal motivation and organisation and comprises of two more units, one of which is coursework and the other an examination.

The coursework unit involves students developing practical work for their 'own theme' negotiated between teacher and student. The ultimate goal is for the student to produce a final piece which encapsulates their aim(s). At least four alternative final pieces with supporting studies are required. Integrated with this practical component is a personal study into a relevant/related aspect of Art. This study usually takes the form of a dissertation presented alongside a practical piece(s) and carefully presented artists' images. Students should be prepared to support this through visits to museums and art galleries. Again, as for the AS, students need to work in at least two practice areas for the coursework unit.

Once again the externally set assignment consists of a set theme and, following a preparatory period where students explore ideas and produce supporting studies, this time there is a twelve hour examination in which to execute a final piece(s).

Journals and research sheets must be submitted for both units.

ASSESSMENT

There are 4 Key Assessment Objectives (AO) that must be met and these are:

- **AO1:** Record observations, experiences, ideas, information and insights in visual and other forms, appropriate to intentions.
- **AO2:** Analyse and evaluate critically sources such as images, objects, artefacts and texts, showing understanding of purposes, meanings and contexts.
- **AO3:** Developing ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.
- **AO4:** Present a personal, coherent and informed response, realising intentions and articulating and explaining connections with the work of others.

60% of marks are achieved through the coursework units and 40% through the externally set units which are completed under controlled conditions.

BIOLOGY

AS/A2 LEVEL

Exam Board: AQA AS-1411 and A2-2411

YR 12 AS OUTLINE:

Unit 1: Biology and disease

This unit includes:

- cells and organelles as displayed by an electron microscope
- cell membrane and movement of substances across it
- molecules including the structure of carbohydrates, proteins, lipids and nucleic acids
- enzymes, details of their structure and action within living organisms
- the mammalian heart and lungs and associated human diseases
- the mammalian immune response

Units 2: Variety of living organisms

The units include:

- chromosomes and the role of DNA in the genetic code
- variety and the effect of genes and environment
- meiosis and mitosis
- haemoglobin and the Bohr effect
- polysaccharides
- cell differentiation
- gas exchange in fish, insects and plants
- mammalian circulation
- plant transport
- taxonomy and classification
- antibiotic resistance
- biodiversity

Unit 3: EMPA

- This is a practical examination and replaces the old coursework component.

YEAR 13 A2 OUTLINE:

Unit 4: Populations and the environment

The unit includes:

- populations and ecosystems
- photosynthesis
- respiration
- succession
- nutrient cycling
- genetics, selection and speciation

Unit 5: Control in cells and organisms

The unit includes:

- survival and response
- nervous system
- muscles
- homeostasis
- mammalian oestrus cycle
- polypeptide synthesis and gene mutation and expression
- genetic engineering and use of gene based technology in medicine and allied professions

Unit 6: EMPA

This unit is a practical examination which replaces the old coursework or W2 paper.

ASSESSMENT

Unit 1 will be assessed by a written test lasting 75 minutes. (33.3% AS/16.7% A2 marks)

Unit 2 will be assessed by a written test lasting 105 minutes. (46.7% AS/23.3% A2 marks)

Unit 3 will be assessed by a written test lasting 80 minutes. (20.0% AS/10.0% A2 marks)

Unit 4 will be assessed by a written test lasting 90 minutes. (16.7% A2 marks)

Unit 5 will be assessed by a written test lasting 135 minutes. (23.3% A2 marks)

Unit 6 will be assessed by a written test lasting 80 minutes. (10% A2 marks)



BUSINESS STUDIES

AS/A2 LEVEL

Exam Board: AQA AS-5131 A2-6131

YEAR 12 AS OUTLINE

The course helps students develop an understanding of business organisation and the markets they operate in. The four main behavioural functions of Businesses – Marketing, Accounting and Finance, Human Resources and Production – are examined. In addition the ways in which business operations are affected by the external environment are considered.

YEAR 13 A2 OUTLINE

The A2 course builds upon the issues covered in the AS course. The more stretching elements of the syllabus are covered and a more synoptic approach is taken. The course recognises that business decisions and behaviour involve many different aspects of their operation and students therefore need to be able to draw upon all areas of their business studies knowledge in their answers.

ASSESSMENT

The AS examination consists of three written papers. All papers involve the application, analysis and evaluation of case study material, some of which is pre-seen.

The A2 examination also has three papers focusing on the analysis of case study material. There is more emphasis at this level on the students' ability to analyse and evaluate.

ENTRY REQUIREMENTS

Candidates are expected to achieve a B grade or above in English and Mathematics as well as in Economics and Business Studies where applicable.

CHEMISTRY

AS/A2 LEVEL

Exam Board: EDEXCEL AS-8080 A2-9080

The Chemistry Department will offer the above course as Advanced Subsidiary (AS) in Year 12 and Advanced GCE (A2) in Year 13.

Chemistry is the scientific study of the elements and their compounds, and the way they interact with one another. As well as being an important subject in its own right, Chemistry is also very helpful as a link between Physics and Biology. In recent years, an increasing number of our students have taken up university courses in Chemistry.

The department has good facilities for advanced level teaching; practical work is done in large well-equipped laboratories with ready access to computing and other resources. The department traditionally sets the very highest standards in practical skills and each student is expected to keep full records of his practical work.

Each student is provided with a standard practical textbook and a set of specific textbooks. The department also produces additional electronic material not readily available in standards texts. An extensive range of reading material is available both within the department and also in the school library (LRC) and students are expected to supplement their formal lessons by making full use of these resources.

AS (YEAR 12)

This consists of three units:

- Unit 1:** Structure, bonding and main group chemistry
- Unit 2:** Introductory organic chemistry; Energetics; Kinetics, equilibrium and applications
- Unit 3:** Laboratory chemistry I

A2 (YEAR 13)

This consists of three units:

- Unit 4:** Periodicity; Quantitative equilibria; Functional group chemistry
- Unit 5:** Transition metals; Quantitative kinetics; Applied organic chemistry
- Unit 6:** Laboratory chemistry II

ASSESSMENT YEAR 12

- Unit 1:** Written paper: 1 hour
30% of AS, 15% of Advanced GCE
- Unit 2:** Written paper: 1 hour
30% of AS, 15% of Advanced GCE
- Unit 3:** Written paper: 1 hour
20% of AS, 10% of Advanced GCE
and Practical test: 1 hour 45 minutes
20% of AS, 10% of Advanced GCE

ASSESSMENT YEAR 13

- Unit 4:** Written paper: 1 hour 30 minutes
15% of Advanced GCE
- Unit 5:** Written paper: 1 hour 30 minutes
15% of A2 (including 10% synoptic elements)
- Unit 6:** Practical test: 1 hour 45 minutes
10% of Advanced GCE
and Synoptic paper*: 1 hour 45 minutes
10% of Advanced GCE

*This paper will require candidates to make connections between different areas of chemistry covered both in AS and A2.

COMPUTING

AS/A2 LEVEL

Exam Board: AQA, AS-1511, A2-2511

This new specification has been designed for students who wish to go on to higher education courses or employment where knowledge of Computing would be beneficial. The emphasis is on Computer Science and Computation skills.

Computational thinking is a kind of reasoning used both by humans and machines. Thinking computationally is an important life skill. Thinking computationally means using abstraction and decomposition. The study of computation is about what can be computed and how to compute it. Computer Science involves questions that have the potential to change how we view the world. For example, we may be computing with DNA at some stage in the future with computer circuits made of genes. This leads to the question does the natural world 'compute'?

Experimental Computer Science can be done with computers where we can learn more about the natural world by observing the emergent behaviour of a colony of interacting software agents in a simulation. Computing/Computer Science is about designing new algorithms to solve new problems. In this sense Computer Science is no more about computers than astronomy is about telescopes. Many great challenges lie in the future for Computer Scientists to solve. This course, with its emphasis on abstract thinking, general problem solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for understanding these future challenges.

YEAR 12 AS OUTLINE

In the AS specification there are two units. Unit 1 is a practical, on-screen, examination which allows candidates to demonstrate their knowledge of the fundamental principles of the subject, focussing on programming through a problem-solving scenario using pre-release material. Unit 2 focuses on the hardware and software aspects of Computing and the social and economic consequences of Computing.

YEAR 13 A2 OUTLINE

The A2 specification builds on the content of AS with Unit 3 focussing on computational thinking, what can be computed, programming and problem solving including communication and networking. The second unit, Unit 4, is an internally assessed unit, with candidates required to complete a report on a computer based programmed solution to a problem-solving exercise of their choice.

SCHEME OF ASSESSMENT

Aims

AS and A Level courses based on this specification should encourage candidates to develop a broad range of skills and knowledge of computing as a basis for progression into further learning, including progression from AS to A2.

The Assessment Objectives are common to AS and A Level. The assessment units will assess the following assessment objectives.

AO1 KNOWLEDGE AND UNDERSTANDING

Candidates should be able to:

- describe and explain the purpose and characteristics of a range of computing applications and show an understanding of the characteristics of computer systems (hardware, software and communication) which allow effective solutions to be achieved;
- describe and explain the need for and the use of various forms of data organisation and processing to support the requirements of a computer based solution;
- describe and explain the systematic development of high quality solutions to problems and the techniques for implementing such solutions, including the use of a programming language;
- comment critically on the consequences of current uses of computing, including economic, social, legal and ethical issues.

AO2 SKILLS

Candidates should be able to:

- analyse a problem and identify the parts which are appropriate for a computer-based solution;
- select, justify and apply appropriate techniques and principles to develop data structures and algorithms for the solution of problems;
- design, implement and document an effective solution using appropriate hardware and software, including the use of a programming language.



CRITICAL THINKING

AS/A2 LEVEL

Exam Board: OCR-H050

“Critical Thinking is a reasonable, reflective thinking that is focussed on deciding what to believe or do”.

This subject is unique amongst the AS and A level subjects available, in that there are no facts to be learned, you are trained to reason logically. All Year 12 students study Critical Thinking and each year several go on to complete the A2 course.

COURSE OUTLINE

This specification gives candidates opportunities to:

- understand the importance of examining knowledge and beliefs critically;
- recognise, analyse and evaluate their own and others' beliefs and knowledge claims in a variety of contexts;
- recognise and evaluate assumptions;
- evaluate reasoning of different kinds, including common and important species of reasoning;
- make connections and synthesise information and arguments;
- generate their own arguments and express them clearly.

AS MODULES

Component 1

This has several structured questions on the credibility of evidence and making a judgement.

Component 2

Section A: This has 20 multiple-choice questions.

Section B: This has several structured questions based on two stimulus passages.

(Both sections address all five Assessment Objectives with particular emphasis on AO2 and AO5. Section A is particularly on the credibility of sources).

A2 MODULES

Component 3

This has structured questions based on two or more stimulus passages.

Component 4

Section A: This has 20 multiple choice questions.

Section B: Candidates produce a piece of extended writing in response to an extended stimulus passage.”

ASSESSMENT

Component 1 is worth 40% (20% of full A Level)

Component 2 is worth 60% (30% of full A Level)

Component 3 is worth 20% of full A Level

Component 4 is worth 30% of full A Level

ECONOMICS

AS LEVEL

Exam Board: AQA

Units: ECON 1 and ECON 2

YEAR 12 AS OUTLINE

You will complete two units:

Markets and Market Failure (ECON 1) looks at the basic economic problem of scarcity and how market forces attempt to solve this problem. It analyses how firms operate and how consumers behave (demand and supply analysis); why markets may sometimes not work effectively and thus misallocate resources (market failure), and government intervention in markets. For example the course will look at why many governments provide health care and education for their people and how we try to solve problems such as pollution.

The National Economy (ECON2) looks at: the measurements of national economic performance; how the macro-economy works (using aggregate demand and aggregate supply analysis); the objectives of economic policy such as low inflation, high employment, high economic growth and a satisfactory balance of payments; and government policies (monetary policy, fiscal policy and supply-side policies) to achieve these aims.

A2 LEVEL

Exam Board: AQA

Units: ECON 3 and ECON 4

YEAR 13 A2 OUTLINE

There are two further units to make up the full A level.

Business Economics and the Distribution of Income (ECON3) builds on the knowledge and skills developed in Unit 1 and will focus on: the objectives, costs and revenues of firms; different market forms such as perfect competition, monopoly, oligopoly and contestable markets; the labour market; and a further look at government intervention in markets.

The National and International Economy builds upon the concepts and theories learned in Unit 2 and analyses the recent performance of the UK economy. The policies used by government to improve economic performance will be evaluated. The UK's record on unemployment, trade, economic growth and productivity will be compared with other economies.

ASSESSMENT

The course is assessed wholly by examination. There is no coursework.

At AS, students will take two one hour 15 minute papers in June. The exams consist of a multiple-choice paper and a choice of one data response question from two.

At A2, students will sit two 2 hour papers which each involve the answering of one data response and one essay question. Students will normally be entered for Unit 3 in January and Unit 4 in June.

ENGLISH LITERATURE/ LANGUAGE

AS/A2 LEVEL

Exam Board: WJEC

YEAR 12 AS OUTLINE

Module 1: Critical Reading of Literary and Non-Literary Texts

Section A: Poetry pre-1900 (closed text) + unseen text

Choice of one from two questions (40 marks)

Section B: Prose (open text)

2 prose texts: choice of one from two questions (40 marks)

Module 2: Creative Writing

3 tasks (80 marks: 2 x 20; 1 x 40)

- 2 creative writing tasks
- commentary on both creative writing tasks

YEAR 13 A2 OUTLINE

Module 3: Analysing and Producing Performance Texts

Section A: Dramatic texts in context

2 texts – one piece of extended writing (40 marks)

Section B: Producing texts for performance

2 texts –

- writing 2 original texts for performance
- evaluating one of the texts (40 marks)

Module 4: Comparative Textual Analysis and Review

Section A: Comparative analysis of texts

3 unseen texts: one question (40 marks)

Section B: Reviewing approaches

1 text (poetry/prose– open text)

Choice of one from 6 questions (40 marks)

ENGLISH LITERATURE

AS/A2 LEVEL

Exam Board: AQA(B)

WHY CHOOSE THIS SUBJECT?

If you enjoy reading and discussing books and other cultural forms, such as film and television, you are likely to find this course intellectually stimulating. Through reading widely, critically and independently, across centuries, genre and gender, and through experience of an extensive range of views about texts, you will develop an increased understanding of how authors create meanings of relevance to both their own and our society. Attention will be given to the development of your analytical and communication skills, so that you feel increasingly confident about expressing coherent responses, whether orally or in writing.

In both the AS and A2 courses there is the opportunity to present some creative work based on texts studied.

AS COURSE

2 modules will be studied:

- Aspects of Narrative – focusing on the study of 2 novels and 2 poets.
- Dramatic Genres: Aspects of Tragedy – focusing on the study of 1 play by Shakespeare and 1 play by another writer.

A LEVEL COURSE

Those going on to the second year of the course to work for the A Level qualification will study the following 2 modules:

- Texts and Genres – focusing on studying several texts of different genres written between 1300 and the present day.
- Further and Independent Reading – focusing on approaches to and methods of studying literary texts.

EXPECTATIONS FOR AS AND A LEVEL STUDY

You will be expected:

- To read regularly and widely
- To participate in discussion
- To prepare material for lessons
- To develop your understanding and skills through extended writing

ASSESSMENT OF AS AND A LEVEL

Of 4 assessed units of work, 2 will be assessed by examination and 2 by coursework.

GEOGRAPHY

AS/A2 LEVEL

Exam board: WJEC (Welsh Joint Education Committee)
AS-44080 A2-07290

YEAR 12 AS OUTLINE

The WJEC syllabus involves the study of three modules of work. GG1 covers physical geography examining tectonic hazards, drainage basins and small ecosystems. GG2 investigates human geography issues of global dynamic populations and rural and urban change. The final module examines the fieldwork skills needed to investigate human and physical environments. In the Autumn Term all students experience a week of fieldwork activities that provide vital case study material and preparation for the Investigative Geography module.

YEAR 13 A2 OUTLINE

Year 13 builds on the earlier work and introduces two further modules. Module GG3 covers coastal environments and their management, the changing geography of economic activity and involves further fieldwork opportunities. Module GG4 investigates the concept of sustainable development through the study of food and water supply as well as human demands on natural and urban environments.

ASSESSMENT

At AS the assessment is through three examinations with a structured data response format and stimulus material.

GOVERNMENT & POLITICS

AS/A2 LEVEL

Exam Board: OCR AS-H095 A2-H495

YEAR 12 OUTLINE

Unit 1: Contemporary Politics of the UK

Unit 2: Contemporary Government of the UK

In line with all examination boards, the AS requires a focus on British Politics. By the end of their course of study, students will have a deeper understanding of how the British political system works, and some of the main debates and controversies which surround its operation. Specific content includes the Constitution, Prime Minister & Cabinet, Parliament, Parties, Pressure Groups and Elections.

YEAR 13 A2 OUTLINE

Unit 3: Political Ideas & Concepts

Unit 4: Political Ideas & Concepts In Practice (Synoptic Paper).

In Year 13 we focus on political thought, and the ideas and beliefs that underpin political processes and organisation around the world. Students' preconceptions will be challenged through study and debate of political ideologies, issues surrounding where power actually lies, and by probing the often secretive processes by which decisions are made and influence is wielded. Specific content includes the major ideologies (eg. Liberalism, Socialism, Conservatism), democracy and dictatorship, power, authority and legitimacy, and rights and responsibilities. The political philosophical ideas of such figures as Karl Marx, John Locke, Friedrich von Hayek and many others will form a vital part of this course.

ASSESSMENT

Both AS modules are assessed by 90-minute external examinations. At A2 there are two 2-hour examinations.

HISTORY

AS / A2 LEVEL

Exam Board: AS-8H101, A2-9H101

YEAR 12 AS OUTLINE:

Unit 1: Historical Themes in Breadth
Option E: The Expansion and Challenge of Nationalism

- E1: The Road to Unification: Italy c1815-70
- E3: The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896–1943.

Unit 2: British History Depth Study
Option A2: Early Modern British History: Crown Parliament and Authority in England, 1588–1629

YEAR 13 A2 OUTLINE:

Unit 3: Depth Studies and Associated Historical Controversies.
Option A2: Revolution, Republic and Restoration, England 1629–67

Unit 4: Historical Enquiry
Option CW30: Autocracy, Expansion and Enlightenment. Russia 1682–1796

ASSESSMENT:

Both AS modules are assessed by external examination. At A2 Unit Three is assessed by external examination and Unit 4 by coursework.

FURTHER MATHEMATICS

A2 LEVEL

Exam Board: Students will sit A Level Mathematics (9731) and Further Mathematics (9373) with Edexcel.

YEAR 12 A LEVEL MATHEMATICS

In Year 12 you will study Pure Mathematics (C1, C2, C3 and C4) and Mechanics (M1 and M2). You will take examinations in each of these areas.

YEAR 13 A LEVEL FURTHER MATHEMATICS

In Year 13 you will study Pure Mathematics at a higher level (FP1, FP2 and FP3), Mechanics (M3, M4) and either Statistics (S1) or Mechanics (M5).

ASSESSMENT

Each module is examined by a 1 hour 30 minute examination paper. In total 6 examination papers are sat each year. They are equally weighted.

ENTRY REQUIREMENTS

You will need grade A* in Mathematics at GCSE.

MATHEMATICS

AS/A2 LEVEL

Exam Board: Edexcel AS-8371, A2-9371

YEAR 12 AS OUTLINE

In year 12 you will study Pure Mathematics (C1 and C2) and one applied module: Mechanics (M1) or Statistics (S1). You will take examinations in each of these areas. When studying Pure Mathematics at AS and A2 level you will be extending your knowledge of such topics as algebra and trigonometry, as well as learning some brand new ideas such as calculus.

YEAR 13 A2 OUTLINE

Students will study two more modules of Pure Mathematics (C3 and C4) and the continuing applied module ie M2 or S2.

MECHANICS

If you choose to study Mechanics you will learn how to describe mathematically the motion of objects and how they respond to forces acting upon them, from cars in the street to satellites revolving around a planet. You will learn the technique of mathematical modelling; that is, of turning a complicated physical problem into a simpler one that can be analysed and solved using mathematical methods.

STATISTICS

If you choose to study statistics you will learn how to analyse and summarise numerical data. You will extend the range of probability problems that you started for GCSE by using the new mathematical techniques studied on the pure mathematics course.

ASSESSMENT

Each module is examined by a 1 hour 30 minute examination paper. In total 3 examinations are set each year. They are all equally weighted.

ENTRY REQUIREMENTS

You will need at least a grade B in Mathematics at GCSE. Should you wish to take the Mechanics modules (M1 and M2) you must achieve at least a grade A.

MODERN LANGUAGES (FRENCH, GERMAN AND SPANISH)

AS/A2 LEVEL

Exam Board: EDEXCEL

French 8190 AS-8FR01 A2-9FR01; German 8230 AS-8GN01 A2-9GN01; Spanish 8590 AS-8SP01 A2-9SP01

YEAR 12 AS OUTLINE

The AS Level course in MFL require the students to:

- Explore and develop awareness and understanding of the contemporary society, cultural background and heritage of one or more of the countries or communities where the language is spoken.
- Listen and respond to a variety of spoken language sources, including authentic sources.
- Read and respond to a variety of written texts, including authentic sources. To adapt appropriately their spoken and written languages covering different contexts, registers, styles and genres.
- Use language accurately to express facts and ideas and present explanations, opinions and information in both speech and writing.
- Understand and apply the grammatical system and range as detailed in the AS specification.

The following topics are studied:

- Youth culture and concern
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues
- Education and employment

YEAR 13 A2 OUTLINE

The A2 Level course in MFL requires students to:

- Transfer meaning from the foreign language into English and vice versa.
- Understand and study in greater depth aspects of the contemporary society, cultural background, and heritage of one or more of the countries or communities whose language is being studied, demonstrating a high level of critical awareness.
- Use the foreign language to analyse, hypothesise, evaluate, argue a case, justify, persuade, rebut, and develop arguments and present new points in speech and in writing.
- Demonstrate their capacity for critical thinking, to see relationships between different aspects of the subject and to perceive their field of study in a broader context.
- Understand and apply the grammatical system and a range of structures as detailed in the A Level specification.

The following topics are studied:

- Social issues (housing, unemployment, employment, leisure activities, immigration and qualification for residence, role of women, equality of opportunities for minority groups, religion and belief, religious minorities).
- The environment (the individual in his/her surroundings, personal contribution and awareness, pollution, conservation).
- Education and employment (system, types of school, patterns of curriculum, further education, examinations)
- Law and order (police, patterns of crime, public protests and demonstrations, juvenile delinquency).
- Politics (system, movements etc.)
- Technological and scientific advances.
- National and international events: past, present and future.
- Literature and the arts.

ASSESSMENT YEAR 12

Unit 1: (8-10 minutes) Section A requires students to respond to four Edexcel-set questions on a stimulus related to the student's chosen general topic.

Section B: requires the teacher/examiner to engage the student in a discussion that, although still relating to the same general topic area linked to its subtopics, moves away from the main focus of the stimulus. (externally marked AS 30%/A215%)

Unit 2: (1hr 30 minutes) in three parts: Listening, Reading, and Writing.

Section A: comprises of individually controlled recorded materials and non-verbal text-type exercises which requires students to listen to a range of authentic recorded language material and to retrieve and convey information given in the recording by responding to a range of language questions.

Section B: requires students to read authentic language printed materials and to retrieve and convey information by providing a range of mainly target language test types.

Section C: requires students to write 200-220 words in the form of a letter, report or an article in the target language on a short printed language stimulus. (AS 70%/A2 35%).

ASSESSMENT YEAR 13

Unit 1: (11-13 minutes) Students first outline their chosen issue for about one minute, adopting a definite stand towards the issue. They should then defend and justify their opinions for up to four minutes. The teacher/examiner will initiate a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered. (A2 35%. 17.5%)

Unit 2: (2hrs 30 minutes) paper in three sections Listening, Reading and Writing.

Section A: A short written translation exercise to test the students' ability to transfer meaning from English into the target language effectively.

Section B: A target language essay in response to one from a choice of seven questions, linked to the prescribed general topic areas, that will invite either a discursive or creating writing.

Section C: A research-based essay in the target language (240-270 words) to reward students for language research skills linked to an area of interest to the student that relates to the culture and /or society of the language country, countries or community. They have the freedom to determine the content of their research (potentially in negotiation with their teacher) but it must relate to the four research-based essay topic areas of this unit. (65% 232.5%).

MUSIC

GCE A LEVEL

Exam board: Edexcel (AS: 8MUO1; A2: 9MUO1)

A LEVEL MUSIC COURSE OVERVIEW:

The Edexcel GCE A Level Music course is based on three key aspects of musical skills and knowledge: Performing, Composing, and Understanding. It encompasses the styles and genres most associated with the Western Classical tradition (Renaissance to Modern); Popular Music and Jazz; and Folk and World Music.

The knowledge and skills acquired at A Level Music are multi-faceted and further develop wider-curriculum strands of social, historical, and cultural significance. The course is recognised as a rigorous practical and academic qualification.

AS LEVEL MUSIC (8MUO1)

Over the first year's AS course, students are required to complete the following coursework and exam papers:

UNIT 1: PERFORMING MUSIC (30%)

- Students will perform one or more solo and/or ensemble pieces lasting between 5-6 minutes, encompassing any style or genre (Grade 5 standard).

UNIT 2: COMPOSING (30%)

- Students will be given controlled hours to complete one 3-minute composition based on any one of four Edexcel-given composition briefs.
- Students will be given one controlled hour to answer a 3-question 'CD sleeve note' section, explaining their composition.

UNIT 3: DEVELOPING MUSICAL UNDERSTANDING (40%)

- Students will take a 2-hour written exam based on:
 1. Section A: Listening, requiring aural analysis to identify key features from two Areas of Set Works from the Anthology of Music.
 2. Section B: Investigating Musical Styles, requiring the extending of one of the Areas of Set Works by answering more detailed questions on its subject matter.
 3. Section C: Understanding Chords and Lines, requiring students to complete a brief 4-part 'Chorale' style excerpt and to analyse and answer questions on simple melodic and harmonic features from unfamiliar score(s).

A2 LEVEL MUSIC (9MUO1)

Over the second year's A2 course, students are required to complete the following coursework and exam papers:

UNIT 4: EXTENDED PERFORMANCE (30%)

- Students will perform one or more solo and/or ensemble pieces lasting between 12-15 minutes, encompassing any style or genre (Grade 6 standard).

UNIT 5: COMPOSITION AND TECHNICAL STUDY (30%)

- Students will be given controlled hours to complete either: one 3-minute composition to one of four Edexcel-given composition briefs and one technical study to one of three choices or two compositions or two technical studies.

UNIT 6: FURTHER MUSICAL UNDERSTANDING (40%)

- Students will take a 2-hour written exam based on:
 1. **Section A:** Aural Analysis of unfamiliar music, requiring the identification of chords, keys, and cadences; historical information (possible composer and/or date) of excerpts; as well as the realization to a brief rhythmic/melodic dictation exercise.
 2. **Section B:** Music in Context, requiring written answers in bullet point, note form, or prose to two out of three questions based the A2 Area of Set Works: Applied Music.
 3. **Section C:** Continuity and Change in Instrumental Music, requiring a written exam-style response in continuous prose to one of two questions, which examines several works from this Area of Study: Instrumental Music.

PHYSICAL EDUCATION & SPORT

AS/A2 LEVEL

Exam board: Edexcel

www.edexcel.org.uk

YEAR 12 AS OUTLINE

AS level P.E is a significant development on the GCSE, particularly in the theory elements with a weighting of 95% of the course, the remaining 5% being practical. New theory areas are introduced and all elements of the course will involve outside commitment alongside curriculum time, to ensure optimum performance. An active lifestyle and enthusiasm for sport outside school is essential to draw upon experiences and knowledge.

AS level P.E consists of 2 units:

UNIT 1: THE SOCIAL BASIS OF SPORT AND RECREATION

- A: UK & European Context
- B: Issues in the Olympic Study

UNIT 2: ENHANCING PERFORMANCE

- A: Acquiring Skill
- B: Practical Application (2 Sports)
- C: Local & National Provision in Sport

UNIT 3: EXERCISE & TRAINING

YEAR 13 A2 OUTLINE

The second year of the A level course, builds on and cements the relationships learnt from year 12. If you choose to continue with A level P.E, like year 12, the course will contain 3 units:

UNIT 4: GLOBAL TRENDS IN INTERNATIONAL SPORT

- A: World Cultures
- B: Synoptical Analysis of Trends in International Sport

UNIT 5: REFINING PERFORMANCE

- A: Factors Affecting Performance
- B: Personal Exercise Programme
- C: Practical Application

UNIT 6: SCIENTIFIC PRINCIPLES OF EXERCISE & PERFORMANCE

- A: Exercise & Energy Systems
- B: Sports Psychology or Biomechanics
- C: Synoptical Analysis of Scientific Principles in Development of Performance

ASSESSMENT

YEAR 12

- Unit 1:** Written paper (2 essay questions – 1 hr 15 min) (30% AS weighting)
- Unit 2:** Coursework (40% AS weighting)
- Unit 3:** Written paper (2 essay questions – 1 hr 15 min) (30% AS weighting)

YEAR 13

- Unit 4:** Written paper (2 essay questions – 1 hr 15 min) (15% A2 weighting)
- Unit 5:** Coursework (15% AS weighting)
- Unit 6:** Written paper (2 essay questions – 1 hr 15 min) (15% A2 weighting)

PHYSICS

AS/A2 LEVEL

Exam Board: Edexcel

Exam codes: AS-8540 A2-9540

Web Site: www.edexcel.org.uk

YEAR 12 AS OUTLINE

Physics searches for fundamental descriptions of the world around us. AS Physics introduces the tools and models with which Physicists investigate natural phenomena. The course covers three units with an emphasis on practical work and discussions of the applications of theory. The third unit contains an optional topic, which is closer to the cutting edge of Physics today. Students may choose from Astrophysics, Solid Materials, Nuclear and Particle Physics and Medical Physics. Although AS Mathematics is not a requirement, the ability to manipulate equations is essential and with half a unit based on mechanics any candidate must be an effective mathematician.

YEAR 13 A2 OUTLINE

Studying quantum physics and waves students continue to use theories to solve scientific problems. Practical skills are developed further and the last topic of fields and forces leads to a synoptic paper, which tests understanding of the principles in physics. At the end of the course students will be able to discuss the fundamental basis of many phenomena, should be confident in any laboratory situation and will be aware of recent developments in Physics.

ASSESSMENT

All students take examinations in three modules at the end of year 12. Students are encouraged to take module 4 in the January of year 13 and the last two modules are examined at the end of year 13.

The modules are weighted as follows:

Unit	Level	Title	Weighting	
			AS	A2
1	AS	Mechanics and Radioactivity	30%	15%
2	AS	Electricity and Thermal Physics	30%	15%
3	AS	Topics Test	20%	10%
	AS	Practical Test	20%	10%
4	A2	Waves and Our Universe		15%
5	A2	Fields and Forces		7.5%
	A2	Practical Test		7.5%
6	A2	Synoptic Paper		20%

PRODUCT DESIGN (RESISTANT MATERIALS OR GRAPHICS SPECIALISM)

AS/A2 LEVEL

Exam Board: Edexcel Specification Numbers to be advised

YEAR 12 AS OUTLINE

The first year of the course is used to consolidate and develop the understanding of Materials, Components, Systems and practical skills.

The course is split into two units:

Unit 1: Product Development

A practical project comprising around 50 hours of work. A design need is identified and this is then developed through a design portfolio to a final solution. The product is then manufactured (either with Resistant materials or Graphics products depending on the chosen option) to a high standard. The project relies on the design skills learnt at GCSE and high-level practical ability.

Unit 2: Knowledge and Understanding of Product Design

This unit is assessed through a two-hour exam paper. We examine materials, components and manufacturing techniques relevant to the option chosen then apply the theoretical concepts to real life activity wherever possible. External visits will be arranged in order for pupils to see the application of the subject content in the modern workplace.

YEAR 13 A2 OUTLINE

The second year of the course builds on the knowledge and skills learnt in Year 12.

Unit 3: Knowledge and Understanding of Product Design

This unit is assessed through a two-hour exam paper. We examine smart materials, the application of modern technology and engineering, and further manufacturing techniques relevant to the option chosen. External visits and a residential trip will be arranged in order for pupils to see the application of the subject content in the real world.

Unit 4: Product Development

A practical project again comprising around 50 hours of work. Pupils must identify a real life design need and client and then work to their agreed brief to develop a solution through a professional design portfolio. The product is then manufactured (either with Resistant Materials or Graphics products depending on the chosen option) to a professional standard. The project relies on the design skills learned at AS Level, high-level practical ability and excellent communication skills.

ASSESSMENT

60% externally assessed written examinations

40% practical work internally assessed and externally moderated

ENTRY REQUIREMENTS

GCSE Resistant Materials, Graphical Products, Electronics or Product Design to grade B, preferably to grade A.

This course has been designed to allow students to gain a broader view of technology and encourage flair and creativity with regard to designing and manufacturing. We focus on the complex relationships between design, materials and production techniques.

The department has strong links with the University of Greenwich and our current pupils have had the opportunity to use the university's state of the art equipment. Students who excel in this subject will also have the opportunity to enter national events such as the Young Engineer of Great Britain competition. Sixth form students also benefit from open access to facilities allowing them to work in their free time as long as staff are present.

PSYCHOLOGY

AS/A2

Exam board: AQA Syllabus B and A

AS syllabus specification A code 2180

A2 syllabus specification B code 2185

The word Psychology is derived from the two Greek words "psyche" which means "mind or soul" and "logos" which means "the study of".

YEAR 12 OUTLINE

MODULE 1 PSYA1 – COGNITIVE PSYCHOLOGY, DEVELOPMENTAL PSYCHOLOGY AND RESEARCH METHODS

- Cognitive Psychology – Memory and Eyewitness Testimony
- Developmental Psychology – Attachment and Day Care
- Research Methods – Psychological Research, Methods and techniques and Presenting Data

MODULE 2 PSYA2 – BIOLOGICAL PSYCHOLOGY, SOCIAL PSYCHOLOGY AND INDIVIDUAL DIFFERENCES

- Biological Psychology – Stress, Personality and Coping with Stress
- Social Psychology – Social Influence, Conformity, Obedience and Social Change
- Individual Differences – Abnormality, Approaches to explain Psychopathology and Treatments of Abnormality

YEAR 13 OUTLINE

MODULE 3 PSYA3 – CHILD DEVELOPMENT AND APPLIED OPTIONS

Three questions to be answered with one from both sections.

Child development (any 1):

- Social Development
- Cognitive Development
- Moral Development

Applied Options (any 2):

- Cognition and Law
- Schizophrenia and Mood Disorders
- Stress and Stress Management
- Substance Abuse
- Forensic Psychology

MODULE 4 PSYA4 – PERSPECTIVES, DEBATES AND METHODS IN PSYCHOLOGY

- Perspectives in Psychology e.g. psychodynamic, behaviourism
- Debates in Psychology e.g. psychology as a science
- Research Methods including inferential statistics

RELIGIOUS STUDIES

AS/A2 LEVEL

Exam Board: OCR H172 H572

YEAR 12 OUTLINE

The AS involves learning about philosophy and ethics.

Some topics covered include Ancient Greek and Biblical influences on philosophy of religion, arguments to prove and disprove the existence of God, and ethical theories, including their application to issues such as genetic engineering and war and peace. Philosophers studied include Plato, Aquinas, Kant and Peter Singer.

The course involves a great deal of discussion work and essay writing. Students who can analyse material and write well would be encouraged to take the course. Candidates can come from any religious background or no religious background at all.

YEAR 13 OUTLINE

The A2 builds on the AS.

Some of the A2 topics include life after death, religious experience, miracles and religious language. In the ethics module we look at conscience, free will and determinism, and more applied ethics, such as environmental ethics. In addition to the philosophers studied at AS other philosophers studied include Wittgenstein, Kierkegaard, and Richard Dawkins.

ASSESSMENT

The course is divided into 2 sections for the AS and a further 2 sections for the A2.

The AS consists of an examination in philosophy and an examination in ethics. Each unit constitutes half of the final AS mark.

The A2 consists of an examination in philosophy and an examination in ethics. Each unit constitutes half of the final A2 mark.



EXAMINATION RESULTS 2008/2009

Summary of 2009 GCE A/AS level Results Achieved by Pupils aged 16, 17 and 18 taking 2 or more A levels or AS equivalent.

	ICHS 2009	Redbridge 2008	England 2008
Average Points Score per candidate	942	718	740
Average Points Score per entry	233	215	209

Note: Two AS level examinations are equivalent to one A level.

GCE A/AS SCORE:

A Levels: Grade A = 270 points, B = 240, C = 210, D = 180, E = 150

AS Levels: Grade A = 135 points, B = 120, C = 105, D = 90, E = 75

LEAVERS DESTINATIONS 2009

Five students gained places at Cambridge University and one at Oxford. These were as follows:

Alex Burns (Natural Science, Magdalene College, Cambridge); Declan Clowry (Human Sciences, Jesus College, Oxford); Simon Lloyd (Economics, Gonville & Caius College, Cambridge); Nitish Mehta (Economics, Churchill College, Cambridge); Tanjil Rashid (Modern Languages, Magdalene College, Cambridge); Paul Vriend (Natural Science, Churchill College, Cambridge).

50 students have gained places at one of the Russell Group Universities. The most popular of these are King's College London (9), University College London (7), The London School of Economics (6) and the Universities of Cambridge and Nottingham (five each). Other leading destinations are Queen Mary College London, City University, Brunel University and Manchester University.

Students are pursuing a wide variety of courses with Economics (22), Medicine (16) and Engineering (11) being the most popular. Other courses with substantial numbers of successful applicants include Mathematics, History, Accounting & Finance, Dentistry, Law, Pharmacy and Computer Science.

Year 11: 13 of our Year 11 pupils left ICHS at the end of the last academic year. All of them have moved to other schools' 6th forms or to Further Education Colleges, studying various combinations of A levels or vocational A level courses.

YEAR 13

Higher Education	114
Further Education	0
Employment	1
Gap Year	8

YEAR 11

Further Education/School	119
Youth Training	0
Other	0

2009 ADVANCED LEVEL EXAMINATION RESULTS BY PUPILS AGED 16, 17 OR 18

Advanced Level	Entries	A	B	C	D	E	U	A-BNo.	%A-B	%A-E
Art & Des.	3	2	1					3	100.0	100.0
Biology	57	29	15	7	4	1	1	44	77.2	98.2
Bus. St	7	1	6					7	100.0	100.0
Chemistry	42	24	9	5	1	1	2	33	78.6	95.2
Computing	22	4	10	6	1		1	14	63.6	95.5
Des. & Tech	11		3	7	1			3	27.3	100.0
Economics	30	19	8	3				27	90.0	100.0
English Literature	7	5	2					7	100.0	100.0
English Lang/Lit	19	8	8	2	1			16	84.2	100.0
French	4	3	1					4	100.0	100.0
Geography	16	10	5	1				15	93.8	100.0
German	2	2						2	100.0	100.0
Gov & Politics	5	3	1	1				4	80.0	100.0
History	13	9	4					13	100.0	100.0
Mathematics	93	57	21	10	1	3	1	78	83.9	98.9
Further Maths	5		1	2	1	1		1	20.0	100.0
Music	4	2	2					4	100.0	100.0
Physics	26	11	5	6	4			16	61.5	100.0
PE & Sports Studies	6	2	3			1		5	83.3	100.0
Psychology	7	4		2	1			4	57.1	100.0
RS & Philosophy	7	1	1	1	3	1		2	28.6	100.0
Spanish	5	1	2	2				3	60.0	100.0
Critical Thinking	4	1	1	1	1			2	50.0	100.0
TOTALS	395	198	109	56	19	8	5	307	77.7	98.7



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