# VYNERS SCHOOL

# SIXTH FORM OPTIONS BROCHURE

# ENTRY SEPTEMBER 2027

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# Welcome to the Sixth Form

Whether you are one of the vast majority of Vyners School students who choose to continue their education here or you are considering joining us from another school, it gives me great pleasure to introduce our Sixth Form to you. You'll be part of an extremely exciting, friendly and happy learning community in the Sixth Form at Vyners School.

We believe that here at Vyners we can offer you the very best education, offering the right balance of support and challenge to enable you to fulfil your ambitions.

The next two years should be some of the best years of your life and, in my view, there is no better place to be than at Vyners School.

**Mr Mullings**
**Headteacher**

# Entry to the Sixth Form at Vyners

We offer a wide range of courses and the general requirements for entry into the Sixth Form are referred to on pages 7& 8 of this brochure. Along with meeting these requirements, it is important to stress that we will be happy to accept you provided:

- You genuinely wish to continue your education and have a passion for your subjects
- You accept the high expectations of the Sixth Form i.e. regular attendance, excellent work ethic, punctuality and prompt completion of work set, responsibility and being part of the community.
- We can offer you a relevant course in which you will be successful.

Final decisions will be made by Mrs Harvey, Deputy Headteacher, in discussion with other members of the leadership team. All Sixth Form courses at Vyners are full time and full time commitment is expected (95% attendance or better).

# Future Pathway Advice & Guidance

At Vyners we aim to give you ample opportunity to broaden your education and to bridge the gap successfully between school and the world of higher education or employment.

In addition to your one-to-one support with your tutor, careers advice and guidance is an on-going process throughout the Sixth Form. There are specific inputs at certain times, for example the detailed programme of support for the UCAS Application Process takes place during the Summer Term in Year 12 and Autumn Term in Year 13. Links with universities provide up-to-date information on this as well as opportunities to visit universities. You will also be able to draw upon the expertise of careers staff within the school and the external careers adviser for independent advice and guidance on careers and other non-university destinations.

All Sixth Form students also have access to the online platform programme Unifrog, which allows students to search for apprenticeships and university courses all in one place. It is an invaluable tool which enables students to make informed choices for their future pathways.

Work related opportunities and virtual links with universities are posted regularly on our Sixth Form Information Google Classroom so that no student misses out on a super-curricular or careers opportunity.

# Study Periods & Home Study

There is much more to Sixth Form education than your academic courses although the importance of these for your future should not be underestimated.

Sixth Form consists of time-tabled lessons, independent study time and supervised study time. We have high expectations of our students and the amount of time they are expected to work at home in addition to school time is at least five hours per subject per week. We also encourage extensive reading around your subjects in order to develop a passion for different areas of study or topics and to ensure that students are ‘lesson ready’ for every timetabled lesson. It is this independent wider reading which will be essential for future applications to university or the competitive job market.

Study time must be spent in private study either in the Study Room, in the Learning Resource Centre or an allocated classroom.

In all of these things we encourage an atmosphere of cooperation and self discipline. You will be expected to take increasing responsibility for your own work and actions in the Sixth Form; however, teachers are subject specialists and are always available to guide you with reading lists of interest and subject specific study skills.

# Leadership Opportunities

Sixth Form students have a tremendous amount to offer others both inside school and outside in the local community. All students therefore do some form of community service on a regular basis, which develops them as young leaders. They are also given the opportunity of completing a level 2 leadership course.

Examples of leadership opportunities offered to Sixth Form students include:

- opportunity to take part in the Senior Prefect Leadership Programme
- apply to be head boy, head girl or deputy
- supporting staff in lessons with younger students as a Subject Ambassador
- peer mentoring: supporting students in lower year groups with reading or in Learning Support
- coaching extra-curricular sport
- helping out at school events such as open evenings
- leadership team mentoring younger students as part of the Peer Support Programme
- running intervention and academic support clubs for younger students
- running house events or charity events involving younger students.

# Costs

All normal tuition costs and examination fees are paid for by the school but some additional costs may be incurred for a range of activities, such as residential courses, or as a result of field study, theatre or lecture visits. Specific equipment required will be notified by subject teachers and an up to date text books list is on our website. Student bursaries are available to help with such costs, please see the Sixth Form area on our website for further details.

# Dress Code

Sixth Form students should dress appropriately for a school or office environment, **wearing clothes that give them a professional appearance**. Students should always wear “a collar”. In all cases, branding should be minimal and without large logo

**Standard Sixth Form uniform includes:**

Collared shirts, tops or blouses (ties optional)

Suit jackets (optional)

Knitted jumpers (v neck or half zip), smart sweatshirts or smart cardigans (buttoned up only)

Smart trousers or chinos

Smart shoes (no trainers)

Skirts or dresses must be of a smart business wear length. **Excessively tight and/or short skirts (bodycon) are not permitted as part of Sixth Form uniform.** .

# EPQ

We offer students on or above a 6.5 APS the opportunity to complete an Extended Project Qualification (EPQ) which takes the form of a dissertation and demonstrates the students’ ability to research and write in depth and is recognised by top universities. Further details can be found towards the end of this brochure.

# Courses in the Sixth Form

We offer a range of Level 3 courses which are studied over two years.

In general, if you wish to study A Levels/BTEC/Technical Courses, you need to demonstrate from your GCSE results that you have a reasonable expectation of success at that level. Depending on your average GCSE point score you will be offered various pathways. Where students have not achieved a grade 4 in either English or Maths GCSEs they will be required to resit the exam/course.

# Subject Choices

Initially, we offer a free choice of subjects from the list below. Data from the option choice forms will be collated and matched against teaching resources and staffing to determine how the course will fit on the timetable. We will endeavour to meet the requests of all students but there may be combinations of subjects that we are unable to accommodate.

Meetings will take place with all students to confirm their option allocations and discuss opportunities available if the subjects chosen do not fit the time-table.

# Courses currently being offered in the Sixth Form

| | |
|---|---|
| Art & Design | History |
| Biology | ICT BTEC Level 3 Diploma Single Award |
| Business Studies | Mathematics |
| Chemistry | Media Studies |
| Computing | Medical Science BTEC |
| Drama & Theatre Studies | Music |
| Economics | Photography |
| English Literature | Physical Education |
| Extended Project Qualification (EPQ) | Physics |
| AAQ in Food Science and Nutrition | Product Design |
| Further Mathematics | Psychology |
| Geography | Spanish |
| German | Sport Studies OCR National Single Award |
| Government & Politics | |

# Sixth Form Entry Criteria 2027

**Pathway 1:**
Average GCSE Point Score* above 6.5 (including Maths and English at grade 5): students choose 3 A Level subjects and have the option of studying a fourth A Level subject.

**Pathway 2:**
Average GCSE Point Score between 5.5 and 6.4 (including Maths and English at grade 5): students choose 3 A level subjects.

**Pathway 3:**
Average GCSE Point Score between 4.5 and 5.4 (including Maths and English at grade 4): students choose 3 A Level or equivalent subjects of which at least one is a vocational subject (e.g. BTEC).

*To calculate your average point score, add up your top 8 GCSE grades and divide by 8.

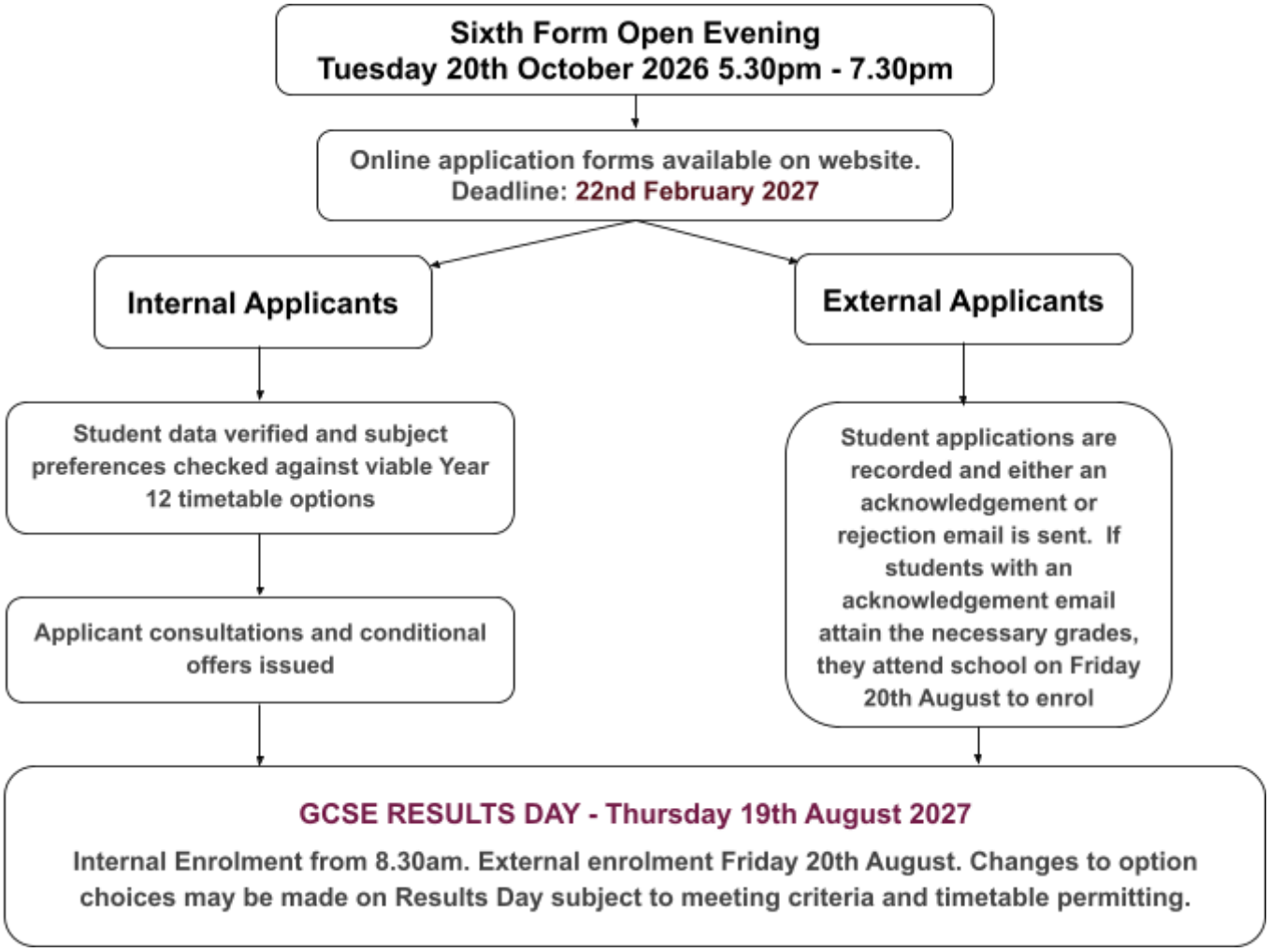
Unless otherwise stated, if a subject has been taken at GCSE, a grade 6 is required. A grade 5 may be considered if there is space on the course. Non flexible entrance criteria: Maths, Further Maths, Science.

| **Subject** | **Entrance Requirements** |
|---|---|
| A Level Art | Grade 6 in Art; Grade 5 may be considered if places are available on the course |
| A Level Biology / Chemistry / Physics* | Grade 7-7 in Combined Science Grade 7 or above in Biology/Chemistry/Physics Grade 6 in Mathematics |
| A Level Business Studies | Grade 5 in English Language or English Literature and grade 5 in Maths |
| OCR Sport | 4 in English, 4-4 in Science & preferably Merit in Level 2 Sport or a 4 in GCSE PE if taken. |
| A Level Computer Science* | GCSE Grade 6 in Mathematics.<br>GCSE Grade 6 in Computer Science. |
| A Level Drama | Grade 5 in Drama (if taken at GCSE) and a Grade 5 in English Language or English Literature |
| A Level Economics | Grade 6 in Maths and grade 5 in English<br>Grade 6 in Econ (if taken) |
| A Level English | Grade 6 in English Language and English Literature; Grade 5 may be considered if there are places on the course |
| Food AAQ in Food Science and Nutrition | Grade 4 in Food GCSE if taken |
| A Level Further Maths* | Grade 8 in Mathematics and must also be taking A Level Mathematics |
| A Level Geography | Grade 5 in Geography and a Grade 5 in English Language or English Literature |
| A Level German | Grade 6 in GCSE German |

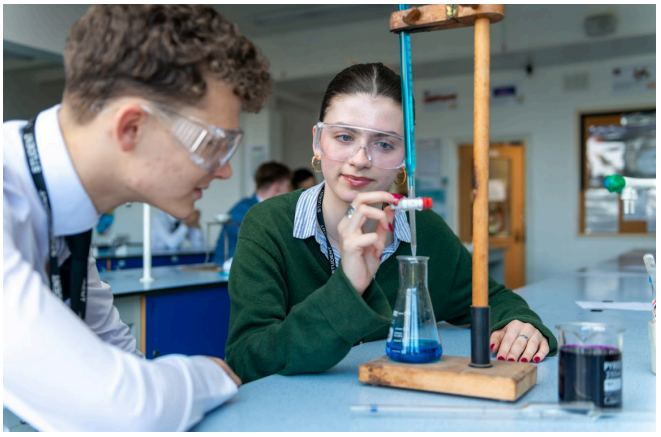
| | |
|---|---|
| A Level Government & Politics | Grade 5 in English Language or English Literature<br>Grade 5 in History if taken |
| A Level History | Grade 5 in History and a Grade 5 in English Language or English Literature |
| BTEC IT | Merit in BTEC IT if taken |
| A Level Maths* | Grade 7 in Mathematics |
| A Level Media | Grade 6 in Media Studies GCSE if taken. This is required. Grade 5 in either English Literature or Language. |
| BTEC Medical Science | Grade 5-5 in Combined Science or 5s in Triple Sciences. Grade 5 in Maths. |
| A Level Music | GCSE Music Grade 6 or above and Performing/Music Theory at Grade 5 (External Candidates will need to audition which will contain a note reading exercise) |
| A Level PE | Grade 6 in English  grade 6-6 in Science 6+ GCSE PE |
| A Level Photography | Grade 5 in GCSE Photography if taken |
| A Level Product Design | Grade 5 in GCSE Product Design if taken |
| A Level Psychology | Grade 6 in GCSE Psychology if taken, grade 5 in English, Grade 5 in Mathematics and a Grade 5-5 in either double or triple science |
| A Level Spanish | Grade 6 in GCSE Spanish |
| *Not flexible | |

# Year 12 Admissions Process

## Applying to Vyners School Sixth Form - Entry September 2027



# Sixth Form Courses



# ART & DESIGN A LEVEL

## EXAMINING BODY: EDEXCEL

## SUBJECT OVERVIEW

The main purpose of any course in art, craft and design is to develop your ability to appreciate the visual world, respond in a personal and creative way and contribute for the benefit of our community.

The skills you will develop will be varied. Among them you will develop a working knowledge of materials, practices and technology within art. You will develop the skills to interpret and convey your ideas and feelings using art, craft and design. You will develop your imaginative and creative powers and your experimental, analytical and documenting skills. You will also develop a specialist vocabulary and the knowledge and understanding of the place of art, craft and design in history and in contemporary society. You will be pushed, encouraged and challenged and to achieve your creative potential.

## EXAMINATION

A Level

Component 1 Personal investigation 60% of total A Level

- Includes a portfolio of practical work
- Personal Study- an extended written response minimum of 1000 words (12%)

Component 2 Externally Set task 40% of total A Level

*The exam is 15 hours and will be taken at the end of the 2 year course.*

## KEY SKILLS

- Ability to communicate thoughts, ideas and observations in written, spoken and visual form.
- IT skills will also be appropriate.
- Ability to plan and organise your work independently.
- Determination with the ability to work to a high ability consistently.

## PROGRESSION

There are many careers in Art and Design including advertising, architecture, graphics, textiles, fashion, film and photography, industrial/ product design, etc.

The most common route to a career in Art and Design is by taking a one-year Foundation Course before specialising in a chosen field. Vyners School Art Department has an excellent record of placing its A Level students on the best Foundation Courses in the London area. Alternatively, applications can be made through UCAS directly to specialist degree courses in Art and Design.

The study of Art and Design can also help you to develop transferable skills to take into any career or job.

If you require further information, please contact the Subject Leader Mrs Lane, email: rlane@vynersschool.org.uk

# BIOLOGY A LEVEL

## EXAMINING BODY: EDEXCEL

## SUBJECT OVERVIEW

The A Level course follows on naturally from the topics covered at GCSE allowing for more depth and detail. The A Level Biology Course is intended to meet the needs of all students, those wishing to progress to higher education as well as those who have an interest in the subject but do not wish to study beyond A Level.

The course is at the forefront for producing answers to topical problems including cloning, genetic screening, gene therapy, global warming, Tuberculosis and HIV, hospital acquired infections, keyhole surgery and prostheses and Parkinson's. The course also provides the basis for an enriched life with interest in nature and the environment.

The syllabus is divided into 8 units allowing for both theory based and practical work in order to help you develop into an all round Biologist.

The format of these units is as follows:

| **Year 1** | **Year 2** |
|---|---|
| 1. Lifestyle, health and risks<br>2. Genes and health<br>3. Voice of the genome<br>4. Biodiversity and natural resources | 5. On the wild side<br>6. Immunity, infection and forensics<br>7. Run for your life<br>8. Grey Matter. |

## EXAMINATION

A Level 3 exams in Year 13 during May/June

- Paper 1 Units 1 - 6 2 hours 100 marks
- Paper 2 Units 1 - 4, 7 and 8 2 hours 100 marks
- Paper 3 Units 1 - 8* 2 hours 100 marks

**Pre-release material in the form of a Scientific article for a comprehension section in the paper.*

In both years 12 and 13 there are set practical's that all students must complete and write up in full. These practical's will be tested in the exams and a pass or fail teacher assessment is also passed on to the board. This qualification is called CPAC.

## PROGRESSION

Students who have followed the course will be equipped to proceed to study Medicine or other medical fields such as Nursing and Veterinary Science however the skills developed by studying Biology will open up a huge range of career choices. Students that have studied Biology have gone on to study Sciences, Environmental courses including Environmental Management, and Agriculture.

If you require any further information, please contact the Subject Leader Miss G Holt, email: gholt@vynersschool.org.uk

# BUSINESS A LEVEL

## EXAMINING BODY: Edexcel

## SUBJECT OVERVIEW

Studying Business equips you with essential skills and insights to navigate the complex business landscape we encounter today. You will become a more informed consumer, empowered to make sound financial decisions. Additionally, you will explore how entrepreneurs identify opportunities and transform innovative ideas into thriving enterprises, drawing inspiration from successful companies like Apple and Google.

The curriculum will delve into the dynamics of starting and growing small businesses, examining the journey from humble beginnings to large-scale operations. You will engage with critical topics such as marketing, operations, finance, and human resources. If you find yourself captivated by shows like "Dragons' Den" or curious about the keys to business success, Business is the perfect subject for you.

Business occupies a unique position in the academic spectrum. On one side, it closely aligns with Mathematics, where numerical analysis is crucial. On the other hand, it shares common ground with the arts, requiring strong analytical and essay-writing skills similar to those found in subjects like History, English, Politics, and Psychology.

A comprehensive study of Business necessitates an interdisciplinary approach, weaving together elements of finance, psychology, sociology, and economics. Understanding these foundational areas is vital for any business endeavour. Effective financial management, people management, and awareness of external influences are critical for success. The study of management is a cornerstone of Business education; good managers make informed decisions, and mastering the art of management is key to thriving in any business environment.

### COURSE CONTENT

| | |
|---|---|
| **Theme 1: Marketing and People**<br>● meeting customer needs<br>● the market<br>● marketing mix and strategy<br>● managing people<br>● entrepreneurs and leaders | **Theme 2: Managing Business Activities**<br>● raising finance<br>● financial planning<br>● managing finance<br>● resource management<br>● external influences |
| **Theme 3: Business Decisions and Strategy**<br>● business objectives and strategy<br>● business growth<br>● decision-making techniques<br>● influences on business decisions<br>● assessing competitiveness<br>● managing change | **Theme 4: Global Business**<br>● globalisation<br>● global markets and business expansion<br>● global marketing<br>● global industries and companies (multinational corporations) |

### ASSESSMENT

- ☐ Paper 1: Marketing, people and global businesses (35%)
- ☐ Paper 2: Business activities, decisions and strategy (35%)
- ☐ Paper 3: Investigating business in a competitive environment (30%)

**PROGRESSION**

Studying A-Level Business opens the door to a wide range of career opportunities and further academic pursuits. Graduates often pursue degrees in Business Administration, Marketing, Finance, or Entrepreneurship, which can lead to careers in fields such as management, consulting, or corporate finance. With a solid understanding of business principles, you may also explore roles in areas like human resources, supply chain management, or digital marketing. Additionally, those interested in innovation can venture into entrepreneurship, launching their own startups. As you advance in your career, opportunities for specialisation — such as international business or sustainable management — further enhance your professional prospects. The versatility of a Business background provides a strong foundation for success in an ever-evolving job market.

If you require further information, please contact the Subject Leader - Mrs Robinson-White, email: *srobinson-white@vynersschool.org.uk*

# CHEMISTRY A LEVEL

## EXAMINING BODY: EDEXCEL

## SUBJECT OVERVIEW

Chemistry is the central science. It encompasses such an extensive spectrum of topics and is absolutely fundamental to our understanding of the world around us. This course provides a stimulating and exciting insight into the concepts, content and relevance of modern day chemistry.
During the first year, students will study the core foundations of Organic, Inorganic and Physical Chemistry.

The knowledge acquired in Year 12 is extended further in the second year, where students are introduced to key concepts in Advanced Organic, Inorganic and Physical Chemistry.

The format of these units is as follows:

**Year 12**
1. Atomic structure and the periodic table
2. Bonding and structure
3. Redox
4. Inorganic chemistry and the periodic table
5. Formulae, equations and amount of substance
6. Organic chemistry 1
7. Modern analytical techniques
8. Energetics 1
9. Kinetics 1
10. Equilibrium 1

**Year 13**
11. Equilibrium 2
12. Acid-base equilibria
13. Energetics 2
14. Redox 2
15. Transition metals
16. Kinetics
17. Organic chemistry 2
18. Organic chemistry 3
19. Modern analytical techniques 2

## EXAMINATION

The A Level qualification involves sitting three examination papers. These are 'Advanced Inorganic and Physical Chemistry' (Paper 1), 'Advanced Organic and Physical Chemistry' (Paper 2) and 'General and Practical Skills in Chemistry' (Paper 3).

Paper 1 Units 1, 2, 3, 4, 5, 8, 10, 11-15 105 minutes 90 marks
Paper 2 Units 2, 3, 5, 6, 7, 9, 16-19 105 minutes 90 marks
Paper 3 Units 1-19* 150 minutes 120 marks
* *half of the paper will test knowledge and understanding of practical skills and techniques*

In both years 12 and 13 there are set practical's that all students must complete and write up in full. These practical's will be tested in the exams and a pass or fail teacher assessment is also passed on to the board. This qualification is called CPAC.

## PROGRESSION

Chemistry is an academic and rigorous subject. It helps enhance and provides students with many skills, preparing them for demanding courses at University. A Level Chemistry is essential for the study of Medicine, Veterinary Science and Pharmacy. However, students have also progressed to study Maths, Law and other arts based subjects.

If you require further information, please contact the Subject Leader Miss Jamshad,
email: ajamshad@vynersschool.org.uk // rgunasekera@vynersschool.org.uk //
bganguli-roy@vynersschool.org.uk

# COMPUTING A LEVEL

## EXAMINING BODY: OCR

## SUBJECT OVERVIEW

The A Level specification in computer science contains both theory and practical elements. The theory elements will enable you to develop an understanding of:

- the characteristics of contemporary processors
- input, output and storage devices
- software and software development
- exchanging data
- data types, data structures and algorithms
- legal, moral, cultural and ethical issues
- elements of computational thinking
- problem solving and programming
- algorithms to solve problems and standard algorithms

You will choose a computing problem to work through according to the guidance in the specification.

· Analysis of the problem, · Design of the solution, · Developing the solution · Evaluation

## COURSE DESCRIPTION

The A Level course in Computer Science covers the following topics:

| Computer Systems | Algorithms and Programming | Programming Project |
|---|---|---|
| ● The characteristics of contemporary processors, input, output and storage devices<br>● Software and software development<br>● Exchanging data<br>● Data types, data structures and algorithms<br>● Legal, moral, cultural and ethical issues | ● Elements of computational thinking<br>● Problem solving and programming<br>● Algorithms | ● Analysis of the problem<br>● Design of the solution<br>● Developing the solution<br>● Evaluation |

| EXAMINATION | What is Assessed? | Assessment |
|---|---|---|
| Paper 1 | Computer Science knowledge from subject content above under the title Computer Systems. | Written exam:<br>2 hours 30 minutes 40% of A Level |
| Paper 2 | Computer Science knowledge from subject content above under the title Algorithms and Programming. | Written exam:<br>2 hours 30 minutes 40% of A Level |
| Non-Exam Assessment (Programming Project) | You will be expected to follow a systematic approach to problem solving. | Non-Exam Assessment<br>20% of A Level |

## PROGRESSION

By studying the application and the fundamental principles of computing, and having practical experience of the current state of the art, students should be well equipped to appreciate and exploit future developments of computer systems and technology and to appreciate the effects of these developments both on themselves and on society.

Successful completion of the course can lead directly to a variety of careers in computing or to more advanced study in Higher Education.

If you require further information, please contact the Subject Leader Mrs Kaur, email: skaur@vynersschool.org.uk

# DRAMA & THEATRE STUDIES A LEVEL

## EXAMINING BODY: AQA

## SUBJECT OVERVIEW

Drama and Theatre Studies is a practical, intellectual and artistic subject. You will examine the use of theatre and its many forms and genres when you explore and perform plays. You will develop your interest and enjoyment of Drama and theatre as a performer, a designer, a director and as an analytical member of an audience, fostering a critical appreciation of the subject.

## COURSE STRUCTURE

**Component 1: Written Exam 40%**

- Study 2 plays PRACTICALLY
  1: Antigone Sophocles 2: Our Country's Good Wertenbaker
- SEE live theatre
- Study Technical Theatrical Design, Directing and Acting
- Sit an exam
  Q1 on play 1, Q2 on an extract from play 2, Q3 regarding the work of live theatre seen

**Component 2: Creating original drama 30%**

- Create a devised performance (in the style of a practitioner)
- Teacher marked on process (rehearsal), your written work - a working notebook (2500 - 3000) words and your performance.

**Component 3: Making theatre 30%**

- Explore 3 extracts from different plays PRACTICALLY
- Apply practitioner knowledge to extract 3
- External examiner marks performance of extract 3
- External examiner marks your written work - a reflective report (2500 - 3000 words)

## PROGRESSION

Drama is an ideal qualification for anyone intending to study an essay based or arts qualification at degree level.

Drama is considered as an excellent choice for developing analytical, presentation and interpersonal skills.

If you require further information, please contact the Subject Leader Mrs Moore, Email: hmoore@vynersschool.org.uk

# ECONOMICS A LEVEL

## EXAMINING BODY: AQA

## SUBJECT OVERVIEW

The fundamental economic problem arises from the reality that our resources - such as copper, oil, and cotton - are limited, while our desires for goods and services like televisions, cars, and branded clothing are virtually limitless. Economics seeks to unravel how an economy can effectively provide for our essential needs - such as food and shelter - alongside our wants, like iPhones and vacations. An effective economy accomplishes this with minimal waste and strives for fairness, ensuring that the needs of all individuals are met. This necessitates critical societal choices, such as:

- ➢ Should we invest in more schools or more military equipment?
- ➢ Should we raise taxes to fund infrastructure improvements?

The answers to these questions will be shaped by your personal values, allowing you to develop your own perspectives and understanding of the economy throughout the course.

Economics occupies a unique position in the educational landscape. On one end, it is closely tied to Mathematics, requiring quantitative analysis and calculations. Conversely, it also demands strong analytical and essay-writing skills, placing it alongside the arts subjects such as History, English, Politics, Geography and Psychology. This interdisciplinary nature enriches the study of economics, making it a compelling field that bridges quantitative rigour and qualitative insight.

### Is this course right for you?

Successful A-Level economists possess an inquisitive mindset and a genuine fascination with the world around them. You should be curious about topics such as the impact of Brexit on the UK's economy, the effects of taxing sugary drinks on consumer behaviour, and strategies for addressing gender inequality. Be prepared for spirited debates, as economists often hold vastly differing opinions on policy decisions and their potential outcomes. You will encounter theoretical and technical concepts that may initially seem challenging, but mastering these tools will empower you to critically analyse pressing issues like combating climate change, reducing poverty, and encouraging healthier eating habits through behavioural nudges.

Independent study is essential, as there is a significant amount of material to cover; you will need to engage in reading and learning outside of class. Enjoyment of extended essay writing and a solid grasp of mathematical logic are important, as the quantitative skills required for A-Level Economics are rooted in GCSE-level mathematics. While Economics complements a wide range of subjects, it particularly synergises with Politics, Geography, History, Mathematics, Sociology, and Psychology, making it a versatile addition to your academic portfolio.

## COURSE CONTENT

**Component 1 - Individuals, firms, markets and market failure**

1. Economic methodology and the economic problem
2. Individual economic decision making
3. Price determination in a competitive market
4. Production, costs and revenue
5. Perfect competition, imperfectly competitive markets and monopoly
6. The labour market
7. The distribution of income and wealth: poverty and inequality
8. The market mechanism, market failure and government intervention in markets

**Component 2 - The national and international economy**

9. The measurement of macroeconomic performance
10. How the macro-economy works: the circular flow of income, AD/AS analysis, and related concepts
11. Economic performance
12. Financial markets and monetary policy
13. Fiscal policy and supply-side policies
14. The international economy

## ASSESSMENT

- ☑ Paper 1: Markets and market failure (33.3%)
- ☑ Paper 2: National and international economy (33.3%)
- ☑ Paper 3: Economic principles and issues (33.3%)

## PROGRESSION

Studying A-Level Economics opens up a diverse array of career opportunities and academic pathways. Graduates often pursue degrees in Economics, Finance, Business, or Political Science, leading to careers in sectors such as finance, public policy, international relations, or economic consulting. An understanding of economic principles can also pave the way for roles in market research, data analysis, and even non-profit organisations focused on economic development. As you gain experience, you may specialise further in areas like behavioural economics, environmental economics, or econometrics, enhancing your career prospects. With a strong analytical foundation, A-Level Economics prepares you for both professional success and further study at the postgraduate level, making it a valuable stepping stone in today's dynamic job market.

If you require further information, please contact the Subject Leader - Mrs. Robinson-White, email: *srobinson-white@vynersschool.org.uk*

# ENGLISH LITERATURE A LEVEL

## EXAMINING BODY: OCR

## SUBJECT OVERVIEW

This is an English Literature course which means that you will:

- read widely and independently;
- engage critically with a wide range of texts;
- develop your literary analysis skills;
- explore the contexts of texts and how other readers interpret them.

The course builds on the analytical and communication skills acquired up to Year 11.

As an essay-based subject, the transferable writing and analytical skills gained support A Levels such as History, Geography or Economics. The emphasis on the texts' social, political and literary contexts creates a further strong link with History. Many students with an interest in Psychology also choose to study English Literature as it allows them to examine 'the human condition' from a different perspective. The creative thinking involved means it complements the study of Art and Music. There are also clear links with Drama.

## COURSE CONTENT

**COMPONENT 1: DRAMA AND POETRY PRE-1900 – exam:**
For this part of the examination you will study a Shakespeare play such as *Hamlet*; one pre-1900 play such as *The Duchess of Malfi* and one pre-1900 poem such as *The Merchant's Prologue and Tale*.

**COMPONENT 2: COMPARATIVE STUDY – exam:**
This study requires you to develop an expertise in a literary movement or genre, for instance Gothic Literature or American Literature. Two novels are studied in depth alongside independent study of a wide range of other related novels and short stories.

**COMPONENT 3: POST 1900 - coursework:**
This is known as a synoptic assessment. It involves the explicit drawing together of knowledge, skills and understanding of different aspects of the A Level course. It requires the study of three literary texts: one novel, one poetry text and one play. The texts must have been first published or performed in 1900 or later. At least one of these texts must have been first published or performed in 2000 or later. Students are encouraged to select their own choice of novel and to come up with their own areas of interest and essay titles.

## ASSESSMENT

This is a course of learning that takes place during Years 12 and 13.

There will be ONE examination series each year in June.  All examined components mu*st be taken in the same examination series at the end of the course.*

***COMPONENT 1: DRAMA AND POETRY PRE-1900 -*** This is a closed text written paper of 2 hours and 30 minutes, worth 40% of the total A Level. 60 marks are available.

***COMPONENT 2: COMPARATIVE STUDY*** This is a closed text written paper of 2 hours and 30 minutes, worth 40% of the total A Level. 60 marks are available.

***COMPONENT 3: POST 1900 Coursework*** This is a non-examined assessment component for which 40 marks are available. There are TWO tasks. Task One is a response to a close reading of an extract from one of the texts consisting of an essay of 1,000 words. Task Two is a comparative essay based on two of the texts. The essay must be 2,000 words.

## PROGRESSION

This subject allows you to improve your communication and analysis skills through discussion, close reading and critical writing. English can be studied in institutions of further and higher education, either by itself or along with other subjects. Although it is not a specifically vocational subject, it can lead to journalism, law, broadcasting, the Civil Service and similar professions.

If you require further information, please contact the Subject Leader Ms Connolly, email: cconnolly@vynersschool.org.uk

# WJEC AAQ in Food Science and Nutrition

## EXAMINING BODY: WJEC

## SUBJECT OVERVIEW

The WJEC AAQ in Food Science and Nutrition is assessed through a combination of a written exam and an internal centre marked assignment, set by the examination board.

Learners complete two units in which they will investigate, demonstrate and evaluate their ability to meet the nutritional needs of specific groups.

These units will enable the learner to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts. Through on–going practical sessions, it will also provide opportunities to develop skills by producing quality food items that meet the needs of individuals.

90 minute examination (Total of 80 marks)

Section A is short answer questions
Section B is extended answer questions
Section C relates to applied situations.

The paper is graded at pass, merit and distinction

Topics are…

- Understanding the properties of Nutrients
- Understanding the relationship between nutrients and the human body
- Planning nutritional requirements

## PROGRESSION

Together with relevant Level 3 qualifications such as AS and A Levels in Biology, Chemistry, Sociology and Maths and/or Level 3 qualifications in Hospitality or Science, learners will gain the required knowledge to progress to higher education degree courses, such as:

- BSc Food and Nutrition
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology

As well as preparing learners for future education or careers in the food and nutrition industry, the unit also provides a range of transferable skills such as…

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts

If you require further information, please contact the Subject Leader Mr Welch, email: jwelch@vynerschool.org.uk

# GEOGRAPHY A LEVEL

## EXAMINING BODY: PEARSON EDEXCEL

## SUBJECT OVERVIEW

In A-Level Geography students will build upon the fundamentals learnt at GCSE, developing a greater understanding of the natural processes of the world and the geo-political landscapes that influence human development. The diverse nature of the subject develops broad-minded, critical thinkers who can apply their in class learning to the real world around them. Many employers recognise that Geography students have a wide variety of transferable skills as this subject develops essay based writing, alongside mathematics and statistics, the scientific enquiry and analysis.

## CONTENT OVERVIEW

Throughout the two years of study, students will focus on eight key geographical themes across the two main disciplines (Physical and Human), as well as learning the synoptic themes (Paper 3) and fieldwork enquiry processes (NEA):

**Physical (Paper 1):**

- *Topic 1: Tectonic Processes and Hazards*
- *Topic 2: Landscape Systems, Processes and Change - 2B: Coastal Landscapes and Change*
- *Topic 5: The Water Cycle and Water Insecurity*
- *Topic 6: The Carbon Cycle and Energy Security*

**Human (Paper 2):**

- *Topic 3: Globalisation*
- *Topic 4: Shaping Places - 4A Regenerating Places*
- *Topic 7: Superpowers*
- *Topic 8: Global Development and Connections - 8A Health, Human Rights and Intervention*

**Synoptic Themes (Paper 3):**

- *Players*
- *Attitudes and actions*
- *Futures and uncertainties*

Students will be expected to complete a minimum of 4 days of fieldwork as per the exam boards requirements, as such there is a cost associated with this course. This fieldwork will be a combination of both human and physical Geography.

## ASSESSMENT OVERVIEW

**Paper 1 (Physical):**
Written examination: 2 hours and 15 minutes

- 30% of the qualification
- 105 marks

The examination may include short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions. Calculators may be used.

**Paper 2 (Human):**
Written examination: 2 hours and 15 minutes

- 30% of the qualification
- 105 marks

The examination may include short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions. Calculators may be used.

**Paper 3 (Synoptic Themes):**
Written examination: 2 hours and 15 minutes

- 20% of the qualification
- 70 marks

An externally-assessed written examination. The synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas. A resource booklet will contain information about the geographical issue. All questions in the examination draw synoptically on knowledge and understanding from compulsory content drawn from different parts of the course. The examination may include short open, open response and resource-linked questions. The examination includes 8-mark, 18-mark and 24-mark extended writing questions. Calculators may be used.

**Non-examination assessment (NEA): Independent Investigation (Coursework):**
Non-examined assessment:

- 20% of the qualification
- 70 marks

Independent Investigation is based on students' independent field work carried out at A Level, to create a written report of 3000–4000 words.

## PROGRESSION OVERVIEW

A-Level Geography is a highly regarded academic discipline and valuable entry qualification to many higher education and degree courses. It combines well with other subjects such as Biology, Mathematics, Economics, History, Politics, Physics and Psychology. Furthermore, it can be useful in a host of jobs, for example Land Management and Conservation, Town and Country Planning, Environmental Management and the Professional Services.

If you require further information, please contact Mr Heath (Head of Geography) at RHeath@vynersschool.org.uk.

# GERMAN A LEVEL

## EXAMINING BODY: AQA

## SUBJECT OVERVIEW

The syllabus is a natural extension from GCSE and approximately equal stress is laid on each of the four linguistic skills: speaking, listening, reading and writing. Great importance is attached to the life and culture in Germany. By the end of the 2 year A Level course you will have a sound grasp of grammatical structure and so be more confident in oral and comprehension skills so valued by employers.

**The general topic areas in Year 1 are:**

1. Social issues and trends; the digital world; youth culture; fashion and trends
2. Artistic culture; festivals; traditions; art; architecture, Berlin
3. Grammar; translation into English from German
4. Literary text or film; essay
5. Speaking on one or two topics from the subtopics.

**The general topic areas in Year 2 are:**

1. Aspects of German speaking society
2. Artistic culture
3. Multiculturalism
4. Aspects of political life grammar
5. Grammar: translation from and into target language
6. Speaking on two sub topics and a discussion card.

You will be encouraged to make as many visits as possible to countries where German is spoken. We particularly recommend German work experience which can be arranged in a wide range of sectors.

You should be prepared to read widely, use German websites to develop listening skills, make personal vocabulary lists, read from German press and magazines and fully exploit facilities offered by certain cinemas in the screening of German films.

You will also be attending weekly conversation classes with the assistant.

## EXAMINATION

At the end of Year 13, students will sit the 3 following exams:

Paper 1: Listening, Reading and Writing texts on the topic areas mentioned above.
Paper 2: Writing 2 essays about a film and a novel studied during the course.
Paper 3: Speaking. Having a discussion of one sub-theme from those above, lasting 5–6 minutes, and then presenting and discussing your individual research project for 14/15 minutes.

## PROGRESSION

Students with A Level can, of course, continue to study languages at university in order to work in a variety of industries and professions. It is now possible to study almost any subject with German at university and make yourself more attractive to employers.

Most students will seek work as non-specialists in industry, exporting, marketing, selling or in government jobs perhaps connected with the Diplomatic Service, the Civil Service or the European Community. Many other sectors also need linguists including travel and tourism, the BBC, shipping services and voluntary organisations.

Do remember, if you want to work in tourism you really need two foreign languages.

If you require further information, please contact the Subject Leader Ms Kelly, email: okelly@vynersschool.org.uk

# GOVERNMENT & POLITICS A LEVEL

## EXAMINING BODY: AQA

## SUBJECT OVERVIEW

Why choose AQA for A-level Politics?

Lively, relevant, controversial… there are many ways to describe A-level Politics. There's no denying that it's one of the most interesting and engaging qualifications you can choose. Covering news and current affairs from the UK and US, it helps you understand how the UK country is run and develops research, written communication and debate skills. It also helps grow your confidence. It's ideal if you're considering studying politics, sociology, ethics, advertising or journalism at university and is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

**Unit 1: Government and Politics of the UK**
Unit 1 is focussed on the way that the UK is governed. It includes the following topics

- The nature and sources of the British Constitution
- The structure and role of Parliament
- The Prime Minister and cabinet
- The Judiciary
- Devolution
- Democracy and participation
- Elections and referendums
- Political parties
- Pressure groups
- The European Union

**Unit 2 Government and politics of the USA and comparative politics**
Unit 2 covers how politics work in the USA and how the American style of Government is different from the UK.

The USA

- The constitutional framework of the US government
- The legislative branch of government: Congress
- The executive branch of government: President
- The judicial branch of government
- The electoral process and direct democracy
- Political parties
- Pressure groups
- Civil Rights

Comparisons

- Constitutional arrangements
- The executives
- The judiciaries
- Electoral and party systems
- Pressure groups
- Civil Rights

**Unit 3 political ideas**
This unit is designed to give pupils a deeper understanding of the concepts that form the basis of political beliefs.

- Liberalism
- Conservatism
- Socialism
- Feminism

## EXAMINATION

Three 2 hour exams:
1. Government and politics of the UK
2. Government and politics of the USA and comparative politics
3. Political ideas

## PROGRESSION

Studying this subject will develop your understanding of structures of authority and power, how political systems differ, and enable you to interpret, evaluate and comment on the nature of politics and government. You will also develop a range of transferable analytical, debating and communication skills - all of which are valuable in a wide range of careers.

An A-level in Government and Politics provides an excellent background for careers in law, journalism, the caring professions, teaching, and a range of management and business areas.

If you require further information, please contact the Subject Leader Mr S Beale, email: sbeale@vynersschool.org.uk

# HISTORY A LEVEL

## EXAMINING BODY: AQA

## SUBJECT OVERVIEW

(i) to offer you the opportunity to study History in length, breadth and depth across a variety of periods and topics.
(ii) to develop expertise in a variety of skills such as analysis, communication, evaluation and interpretation.
(iii) to produce your own ideas, theories and arguments based on personal research. This research (and discussion) should reinforce the idea that truth in History is not black and white, but opinion based on evidence, and therefore a questioning approach will be developed.
(iv) to promote a course which is genuinely interesting, is self-contained and which will also serve as a preparation for those who want to study History in higher education.

## METHODOLOGY

Such strategies may include note taking, reading, individual work, group work, discussion and debate, class presentations, role play and the use of ICT.

Students are also assessed in a variety of ways such as through document-based questions, note taking, projects, presentations, essays, model answers and critiques of work. Class lessons are used to check that satisfactory notes are being maintained and discuss the issues that have arisen.

While the History department can offer access to key texts it is important that you do not think in terms of relying on just one or two sources. You are encouraged to read as much as possible, to make use of the School Library, the History Room Libraries and local Libraries, while several books are now produced in reasonably-priced paperbacks.

## COURSE DESCRIPTION

In this linear A Level you will sit two exams at the end of your second year. These will be a breadth study on The Tudors: England 1485-1603; and a depth study on The American Dream: Reality or Illusion 1945-1980.

### Year One

The Tudors : Covers the years 1485-1547 and explores the reigns of Henry VII & Henry VIII. You will consider the political, economic and religious impacts of their reigns.

The American Dream : You will cover the years 1945-1963 and explore the presidencies of Harry Truman, Dwight Eisenhower and John F. Kennedy. You will consider the prosperity, inequality and superpower status of America, with particular focus on the Cold War, Economy and Civil Rights.

In the summer term you will be introduced to the Independent Investigation unit. This is a 4500 word essay where you will choose a 100-year period of history, formulate a question around a key theme from that period and conduct your own independent research.

### Year Two

The Tudors : This covers the years 1547-1603 and explores the reigns of Edward VI, Mary I & Elizabeth I. You will consider the change and continuity in society and the impact of economic, social and religious developments.

The American Dream : This covers the years 1963-1980 and explores the presidencies of Lyndon Johnson, Richard Nixon, Gerald Ford and Jimmy Carter. You will continue to consider the status of the USA as a superpower, examining the various Presidents' policies regarding the Cold War, Economy and Civil Rights.

You will continue to work on your Non Examined Assessment begun in the summer term of Year One.

## EXAMINATION

Each examination unit is worth 40% of the A Level. Whilst the exams will each take slightly different formats they will both last 2½ hours and will be made up of 3 questions, totalling 80 marks.

The Non Examined Assessment is worth 20% of the A Level. It is marked internally and moderated externally.

## PROGRESSION

History can be studied in institutions of further and higher education, either by itself or with other subjects, e.g. Politics, Economics, Law or the Media. Although it is not a specifically vocational subject, it can provide a good basis for broadcasting, the Civil Service, journalism and similar professions.

Skills acquired such as analysis, communication of argument, evaluation, interpretation and presentation of ideas would be beneficial in a variety of vocations.

If you require further information, please contact the Subject Leader Mr S Beale, email: sbeale@vynersschool.org.uk

# PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN IT (AAQ)

**(Equivalent to 1 A Level)**

## EXAMINING BODY: EDEXCEL

## SUBJECT OVERVIEW

The BTEC Level 3 Extended Certificate in IT (AAQ) is an Alternative Academic Qualification equivalent to **1 A Level** (up to 56 UCAS points). Designed to be studied alongside two other A Level or vocational subjects, this course provides a strong foundation in digital technologies, system design, and data management.

Learners explore the relationship between hardware and software, managing and communicating information, cybersecurity basics, and modern website development. The qualification combines technical skills with practical business applications, helping students understand how IT drives modern organizations.

The course is classroom-taught in computer lab environments, blending interactive lectures, practical workshops, group projects, and hands-on software design.

## ASSESSMENT & UNITS

The qualification consists of 4 units, combining external assessments (written examination and controlled computer-based assessment) with internal coursework projects:

1. **Information Technology Systems** *(External Exam)* – Explores hardware, software, networks, data transmission, and how technology impacts individuals and organizations.
2. **Creating Systems to Manage Information** *(External Practical Assessment)* – Focuses on designing, creating, testing, and evaluating relational database systems.
3. **Using Social Media in Business** *(Internal Coursework)* – Examines how businesses use social media channels and digital marketing campaigns to meet commercial goals.
4. **Website Development** *(Internal Coursework)* – Covers principles of user experience (UX) design, HTML, and CSS to build functional, responsive websites.

## PROGRESSION

This qualification supports progression into higher education, degree apprenticeships, and employment. When combined with other A Levels (such as Business, Mathematics, Media, or Sciences), typical progression pathways include:

- **Higher Education:** Degree programmes in Information Technology, Business Information Systems, Cyber Security, Web Development, or Computer Science.
- **Higher/Degree Apprenticeships:** Roles in IT support, digital marketing, data analysis, or network administration.
- **Further Vocational Study:** Higher National Diplomas (HND) or Foundation Degrees in Computing.

## FURTHER INFORMATION

If you require further information, please contact the Subject Leader, **Mrs Kaur** (email: skaur@vynersschool.org.uk).

# MATHEMATICS & FURTHER MATHEMATICS A LEVEL

## EXAMINING BODY: EDEXCEL

## SUBJECT OVERVIEW

**A Level Mathematics -** Year 1 at Vyners comprises all key foundation elements of advanced mathematical study, including pure as well as both statistics and mechanics content. Students will take 2 papers at the end of Year 12, set and marked internally.

Year 2 again comprises a mixture of pure, statistics and mechanics. The content of year 1 and year 2 Mathematics has been stipulated by the Department of Education. Students will sit all their external exams at the end of the course, this comprises 3 papers, each 2 hours long.

**A Level Further Mathematics** builds upon the pure content of A Level Mathematics and includes two compulsory Pure Further Mathematics modules and two optional units that can cover additional Pure topics , Further  Mechanics , Further Statistics or Decision Maths.

Students will sit all the exams for both Mathematics and Further Mathematics at the end of year 2. The Further Mathematics examinations are each of 1.5 hours in duration.

## PROGRESSION

For progression to many courses at University it is important to have strong mathematical skills. For most science, technology, engineering and mathematics (STEM) degree courses, A Level Mathematics is a requirement and A Level Further Mathematics is often a preferred subject. If you wish to study Mathematics, Physics or Computer Science, A Level Further Mathematics is often a required subject. Having A level Further Mathematics on your University  application is a way to make it stand out.

Many employers highly value mathematics qualifications because mathematics students become better at thinking logically and analytically. Through solving problems you develop resilience and the ability to think creatively. Through creating proofs and justifying your results, you develop the skills needed to formulate well reasoned arguments. Crucially, you will develop excellent numeracy skills and the ability to process and interpret data.

## SKILLS DEVELOPMENT

Studying Mathematics will enable you to develop the following skills:

· understanding of the mathematics that underpins many aspects of our lives
· the ability to apply a range of mathematical skills to different situations
· acute logical thinking and problem-solving abilities
· the ability to process, interpret and analyse information.

If you require further information, please contact Ms H Vorce, hvorce@vynersschool.org.uk

# MEDIA STUDIES A LEVEL

## EXAMINING BODY: EDUQAS

Alongside an examination, you will complete a piece of practical coursework which will make up 30% of your final A Level grade. You will be required to research in preparation for, plan, create and evaluate your practical work and will produce professional media artefacts. These practical exercises will enable you to experience what it actually feels like to be a working media practitioner.

## SUBJECT OVERVIEW

Throughout this course you will explore current debates about culture and the ways in which the media brings about social, cultural and political change.

Studying the media means looking differently at the culturally shared products of our everyday lives as people living in the 21st—century technological world. This is the world where a film, a television programme, music or news on the internet can be accessed and understood by audiences and consumers across the globe. You will have first-hand experience as a consumer of the media as part of your everyday life and are already an expert at interpreting media images.

Media Studies is a popular subject at A Level. You will enjoy the challenge that comes with designing and creating your own original media texts and exploring the media that you use every day. The course offers the study of a variety of media texts, an exploration of current issues and debates within the world of the media and an evaluation of the way in which audiences consume, respond to, use and enjoy media texts. There is a wide range of exciting jobs available to those wishing to join the media industry and studying A Level Media Studies is the first step to securing a position in this ever popular field.

## COURSE DESCRIPTION

This course is based on 4 main areas of study: media concepts, media platforms (e.g. TV/film, digital/web-based media, newspapers/magazines), media debates (e.g. Reality TV, Regulation and censorship) and practical production. You will develop your understanding and appreciation of the media and also create a media product e.g. a video, magazine or website using industry standard software.

Throughout the two year course you will gain an understanding of notions of 'identity' within the context of cultural life and how people engage with media forms such as television, radio, print, digital communication, advertising and social media. The course will equip you with the knowledge and skills you'll need to engage critically and creatively with media and identity, both significant areas of contemporary culture.

## EXAMINATION

Alongside an examination, you will complete a piece of practical coursework in both your first and second year of the course. You will be required to research in preparation for, plan, create and evaluate your practical work and will produce professional media artefacts. These practical exercises will enable you to experience what it actually feels like to be a working media practitioner.

## PROGRESSION

Students with A Level Media can go on to university to study a range of disciplines within the media landscape, such as: film studies, television production, journalism, communication and advertising.

If you require further information, please contact the Subject Leader, Miss L Parsons email lparsons@vynersschool.org.uk

# Pearson Level 3 Alternative Academic Qualification BTEC National in Medical Science (Extended Certificate)

**(Equivalent to 1 A Level)**

**EXAMINING BODY: Pearson**

## SUBJECT OVERVIEW

The Pearson Level 3 Alternative Academic Qualification BTEC National in Medical Science (Extended Certificate) enables students to study the principles and applications of medical science through three mandatory units, and further explore other areas in more detail via an optional unit. Students will also learn practical and investigation skills that build on this fundamental knowledge.

**Subjects that will complement BTEC in A level:**

The following subjects would be suitable to combine with BTEC: Psychology, Sociology, Chemistry, and Physical Education & Sport

This course is classroom taught, with a range of lectures, group work, presentations, practical work and coursework.

## ASSESSMENT

The BTEC Level 3 extended certificate in Medical Science consists of a mixture of external examination and coursework, and these will be spread over two years.

There are four units that you will have to cover:

1. Principles of Human Physiology, Anatomy and Pathology- External exam
2. Health Issues and Scientific Reporting- External exam
3. Practical Microbiology and Infectious Diseases- Coursework
4. Diseases, Disorders, Treatments and Therapies- Coursework

## PROGRESSION

This qualification supports progression into further education, training or employment It will enable progression to higher education to a range of Applied Science programmes, such as biomedical science, life sciences, and physiology, as well as healthcare courses such as nursing, physiotherapy and radiography.

If you require further information, please contact Mrs Maurya, email: nmaurya@vynersschool.org.uk

# MUSIC A LEVEL

## EXAMINING BODY: EDUQAS

## SUBJECT OVERVIEW

### Part 1: Performance (25-35%)

Option A: (35%) A 10-12 minute performance consisting of a minimum of three pieces. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.

Option B: (25%) A 6-8 minute performance consisting of a minimum of two pieces, one piece must reflect the musical characteristics of one area of study

### Part 2: Composition (25-35%)

Option A: Composing (25%) Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs. The second composition is a free composition.

Option B: Composing (35%) Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs. The second composition must reflect the musical characteristics of one different area of study while the third composition is a free composition.

### Part 3: Examination (40%)

You will study 4 set works in two areas of study which are. Within these areas you will explore the different musical elements and the historical context behind each piece.

**Western Classical:**
Haydn Military Symphony

**20th Century Music**
Poulenc: Trio for Oboe, Bassoon and Piano
Debussy: Three Nocturnes

Students will also study one of three areas of study which are Rock and Pop, Musical Theatre or Jazz and have to answer general musicianship questions about the chosen genre.

## EXAMINATION

Students will have to sit a 2.15 hour exam in which they are to respond to the following types of questions:

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

## OTHER INFORMATION

As an A Level student, you are expected to be a role model for the younger years with music. Therefore, all A Level students must attend Senior Choir every week and one other musical ensemble. You will also receive free music instrumental or singing lessons with either Hillingdon Music Hub or one of our private peripatetic teachers.

## PROGRESSION

Studying music is one of the most fulfilling subjects within school. Not only do you learn the skills of performing on your instrument to a high level, you also gain the ability to analyse any given music, compose your own music and learn many different languages including the language of music itself.

Music is regarded highly among the top universities through its nature of encouraging hard work and perseverance. Music is also one of the top jobs for employment Post University with 91% of graduates gaining employment within six months of finishing their degree.

If you require further information, please contact the Subject Leader Mr D Cullum, email: dcullum@vynersschool.org.uk

# PHOTOGRAPHY A LEVEL

## EXAMINING BODY: OCR

## SUBJECT OVERVIEW

This course will offer you the opportunity to learn about a variety of lens and light based media. You will work with both film-based and digital photographic processes, which will enable you to form a means of personal enquiry and expression. You will be encouraged to be experimental in your selection and manipulation of images, and must employ creative approaches which go beyond mere observation and recording.

When using film-based photography, you will develop an understanding of SLR cameras and traditional dark-room techniques, involving the developing and printing of your own work. A significant element of the course will focus on the use of digital photography, and image manipulation software such as Adobe Photoshop.

The contextual element of the course will enable you to develop an awareness and understanding of the work of photographers. Through research into the work of others, you will seek inspiration, and will be able to extract useful information about working methods.

## EXAMINATION

Component 1: Personal Investigation 60% of total A Level

- Includes a portfolio of practical work
- A related study - an extended written response minimum 1000 words

Component 2: Set task 40% of total A Level

*The exam is 15 hours and will be taken at the end of the 2 year course.*

## KEY SKILLS

Communication is integral to the Study of A Level Photography. Some IT skills will also be appropriate.

## PROGRESSION

There are many careers which involve Photography. The most common route to a career in any Art and Design discipline is by taking a one-year Foundation Course before specialising in a chosen field. Vyners School has an excellent record of placing its A Level students on the best Foundation Courses in the London area. Alternatively, applications can be made through UCAS directly to a specialist degree course in Photography.

The study of Photography can also help you to develop transferable skills to take into any career or job.

If you require further information please contact the Subject Teacher for Art and Photography, Mrs R Lane - email: rlane@vynersschool.org.uk

# PHYSICAL EDUCATION A LEVEL

**AWARDING BODY: OCR**

## SUBJECT OVERVIEW

Our A Level in Physical Education develops knowledge, understanding and skills relevant to physical education. Students gain understanding of the scientific and socio-cultural factors that underpin physical activity, and demonstrate their ability as either performer or coach. This qualification is filled with a range of content across the sporting spectrum developing individuals' knowledge in preparation for a possible career in teaching, sports medicine, nutrition, coaching, strength and conditioning to name a few.

## ENTRY REQUIREMENTS

2 x Grade 6+ in Science, 6+ in English, 6+ GCSE PE

## COURSE CONTENT

Physiological factors affecting performance

Psychological factors affecting performance

Socio-cultural issues in physical activity and sport

Performance in Physical Education

## ASSESSMENT

Written exams - set and marked by OCR (4 unit exams)

Physiological factors affecting performance— 2 Hour Exam

Psychological factors affecting performance— 1 Hour

Socio-cultural issues in physical activity and sport—1 Hour Exam

## PROGRESSION

University course, apprenticeship or employment.

If you require any further information please contact the Subject Leader Mr Hall, email: thall@vynersschool.org.uk

# PHYSICS A LEVEL

## EXAMINING BODY: AQA

## SUBJECT OVERVIEW

In Physics there will be opportunities for you to:

- study and apply physics relevant in the real world,
- meet entirely new ideas and ways of thinking,
- develop practical and data analysis skills,
- see how physics links to other sciences and mathematics,
- use your imagination
- develop your problem solving skills

## Core content

Year 1

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity

Year 2

6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear physics
9. Turning points in physics

## ASSESSMENT

The A Level qualification involves sitting three examination papers.

- Paper 1 Topics 1-6  2 hours 85 marks (including multiple choice section)
- Paper 2 Units 1-8  2 hours 85 marks (including multiple choice section)
- Paper 3 All units of A2* + Options topic (Turning Points in Physics) 2 hours 80 marks

** half of the paper will test knowledge and understanding of practical skills and techniques*

Throughout Years 12 and 13 there are set practical's that all students must complete and write up in full. These practical's will be tested indirectly through the exams and also directly as a pass or fail through the teacher assessed practical endorsement.

## PROGRESSION

Physics offers immense benefits to people and to society – opening doorways, expanding horizons and driving development. It gives powerful and excellent explanations about the workings of the world – explanations that have esteem and are pertinent in an extensive variety of industries and research networks. Besides, it creates mindsets and thinking that are fulfilling and profoundly esteemed by managers in numerous sectors, from accounting to zoology to engineering, or law and medicine. It is a very demanding course, but this correspondingly increases the value of the qualification. Physics also provides a useful background for leisure activities such as astronomy, music and electronics.

If you require further information, please email:jsheehan@vynersschool.org.uk

# PRODUCT DESIGN A LEVEL

## EXAMINING BODY: AQA

## SUBJECT OVERVIEW

Students are encouraged to:

- Be **open to taking design risks**, showing **innovation and enterprise** whilst considering their role as **responsible** designers and citizens
- **Develop intellectual curiosity** about the design and manufacture of products and systems, **and their impact on daily life and the wider world**
- **Work collaboratively** to develop and refine their ideas, **responding to feedback** from users, peers and expert practitioners
- **Gain an insight into the creative, engineering and/or manufacturing industries**
- Develop the capacity to **think creatively, innovatively and critically** through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients
- Develop **knowledge and experience of real world contexts** for design and technological activity
- Develop an **in-depth knowledge and understanding of materials, components and processes** associated with the creation of products that can be tested and evaluated in use
- Be able to **make informed design decisions** through an in-depth understanding of the management and development of taking a design through to a prototype/product
- Be **able to create and analyse a design concept** and use a range of skills and knowledge from other subject areas, including maths and science, to inform decisions in design and the application or development of technology
- Be able to **work safely and skilfully** to produce high-quality prototypes/products
- Have a **critical understanding of the wider influences** on design and technology, including cultural, economic, environmental, historical and social factors
- Develop the ability to draw technically on and apply a range of skills and knowledge from other subject areas, including the use of maths and science for analysis and informing decisions in design.

## SUBJECT CONTENT & EXAMINATION

| | |
|---|---|
| Paper 1 - Technical principles<br>Written exam: 2 hours and 30 minutes<br>120 marks<br>30% of A-level | Paper 2 - Designing and making principles<br>Written exam: 1 hour and 30 minutes<br>80 marks<br>20% of A-level Section |

Non-exam assessment (NEA)

Practical application of technical principles, designing and making principles.

Substantial design and make project

100 marks,  50% of A-level

Evidence

Written or digital design portfolio and photographic evidence of final prototype.

**PROGRESSION**

In recent years there has been a substantial recognition of the value of Product Design at governmental, industrial, commercial and educational levels.  Product Design combined with other appropriate subjects, is now recognized as forming an excellent foundation for a wide range of studies at institutions of Higher Education, including the Sunday Times top 15 universities.

Progress into Careers / Sixth Form / Higher Education:

Higher Education: Secondary Design and Technology Education with QTS and Resistant Materials related degrees

Careers: Engineering, Carpentry, Graphics Designing, Architecture, Construction, Product Designer, Interior Designer, Architect, Blacksmith, Engineering Craft, Machinist, Engineering Machine Operator, Fabricator, Materials Engineer, Mechanical Engineer, Mechanical Engineering Technician, Scrap Dealer, Sheet, Metal Worker, Toolmaker, Track Maintenance Operative, Vehicle Body Repairer, Welder.

If you require further information, please contact the Subject Leader Mr Babra, email: sbabra@vynerschool.org.uk

# PSYCHOLOGY A LEVEL

## EXAMINING BODY: AQA

### SUBJECT OVERVIEW

Psychology provides a fascinating insight into the reasoning behind the human mind and behaviour, with the aim of answering the most interesting questions in life; why do people develop mental illness? Why do people obey authority figures?

You will develop knowledge and understanding of Psychological theories and explanations by applying them in real life contexts. Psychology is a very challenging but rewarding course. You will develop skills relating to problem-solving, organisation and initiative that are in demand in the workplace. You will also develop a practical understanding of research methodology and develop critical thinking skills relevant to the majority of degree level courses.

A level Psychology relates to a range of other subjects and would fit well with most but in particular: Maths, Science and extended writing and analytical subjects such as English, History, Media

Psychology builds on skills gained from GCSE Maths, English, Biology and (if taken) GCSE Psychology.

### COURSE CONTENT

You will study topics such as : Research methods, Social influence, Memory, Attachment, Approaches, Psychopathology, Biopsychology Relationships, Aggression/ Forensics and Schizophrenia.

You will also study Issues and Debates within psychological research.

### ASSESSMENT

Three 2 hour examinations at the end of the two year course with regular testing throughout the course

### PROGRESSION

Psychology is a very useful subject for many possible careers or courses in Higher Education. Whilst it is clearly relevant for careers/courses in many professions such as clinical psychology or social work, it is also relevant to many more such as medicine, computer science, scientific and social research, journalism, advertising and market research, nursing, criminology, counselling, management, Childcare/ teaching, pharmacy, HR and many more!

Some of our students have gone on to study Law, Dentistry, Biomedical Science, Physiotherapy, Business and Economics or related courses. Psychology can be studied at Higher Education as a BSc or in combination with many other subjects.

If you require further information, please contact the Subject Leader Miss E Charlton, echarlton@vynersschool.org.uk

# SPANISH A LEVEL

## EXAMINING BODY: AQA

## SUBJECT OVERVIEW

The syllabus is a natural extension from GCSE and approximately equal stress is laid on each of the four linguistic skills: speaking, listening, reading and writing. Great importance is attached to the life and culture in Spain and Latin America. By the end of the 2 year A Level course you will have a sound grasp of grammatical structure and so be more confident in oral and comprehension skills so valued by employers.

**The general topic areas in Year 1 are:**

- Modern and traditional values (Los valores tradicionales y modernos)
- Cyberspace (El ciberespacio)
- Equal rights (La igualdad de los sexos)
- Modern day idols (La influencia de los ídolos)
- Spanish regional identity (La identidad regional en España)
- Cultural heritage (El patrimonio cultural)
- **How to write film reviews of a Spanish chosen film** *Volver*

**The general topic areas in Year 2 are**:

- Immigration (La inmigración)
- Racism (El racismo)
- Integration (La convivencia)
- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)
- Monarchies and dictatorships (Monarquías y dictaduras)
- Popular movements (Movimientos populares)
- **How to write literature reviews of the Spanish novel** *La casa de Bernarda Alba or Como agua para chocolate*

You will be encouraged to make as many visits as possible to countries where Spanish is spoken. We particularly recommend Spanish work experience which can be arranged in a wide range of sectors.

You should be prepared to read widely, use Spanish websites to develop listening skills, make personal vocabulary lists, read from Spanish press and magazines and fully exploit facilities offered by certain cinemas in the screening of Spanish films.

You will also be attending weekly conversation classes with the language assistant.

## EXAMINATION

At the end of Year 13, students will sit the 3 following exams:

Paper 1: Listening, Reading and Writing texts on the topic areas mentioned above.
Paper 2: Writing 2 essays about a film and a novel studied during the course.
Paper 3: Speaking. Having a discussion of one sub-theme from those above, lasting 5–6 minutes, and then presenting and discussing your individual research project for 14/15 minutes.

## PROGRESSION

Students with Spanish A Level can, of course, continue to study languages at university in order to work in a variety of industries and professions. It is now possible to study almost any subject with Spanish at university (Psychology, Law, Journalism, Business, Economics or even Medicine and Dentistry) and make yourself more attractive to employers.

Most students will seek work as non-specialists in industry, exporting, marketing, selling or in government jobs perhaps connected with the Diplomatic Service, the Civil Service or the European Community. Many other sectors also need linguists including travel and tourism, the BBC, shipping services and voluntary organisations.

Do remember, if you want to work in tourism you really need two foreign languages.

If you require further information, please contact the Deputy Subject Leader Miss Vigo, email: cvigo@vynersschool.org.uk

# SPORT AND PHYSICAL ACTIVITY LEVEL 3 OCR TECHNICAL

## (EXTENDED CERTIFICATE TO DIPLOMA LEVEL CERTIFICATION)

## AWARDING BODY OCR

### ENTRY REQUIREMENTS:

Two Grade 4 in Combined Science, or Triple Science and Grade 4 in English, 4+ GCSE PE, Merit Level 2 Sports Studies, Play sport externally to school

### WHAT ARE OCR LEVEL 3 QUALIFICATIONS?

These qualifications give learners the knowledge, understanding and skills that they need to prepare them for employment or higher education. **Equivalent in size to two 'A' levels** studied over two years.

### COURSE AIM

A level 3 qualification for post - 16 learners who want to achieve their potential and progress to the next stage of their lives whether it be in higher education, an apprenticeship or employment. It aims to develop students' knowledge, understanding and skills of the principles of sport and physical activity to a wide range of participants.

### CONTENT

- Body Systems and the Effects of Physical Activity
- Sports Coaching and Activity Leadership
- Sports Organisation and Development
- Working Safely in Sport, Exercise, Health and Leisure
- Organisation of Sports Events
- Physical Activity for Specific Groups
- Sports Injuries and Rehabilitation
- Practical Skills in Sport and Physical Activities
- Performance Analysis in Sport and Exercise
- Nutrition and Diet in Sport and Exercise
- Health and Fitness Testing for Sport and Exercise
- The Business of Sport
- Sport and Exercise Psychology
- Sport and Exercise Sociology

### TYPES OF ASSESSMENT

- Assignments - set and marked internally
- Written exams - set and marked by OCR

**PROGRESSION :** University course, apprenticeship or employment.

If you require any further information please contact the Subject Leader Mr Hall, email: thall@vynersschool.org.uk

# Additional information
# Extended Project Qualification

The Extended Project Qualification (EPQ) is an optional qualification that allows students to demonstrate their independent research and analytical skills in a project based on a topic of their choice. Some universities will reduce their offer if a student achieves a high grade in their EPQ as the project process demonstrates some of the key skills and attributes that universities require. The EPQ is launched in the Autumn term of Year 12 and all students have the opportunity to participate.

The EPQ is a piece of independent study, completed with guidance from staff. Students must choose a topic, plan, research and develop an idea to produce a final report. The final project will consist of 3 parts:

- Written report (5,000 words) or practical/creative work with written component (1500 – 2000 words)
- Completed Log Book – reflecting the students' 'journey' through the EPQ this will be completed online via a programme called Project Q.
- 15 minute Presentation

It is recommended that students spend up to 120 guided learning hours (including 30 taught hours) on this project. This includes: meetings, planning, researching, organising, drafting and writing.

## EPQ Assessment

**Assessment Objective 1 (AO1) – Manage The Project (20%)**

- Identification of the topic to be investigated
- Evidence of appropriate aims and objectives
- Detailed project plan
- Evidence of monitoring the progress of the project, considering the agreed objectives
- Completing the work; applying organisational skills and strategies to meet stated objectives.

**Assessment Objective 2 (AO2) – Use Resources (20%)**

- Evidence of detailed research from a wide range of relevant resources
- Research should demonstrate selection and evaluation
- Critical analysis of resources
- Clear links between resources and appropriate theories and concepts

**Assessment Objective 3 (AO3) – Develop and Realise (40%)**

- Appropriate data is collected and thoroughly analysed
- The project plan is realised to a high standard and consistent with the agreed plan
- Any changes to the agreed plan are explained
- Information is synthesised from a variety of sources
- Findings are communicated fluently in an appropriate format
- Findings are presented in a logical and coherent structure that addresses closely the nature of the task

**Assessment Objective 4 (AO4) – Review (20%)**

- Evaluation of the strengths and weaknesses of the completed project in relation to the planning, implementation and outcomes.
- Evaluation of the candidate's own learning during the project
- The review is consistently relevant, well-structured and appropriately presented
- In the review candidates clearly communicate their findings and conclusions, based on sound evidence and judgement.

# University Course Information

Below are some general guides to A Level subjects which may be needed for certain degree courses at Universities. It should be seen only as a guide to help you choose subjects and is not a comprehensive list of University requirements.

| Science Courses | A Levels to consider |
|---|---|
| Agriculture/Biochemistry | Chemistry essential – Maths/Physics/Biology may be useful |
| Biology/Botany/Ecology/ Zoology | Chemistry and Biology |
| Chemical Engineering | Two from Chemistry, Maths and Physics |
| Chemistry | Chemistry and at least one from Maths, Physics and Biology |
| Computer Science | Maths and Computer Science, Further Maths recommended |
| Dentistry | Chemistry and two from Physics, Maths & Biology |
| Engineering (including Civil, Electronic/Electrical, Production & Mechanical) | Maths and Physics essential |
| Food Science/Nutrition | Chemistry may be preferred |
| Geology | Combination of Sciences and Geography useful |
| Mathematics | Mathematics, Further Mathematics, Chemistry, Biology and Physics useful |
| Medicine | Chemistry essential then two from Physics, Maths and Biology |
| Nursing | Chemistry and Biology preferred |
| Ophthalmic optics | Minimum of 2 Sciences |
| Pharmacy/Pharmacology | Chemistry and two from Physics, Maths and Biology |
| Physics | Physics and Maths, Further Maths recommended |
| Veterinary Science | Chemistry, Biology and Physics |

| Arts/Humanities courses | A Levels to consider |
|---|---|
| American Studies | English or History |
| Archaeology | Most subjects acceptable |
| Drama / Theatre | Drama / English |
| English | English – Drama, History and MFL useful |

| | |
|---|---|
| Fine Art/Art | Art an advantage – portfolio of work usually required |
| History, Government & Politics | History preferred – English and MFL can be useful |
| MFL | A Level in the main language to be studied. Two languages would be an advantage. German/Spanish matches well with STEM subjects as well as History, government and politics Geography, Music and art |
| Music | Music required by most with grade 7 performance preferred. A second instrument may be an advantage |
| Politics | Most acceptable: History, Economics, Maths. MFL and Geography can also be useful. |
| Theology | Religious Studies not essential. MFL, English and History may be useful |

| **Degree Courses accepting mixed Art & Science A Levels** | **A Levels to consider** |
|---|---|
| Accountancy | Maths preferred |
| Architecture | Maths and Physics may be useful. Aptitude for Art desirable but A Level not required. Geography, English, History, D & T could be useful. Student portfolio may be required |
| Business Studies | Maths, Business Studies, MFL, Economics useful |
| Drama | Drama & Theatre Studies, English, Media, Psychology |
| Economics | Maths preferred, History useful |
| Education | A Level in specialist subject required.<br>GCSE English and Maths required |
| Geography | Geography preferred. Biology, MFL, History, Maths, Chemistry all useful |
| Leisure Industry | Business Studies/Economics useful and Technical Sport |
| Law | History, MFL, English, Maths all useful |
| Philosophy | Maths and MFL useful |
| Psychology | Some require Psychology or a Science |
| Sociology (including social work) | Economics, History, Maths useful – Sociology A Level not always required |