



Halliford  
School  
SHEPPERTON



# Sixth Form Course Guide

2019-2020



# Foreword

by The Headmaster

Welcome to Halliford Sixth Form. Please take the time to read this guide carefully and talk to the staff and current Sixth Form students about what is on offer here. I believe that the co-educational Sixth Form at Halliford offers a very special environment that bridges the gap between school and the outside world whilst being underpinned by the care and commitment that is the bedrock of what we offer here in our warm-hearted community.

Sixth Form life is very different to your school experience as a pupil in Years 7 to 11. A-level courses place demands on students that you will have never experienced before. However, although the priority is clearly to help you to achieve the best academic results possible, the Sixth Form at Halliford School will continue to offer you opportunities to develop as a fully rounded individual.

Our success in recent years, both in terms of A Level results and university destinations and entry into the world of work is due to the close collaboration between staff and students that is at the heart of our Sixth Form community, with each student's unique potential being recognised, valued and supported to help you to become the very best that you can be. We will provide you with significant support in preparing for university, apprenticeship or entry into the work place. It is worth thinking carefully about the fact that the staff at Halliford will know you extremely well and have years of experience in supporting students like you and this really does mean a great deal and has a significant impact on our high rates of success as a school.

Due to recent changes to increase the content included in A level courses, we have taken the decision to move to offer a Sixth Form curriculum that is based on three A level subjects plus an EPQ for most students. We offer a wide variety of subjects and offer a free choice to students and then create a timetable that is built around your choices. We also encourage you to seize the many activities on offer – academic, sporting and in the arts. As a small school the leadership opportunities available to you

are extensive and quite unlike those offered in larger schools and colleges. It is these skills that many of our students find invaluable as they prepare their applications to study beyond Halliford School. We believe that this well-rounded, diverse approach is key to building confidence - both academic and personal.

Entry into the Sixth Form is an excellent chance to build a fresh start as you cast off your school uniform for business dress and make that transition from a child to become a young man or woman as a highly valued member of our Sixth Form.

We have recently invested in our Sixth Form facilities to offer our students the best possible environment in which to study. Our modern state of the art twenty-first century office style Sixth Form centre offers the ideal place to study with the Sixth Form Café then providing that spot for a coffee and a chat or more collaborative working. At the same time, we have increased the amount of contact time students have with their teachers. We believe that we offer our students the best possible opportunities to excel and we look forward to showing you around the Sixth Form area when you visit.

As the Headmaster it is a real pleasure to get to know each one of you and to watch you grow in independence as you progress through your final two years at Halliford School. These are often the times we see new talents and skills unearthed. I value greatly the relationships built with our Sixth Form students and our parents and truly believe that the two years spent in the Sixth Form here will be hugely rewarding and enjoyable.

I hope that I will have the pleasure of welcoming you into the Sixth Form at Halliford School.

With warm wishes,

**James Davies**  
**Headmaster**



# Welcome

by The Head of Sixth Form

The Halliford School Sixth Form is an environment which fosters aspirational and forward thinking men and women who seek to make a positive contribution to their community, and it is for this reason that I am delighted you are considering Halliford for the final two years of your school career.

We firmly believe that a co-educational environment in Sixth Form provides the best preparation for later life, both at university and beyond. During these most important two years of your school journey, you will study a combination of three or, occasionally four A Levels which are complemented with a range of academic, cultural, and charitable enrichment opportunities to ensure you leave Halliford ready to embrace what the world has to offer, and ready to meet any challenges that university or the wider world of work may bring.

Halliford School is a welcoming community. The young men and women in our Sixth Form are confident, kind, and warm-hearted; and this makes for a positive transition between Year 11 and Lower Sixth, whether you are continuing your journey through Halliford School or joining the Sixth Form as a new member of our Lower Sixth. Our teachers provide incredible support both inside and outside of lessons, but we also recognise that Sixth Form is a time of increased independence and academic rigour. For this reason, we provide a vibrant and supportive academic environment to enable you to thrive and flourish in the final two years of school.

We have high expectations for all our students both academically and pastorally, but your House Tutor, who you see twice a day, will provide you with all the help and guidance you may need to meet and exceed your potential.

Our teachers are not just supportive and friendly, but they are also deeply passionate about their subjects. Our philosophy encompasses a desire to instil this love of learning in our students and to prepare them for life after school. We recognise that Sixth Form is a time of huge personal growth and, therefore, offers a significant range of opportunities to allow this growth to take place. Whether you are a talented Musician, Sportsperson, Actor or Artist; or if you would like to engage in meaningful and ambitious charitable endeavours, we have a plethora of opportunities for you to participate in.

As you make the exciting decisions of what A Levels to pursue and where to complete your Sixth Form experience, let us help you through this period and give you our guidance on what you may end up doing for not just the next two years, but rather the rest of your lives.

I look forward to welcoming you into our community and sharing with you what makes Halliford Sixth Form a wonderful place to study.

**John MacLean**  
**Head of Sixth Form**



# Life in the Sixth Form

## A Different Environment

If it is argued your school days are the best of your life, then the Sixth Form at Halliford School is certainly the highlight of this experience! In the final two years, you will further develop academic passions, and make decisions that will have a lasting impact on your life. It is a period of huge personal growth for every young man and woman; and to this end, we will help develop your leadership skills through enabling you to play an active role in the working life of the school and local community. We will challenge you to embrace new opportunities both in the classroom and beyond; and will support you in developing a collaborative and interactive approach to learning to ensure you leave school with the best academic outcomes possible, and that you are ready for further study or for whatever your future holds.

Throughout the two years, you will follow a rigorous programme of three or occasionally four A Levels, where we will develop more mature relationships to enable debate and discussion with the goal of improving academic outcomes.

There is a much greater focus on independence and freedom of choice with the emphasis on Sixth Formers making their own decisions and learning to make responsible use of their new-found freedoms. There is no uniform, rather an expectation of 'business attire' which allows individuals to express their individuality in an environment which is purposeful. There are also study enhancement periods where students can prioritise their own learning. Teaching groups are much smaller and Sixth Formers study only those subjects that they have chosen.

In addition to this, there is a broad range of co-curricular opportunities for Sixth Form students and further occasions to exercise responsibility through the many mentoring and leadership programmes we offer.

In recognition of these academic and additional demands, we have invested in a purpose-built centre for you to study and relax. The emphasis is on recognising your increasing maturity and preparation for university to ensure that you develop confidence, resilience, and a genuinely aspirational attitude in all that you do. Our dedicated Head of Sixth Form is always on hand here to offer specialist advice and help.

## Reasons for Joining the Halliford School Sixth Form

- New entrants to the Sixth Form are made very welcome by staff and students alike.
- A co-educational Sixth Form community is central to our philosophy and girls are offered a carefully designed programme of induction.
- The co-educational aspect of Sixth Form life is intrinsically woven into all areas, not just the classroom.
- The staff at Halliford are hugely committed and either already know you well, or will quickly learn how best to support and challenge you.
- State of the art Sixth Form facilities.
- Excellent leadership opportunities.
- High quality teaching in small classes.
- Unusually high levels of contact time per subject in both the Lower and Upper Sixth.
- An exceptionally high degree of extra help and support is available outside the timetable.
- A wide-ranging programme of activities beyond the classroom.
- A well proven and highly successful system of careers and university advice.

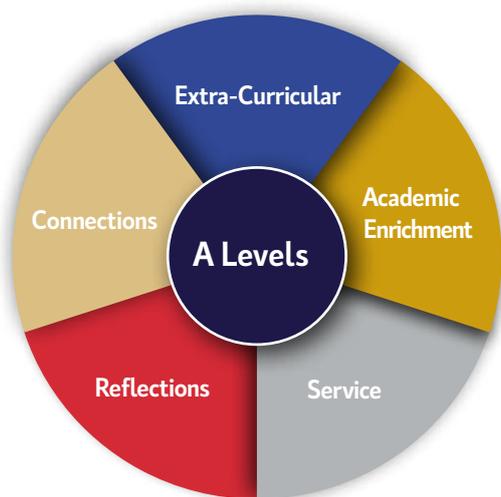


# The Halliford Sixth Form Curriculum

*The goal of the Halliford Sixth Form Curriculum is to ensure that all students are well prepared for a successful life beyond the school gates. It contains five central elements with A Levels at the heart of the curriculum.*

A Levels are the gold standard of post-16 education and are widely understood by universities and employers across the globe. However, we believe that a well-rounded education is also excellently served with additional focus on Academic Enrichment, Service, Reflections, Connections with an effective careers programme, as well as broad and fulfilling extra-curricular opportunities.

Halliford believes that this curriculum will ensure that our students will leave Sixth Form as successful, independent, resilient, and forward-thinking men and women who recognise their responsibilities as global citizens.



## A Levels

In response to the changes to the A Level curriculum, we have recently increased the amount of teaching time students have with their teachers to eight forty minute periods per week. This was an important and bold decision, which enables staff and students to spend more time together getting to grips with the increased levels of independent study and analysis needed to gain the best possible results. Perhaps more importantly, it also allows the opportunity to further develop a love of learning and to go beyond the constraints of the curriculum and to ensure that we create an environment where students seek knowledge for self-fulfilment, as well as impressive examination outcomes. When combined with small class sizes and approachable and dedicated staff, this means our students have every opportunity to excel in their chosen subjects.

We recommend that most students select three A level subjects

from the start of the two-year A level course in September. We know that as a result of the A level reforms, all universities - including Oxbridge - will make offers to potential students based on three A level subjects.

For our most able students we do offer the possibility to study four A levels, subject to timetabling. This is often the case where students wish to study Mathematics and Further Mathematics. We carefully support those students studying four A levels to ensure they are managing what is a very demanding workload.

## Academic Enrichment

The Extended Project Qualification (EPQ) is a stand-alone qualification, highly regarded by universities both in Britain and overseas. The qualification is designed to follow an enquiry based approach to learning and mirrors the skills required in an undergraduate dissertation. This is an exciting opportunity, to not only develop new skills, but also ones that will strengthen a student's ability to flourish within the rigours of A Level study - in a subject area of their choice.

In addition to the EPQ we are looking to extend our provision through the introduction of Sports Leaders; and Leadership and Management (ILM) courses.

## Service

The role of service is central for not only the success of a school, but more importantly fundamental to developing a better society. It is therefore not surprising that this forms an important part of life at Halliford Sixth Form. We operate a number of service opportunities across a range of spheres; school, local community, national and global society.

As a Sixth Former you are invited to contribute to the running of the school by taking on a variety of duties, whether helping with day to day routine, mentoring younger pupils or supporting the staff in running major school events. Selected Sixth Formers become School Prefects after a rigorous selection process. This gives direct experience of managing others and of making decisions which directly affect them. Such experience is highly valued by students, by future employers and by the Admissions Tutors of Colleges and Universities. All Sixth Formers undergo leadership and team training.

We also operate a range of service opportunities including a volunteering programme within the local community, within national organisations, and encourage participation in International organisations such as World Vision.



## Reflections

Alongside the academic lessons and the EPQ we also have an enriching lecture programme each week for students in the Sixth Form where external speakers are invited to present on a remarkably broad range of topics. Included in the lecture programme are opportunities for students to hear from a wide range of different professionals about their careers and businesses.

We also offer an enriching PSHE programme which is designed to act as a stepping-stone for future success. There are a range of topics covering relationships, mental health, alcohol, drugs, and other mandatory modules. However, there are other aspects which are central to success later in life such as financial management (credit cards, loans, bank accounts), organisation, and practical life skills.

## Connections - Including UCAS, Oxbridge, Apprenticeships, International Applications

This is an essential aspect of the Sixth Form journey at Halliford School as it is during these two years that you will make decisions which are genuinely life changing. We offer careers advice and counselling by specially trained members of staff and additional external providers who cater to the needs of every individual. Whether you are seeking further study in the UK or abroad; or if you are considering an application for an apprenticeship; or if you think that a gap year might be necessary, we have the expertise and systems to ensure that you are supported in making these decisions and in any application process necessary. In addition to this, there is also a comprehensive careers library available to all Sixth Form students. Further support is also provided through careers conventions, careers visits, visiting speakers and individual careers interviews.

The School sends a number of students to Oxford and Cambridge. Students with the requisite academic talents and with the necessary passion for their subject are identified early, encouraged to apply and provided with the additional specialist support needed. A coordinated programme tailor made for the needs of each individual is put together by the member of staff responsible for Oxbridge entrance. All departments have strategies and resources in place to support students aspiring and aiming for A\* grades.

## Extra-Curricular

Halliford is a lively and exciting place to study. There are great opportunities to take part in Music making, Art, Theatre, Public Speaking, Debating, Charitable Endeavours and the Annual Ball. There is a very active sports programme and a wide range of trips and expeditions of all kinds. Students who have particular interests of their own and who show initiative will be encouraged and supported to form their own clubs and societies.

Finally, we offer a stimulating games and activities afternoon on a Wednesday to encourage our students to have a healthy lifestyle.

### A typical week for our A level students looks as follows:

- 8 Academic lessons per A level subject**
- 2 Dedicated Extended Project Qualification lessons in a small group**
- 2 Lessons for the Lecture Programme featuring visiting speakers on a vast range of enrichment topics**
- 3 Lessons of Games and Activities**
- 1 Lesson of PSHE**
- Daily tutorial sessions in a small tutor group with a dedicated and experienced Sixth Form tutor**

# Academic and Pastoral Care



## Academic Monitoring

Your subject teachers will monitor your academic potential and progress in liaison with your Sixth Form House Tutor and the Head of Sixth Form. You will receive half-termly grade collections which will be sent home. Termly, you will be required to reflect on your progress and achievement with your House Tutor who will offer constructive advice and support and help you to achieve your potential. This is done with you as a central element of the process, empowering and enabling you to make effective decisions about your work.

## Support, Guidance and Welfare

Your progress as a Sixth Former is monitored carefully by your Sixth Form House Tutor whose principal responsibilities are to ensure that you make the best use of your time, help you to learn to take responsibility and to provide any help and support that you may need. They are also the first port of call for communication between parents and the school. Over the course of two years, they will know you very well and will therefore be invaluable in supporting your Higher Education ambitions.

The transition to Sixth Form can be daunting, but we have an effective process in supporting the leap from GCSE to A Level. We support students to help them make the right A Level choices, and are there throughout your Sixth Form journey to support you in all aspects of school life.

## Private Study, the Sixth Form Centre and the School Library

Time management is one of the most important skills that students can learn in the Sixth Form. You will have a number of study enhancement periods available for private study and it is up to you to use them responsibly. However, if you are having difficulty with this, your House Tutor will provide the supervision needed to get you back on track. Private study spaces, with newly developed ICT equipment and internet access, are available in the study area in the Sixth Form Centre and in the School Library.

Halliford School is in a privileged position to have an element of flexibility when it comes to selecting options. Whilst we are limited to the combination of subjects that our blocks allow, we do, when possible, move subjects around in order to accommodate various requests. Once students have had a chance to discuss the various options with their parents, tutors and subject teachers they are requested to indicate the top three subjects they would like to study. After this the school collates option blocks that try to accommodate every student. As part of the process all students (and parents) will be given the opportunity to meet the Headmaster and the Head of Sixth Form. This bespoke approach allows us the best possible outcome for our students.

# Choosing the Right A Levels for you

Halliford School is in a privileged position to have an impressive element of flexibility when it comes to selecting options. Once students have had a chance to discuss the various options with their parents, House Tutors and subject teachers they are requested to illustrate the top three subjects they would like to study. After this the school puts together option blocks that try to accommodate every student. We do our utmost to try and accommodate all requests of subject combinations. As part of the process all students (and parents) will be given the opportunity to meet the Headmaster and the Head of Sixth Form. This bespoke approach allows us the best possible outcome for our students.

## Which A Level?

You should make your selection on a few key principles:

**Intellectual Curiosity.** This remains as ever a most important principle. If you do not enjoy a subject you are unlikely to give it the commitment needed for success.

**Strength in a subject.** This is also important for success. We recommend that you achieve a strong B or above in the subjects you wish to continue onto A Level.

**Career Advice.** This can be very important as some degrees/careers demand certain subjects. Anyone interested in engineering must do Mathematics and Physics at A Level. For any kind of medicine, Chemistry is essential.

**Work Load.** This also needs to be considered and particularly important when contemplating a fourth A Level.

**Coherence and Balance.** There needs to be both coherence and balance in the choice of subjects made. Coherence so that there is some connection between the subjects you have chosen and you can make a sensible argument as to why they were picked. Balance so that there is a degree of breadth.

**Know what you want to study?** If you have a university course which you are keen on, have you checked the relevant university website or the UCAS website? Ensure that you pick subjects that are required for the degree you want to study.

**Not sure yet? Keep your options open!** If you are not sure about what course you want to study at university, have you tried to choose at least two facilitating subjects?

**Make sure you know 'Why?'** If you want to take a subject you have not studied before, can you talk for a minute on what this subject is about? Try and unpick why you wish to study this subject as it's not enough to say 'It's interesting' or 'It will be fun'. Take the time to speak to the subject teachers and pupils taking that subject.

**Make the most of advice on offer.** Starting with Sixth Form open evening you have access to lots of advice – ranging from subject teachers at Halliford, through to friends and parents. You may also have access to independent careers advice from organisations such as Morrisby. Your careers profile will have recommended professional direction based on a best fit with your aptitudes and interests, so use this advice as a starting point to looking into which subject choices fit with those professions.



# FAQs

*You will undoubtedly have lots of questions about life as a Sixth Form student, so here are a few of the most common ones.*

## **How is life different in the Sixth Form different from Year 11?**

Firstly, students choose only three or occasionally four subjects to study and so are able to develop academic passions in these areas. The class sizes are much smaller. This means that there is a collaborative approach to learning and a seminar style to help develop the learning style required for success at university or the world of work.

Secondly, students are given significantly more independence and freedom in a range of areas. These include dress code, study periods, and the Sixth Form Centre and Café, reserved for use just by the Sixth Form community.

## **Do I have to attend all lessons?**

Yes. A fundamental element of ensuring success in school is attendance of academic lessons. This is also important to ensure that you are throwing yourself into the life of a busy and exciting school community.

## **Can I leave the school premises during the school day?**

During lunchtime, we do allow students to leave the school site (as long as they sign out at reception). This is important in developing independence.



## **Do I have to wear a school uniform?**

No. Halliford does not have a school uniform for Sixth Form. We ask that Sixth Form students arrive at work in business attire, but understand that to have a strict uniform would go against our philosophy of celebrating individuality.

*If you haven't found the answer to your question in this guide, please do get in touch! We would be delighted to answer any other questions you may have.*



# Art



**Mr N Moseley**

## Examination Board: Edexcel A Level in Fine Art: 9FA0

### What will I learn?

Universities and employers seek applicants who are creative and critical thinkers. This course will teach you how to arrive at unique, creative outcomes. Through one-to-one discussions with your teacher the course enables you to make personal decisions about the direction of your own art and design work and the fields you want to investigate. You will learn to experiment with media, techniques and processes and research and develop your ideas.

Our aim is to help you realise your ambitions at the highest possible level. Pupils have gone on to study Architecture at Cambridge, Fashion, Textiles, Graphic Design, Glass and Contemporary Craft and Advertising amongst many other courses.

### Who is the course suited to?

The course is for all with an interest in practising Art and Design and essential for those intending to pursue a career in one of the many fields in the creative industries.

### What is the structure of the course?

#### A Level Fine Art

##### Component 1: Personal Investigation

Exploring an aspect of art and design that is of personal interest.

##### Component 2: Exam Project

11 week preparatory period followed by 15hr exam over three days on a topic of your own choosing.

### Assessment

<b>A Level:</b>	Coursework	60%
	Exam Assignment	40%

### Reasons to consider doing Art at A Level:

- Because you want to develop your creative and practical skills.
- Because you want to develop your ideas and independence with few limitations.
- Because you have an interest in the motivations and concepts of artists and designers.
- Because you want to pursue a career in one of the many creative industries.

# Biology



Mr D Howard

**Examination Board: AQA**  
**A Level in Biology: 7402**

## What will I learn?

Biology is the most rapidly evolving of all the sciences, and the last 10 years have brought huge advances in our understanding and use of gene technology, the combating of many diseases, and protection of the environment.

You will look in detail at biological molecules, gene technology and the genetic code, alongside the physiology of plants and animals, with a particular emphasis on the human organism.

In addition you will study genetics (including breeding experiments with fruit flies), and ecology. During the A Level year, you will be introduced to forensic science and have to solve your own crime scene using genetic fingerprinting techniques.

## Assessment

**A Level examination:** Three 2 hour papers.

No coursework element although there is a small internal assessment of practical skills.

## Who is the course suited to?

Students who take A Level Biology can go on to study Veterinary Science, Medicine, Nursing, Dentistry, Pharmacy, Physiotherapy, Sports Science, Microbiology, Forensic Science, Genetics, Botany, Zoology, Ecology and Environmental Science.

## What is the structure of the course?

- Biological molecules.
- Cells.
- Organisms exchange substances with their environment.
- Genetic information, variation and relationships between organisms.
- Energy transfers in and between organisms.
- Organisms respond to changes in their internal and external environments.
- Genetics, populations, evolution and ecosystems.
- The control of gene expression.

## Reasons to consider doing Biology at A Level:

- Biology, with its mixture of scientific method, problem solving, practical skills and socially relevant content, provides a useful complement to arts and humanities among mixed A Levels.
- It is widely recognised by universities as providing a broad base in key areas of critical evaluation and problem solving.

# Business Studies



Mr P Gale

**Examination Board: Edexcel**  
**A Level in Business: 9BS0**

## What will I learn?

Business is the study of how businesses work, including the management of finance, marketing, production, its people and organisation and the external influences on businesses. For example Business helps us answer questions like:

- Why do businesses exist? Do they all focus on maximising profits?
- How have Streaming and Downloads changed the music industry?
- Auctions are transforming the way that markets work; what lies behind the success of eBay?
- What impact does China have on UK businesses & consumers?
- Should businesses outsource production from the UK to the Far East?
- How should businesses respond to environmental and ethical concerns?
- What is the impact of the economy on businesses?
- How does business benefit from growing globalisation?

## Assessment

**A Level:** Exam based assessment in the summer of year one and year two. No controlled assessments.

## Who is the course suited to?

Anyone with an interest in how businesses work and contribute to society.

## What is the structure of the course?

Theme 1:

### Business Design & Strategy

- Entrepreneurs & Leaders
- Meeting customer needs
- Managing people

Theme 2:

### Managing Business Activities

- Raising finance
- Managing finance
- Resource management
- External influences

Theme 3:

### Business Design & Strategy

- Business objectives and strategy
- Business growth
- Decision-making techniques
- Assessing competitiveness

Theme 4:

### Global Business

- Global markets
- Global marketing
- Global industries and companies

## Reasons to consider doing Business Studies at A Level:

- It's an interesting challenge whereby you will consider a wide range of current affairs issues.
- It goes well with virtually any other combination of A Levels. Business involves you in using both written and mathematical skills - it can be taken with a wide variety of other A Levels.
- It is valued by employers. The transferable skills (as above) developed are much valued by employers.

# Chemistry



Mrs D Samarasinghe

**Examination Board: AQA**  
**A Level in Chemistry: 7405**

## What will I learn?

The A Level course covers many GCSE topics in greater depth whilst preparing students for university. It places emphasis on why things happen in Chemistry:

- Why do atoms form bonds?
- What happens to the electrons in a chemical reaction?
- Why are some acids weak?
- Why are some reactions reversible?
- Why do different reaction conditions yield different products?
- How do certain chemicals interact with Biological molecules?
- How are compounds analysed in the laboratory?

## Assessment

There is no coursework on this course. However, your performance during practicals will be assessed.

**A Level:** 3 x 2 hour written exams, at the end of the two years for A Level. Both theory and practical skills are examined. At least 15% of the marks for A Level Chemistry are based on what you learn in your practicals.

## Who is the course suited to?

Chemistry is a good choice for students considering careers in Medicine, Veterinary Science, Nursing, Dentistry and Forensic Science. Studying Chemistry will also prepare students for engineering and industry careers, such as those within the pharmaceutical or petrochemical sectors.

## What is the structure of the course?

You will commence your course by learning about the fundamental ideas that underpin chemical reactivity and behaviour. The course focuses on the three main branches of Chemistry:

- **Physical Chemistry** in which you learn about the nature of how molecules interact including rates of reactions (kinetics), equilibria and chemical thermodynamics.
- **Inorganic Chemistry** which focuses on transition metal Chemistry, reactions in solution and patterns in the periodic table.
- **Organic Chemistry** which takes you from naming organic compounds and how reactions take place to the synthesis of small molecules, such as aspirin.

Learning the theory of instrumental techniques is also a key feature of the course and understanding of the chemical concepts is enhanced by a vast array of practical experiments.

## Reasons to consider doing Chemistry at A Level:

- As a subject which links well with other A Levels such as Physics, Biology or Mathematics.
- An A Level in Chemistry is an entry requirement for many Science and Technology courses.
- As a preparation for many non-scientific careers. Employers are increasingly appreciative of the general skills, such as problem solving, logical thought, numeracy and practical skills, which the course develops.

# Classical Civilisation



Mr A Cunningham

**Examination Board: OCR**

**A Level in Classical Civilisation: H408**

## What will I learn?

Classical Civilisation is the study of the literature, politics and art of the ancient world set in an understanding of its historical context. During the course you will:

- Develop your own personal response to the material, including visual stimuli
- Develop an understanding of key themes such as heroism, honour, fame and family
- Be able to analyse material in detail and in breadth
- Develop an understanding of ancient societies, both Greek and Roman.

## Who is the course suited to?

Anyone with an interest in learning more about the lives and values of the people of the ancient world, focussing on the legends of its heroes. No language study is required.

## What is the structure of the course?

Three units are studied at A Level. In *The World of the Hero*, students undertake a close study of Homer's epic Greek poem, *The Odyssey* and Vergil's Roman saga, *The Aeneid*. A number of Greek plays are examined for the Greek Theatre component including *The Frogs* by Aristophanes, *The Bacchae* by Euripides and *Oedipus Rex* by Sophocles. Finally, *Love and Relationships* examines the politics, poetry and passions of love in the ancient world.

## Assessment

**A Level :** Three Examinations (no coursework)

- *The World of the Hero: The Odyssey* by Homer & *The Aeneid* by Virgil (H408/11) 2 hours 20 min (40%).
- *Culture and the Arts: Greek Theatre* (H408/21) 1 hour 45 min (30%).
- *Beliefs and Ideas: Love and Relationships* (H408/32) 1 hour 45 mins (30%).

## Reasons to consider doing Classical Civilisation at A Level:

- It is a subject of great breadth, working particularly well with A Levels such as History, English and Art, but can add a different dimension to any combination.
- Your personal response and opinions are of great importance and you will always have the opportunity to have your say.

# Computer Science



Mr T Lyons

**Examination Board: OCR**

**A Level in Computing Science: H446**

## Why Study Computer Science?

Computer Science is a fast-paced and constantly evolving subject with potentially far reaching social consequences. Study of the subject places an individual at the forefront of the technology curve, opening the door to numerous career and educational possibilities.

## What will I learn?

Students learn about the fundamental principles of operation of a computer from the perspective of hardware, software and networks. Students look at aspects of network security and data handling as well as ethical, moral and legal aspects. In addition to theory, students improve their knowledge of programming. This is useful in itself, but also develops a number of transferable skills, such as

- The capacity to think creatively, innovatively, and laterally
- Logical Reasoning
- Critical analysis
- Innovation
- Abstraction and Decomposition
- Pattern Recognition
- Design skills
- Solution Modelling
- Problem Solving
- How the real world can be modelled on a computer

## What is the structure of the course?

Assessment is through two exams, one theoretical based and one programming based. Students also complete a software based development project which accounts for 20% of the qualification. The following topics are studied:

- The Processor
- Input, output and storage
- Systems Software
- Applications Generation
- Software Development
- Types of Programming Language
- Compression, Encryption and Hashing
- Databases
- Networks
- Web Technologies
- Data Types and Structures
- Boolean Algebra
- Computing related legislation
- Moral and ethical Issues
- Thinking logically
- Programming techniques
- Computational methods

## Assessment

- **Paper 1** - 40% of the course, written theoretical exam, 150 mins
- **Paper 2** - 40% of the course, written practical exam (programming based) 150 mins
- **Programming Project**, 20% of the course

## Progression

Computer Science contains many career possibilities or areas of further study. These include AI, Robotics, Machine Learning, Augmented Reality, Cyber Security, Network Engineering, Games Design, Computer Animation, Web and App Development, Visual Effects, Software Development, Data Management, Hardware Engineering, Research, Systems Analysis and Project Management.

# Design Technology



Mr C Heeney

Examination Board: Edexcel

Component 1: 9DT0/01

Component 2: 9DTT0/02

## Who is the course suited to?

Anyone interested in building on their knowledge, understanding, skills and application for designing quality products. Engineering designs from concept through to manufacture.

## What will I learn?

A range of skills will be drawn upon and developed throughout the course:

- Decision making
- Problem solving
- Researching
- Design and make quality products
- Business & Marketing
- Enterprising & creative skills

## Assessment

**A Level:**

- **Component 1** - Written exam 50%
- **Component 2** - Design & Make Project 50%

## What is the structure of the course?

**Component 1:** Principles of Design and Technology (Paper code 9DT0/01) Written examination: 2 hours 30 minutes 50% of the qualification 120 marks. Course content is broken down into 12 topics.

### Assessment overview

The paper includes calculations, short-open and open-response questions, as well as extended-writing questions focused on: analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others; analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts.

**Component 2:** Independent Design and Make Project (Paper code: 9DT0/02) Non-examined assessment 50% of the qualification 120 marks.

### Assessment overview

There are four parts to the assessment:

**Part 1:** Identifying and outlining possibilities for design identification and investigation of a design possibility, investigation of client/end user needs, want and values, research and production of a specification

**Part 2:** Designing a prototype design ideas, development of design idea, final design solution, review of development and final design and communication of design ideas.

**Part 3:** Making a final prototype design, manufacture and realisation of a final prototype, including tools and equipment and quality and accuracy.

**Part 4:** Evaluating own design, prototype testing and evaluation.

## Reasons to consider doing Design Technology at A Level:

Design & Technology is a unique subject that combines many elements from Art, Maths and Sciences. It allows you to put theory in to practice in a practical based project. Product Design gives you a wide range of skills that can lead you into many different careers, ranging from graphic design, advertising, architecture, engineering and everything in between.

# Drama and Theatre



Mr R Bruno

**Examination Board: OCR**

**A Level in Drama and Theatre: H459**

## What will I learn?

Over the course of the two years you will learn about all aspects of theatre and performance. You will be an actor, a lighting designer, a sound tech, set designer, costume designer and director. Learning the importance of all of these roles is vital at A level and you will have to make links to the work of practitioners and theatre makers.

You will learn how to devise your own performance and interpret texts as a theatre maker who is realising their own production of a text.

You will see a range of theatre productions and evaluate them as well as incorporating their ideas into your own work.

## Assessment

**A Level:**

- **Component 1 - 30%**  
Devising/ Practitioners in Practice
- **Component 2 - 30%**  
Exploring and performing texts
- **Component 3 - 40%**  
2 written exams; analysing performance and Deconstructing texts

## Who is the course suited to?

The course is suited to anyone with a passion for theatre who enjoys practically exploring a range of play texts, seeing a variety of theatre productions and using what they learn in their own performances.

## What is the structure of the course?

**A Level Drama and Theatre**

**Component 1: Devising (30%)**

- Devise an original piece of theatre
- Devised performance portfolio
- Research report on practitioner

**Component 2: Text in Performance (30%)**

- Group performance
- Concept Pro-forma

**Component 3: Analysing performance (20%)**

- A written exam with 2 sections
- Section A- Will explore 2 plays studied in class.
- Section B- Live theatre Evaluation

**Component 4: Deconstructing texts for performance (20%)**

- A written exam
- In this exam you will look at a play that you have studied in class

## Reasons to consider doing Drama and Theatre at A Level:

Drama is a subject with the most transferable skills. It is the course that will build your confidence, your public speaking and your creative mind. The skills developed in Drama will be the skills you will use in every job where communication is necessary. This course is NOT just for people who want to work in theatre or as an actor. It is so much more than that.

# Economics



Mr P Gale

**Examination Board: Edexcel**  
**A Level in Economics A: 9ECO**

## What will I learn?

Economics is the study of how scarce resources are allocated most efficiently to infinite needs of humans. For example, Economics helps us answer questions like:

- Should we offer subsidies to increase output of food staple goods?
- Should we regulate the gambling industry?
- Should the UK join the Euro?
- Will there be another housing crash in the UK?
- Has the London Congestion Charge worked?
- How can we stop pollution and save the planet?
- What will the economic impact of a growing China have on our future?
- Why have some countries become richer under globalisation and others much poorer?

## Assessment

Exam based assessment- in the summer of year one and year two. No controlled assessments.

## Who is the course suited to?

Anyone with an interest in the news, world events, and has a curiosity to find out about the choices that face businesses, households, governments and nations.

## What is the structure of the course?

### Theme 1: **Introduction to markets and market failure**

- How markets work and can fail
- How and why governments intervene

### Theme 2: **The UK economy - performance and policies**

- Measures of Economic performance
- Economic Objectives and Policy

### Theme 3: **Business behaviour and the labour market**

- Business objectives and how they grow
- Labour market

### Theme 4: **A global perspective**

- Poverty and inequality
- Financial sector
- Emerging and developing economies

## Reasons to consider doing Economics at A Level:

- It's an interesting challenge; you will consider a wide range of current affairs issues.
- It goes well with virtually any other combination of A Levels – it doesn't tie you to either an Arts or Science bias.
- It keeps your career options open; the skills developed are much valued by employers and Economics is useful in a surprisingly wide variety of careers.

# English Literature



Mrs D Mitchlemore

**Examination Board: Edexcel**  
**A Level in English Literature: 9ETO**

## What will I learn?

- How to read and analyse texts in depth
- How to compare texts
- How to utilise a variety of contextual information and critical theories to inform your analysis
- How to write sophisticated, detailed, extended essays

Current set texts: Poems of the Decade, *A Streetcar Named Desire*, *Othello*, *Dracula*, *A Picture of Dorian Gray*, *The Handmaid's Tale*

## Who is the course suited to?

Those who love literature and writing about it: poetry, drama and prose.

## What is the structure of the course?

### Unit 1: Drama

*A Streetcar Named Desire* by Tennessee Williams  
*Othello* by William Shakespeare

### Unit 2: Prose

*Dracula* by Bram Stoker  
*A Picture of Dorian Gray* by Oscar Wilde

### Unit 3: Poetry

*Poems of the Decade*  
Romantic Verse

### Unit 4: Coursework

*The Handmaid's Tale* by Margaret Atwood

## Assessment

**Paper 1:** Drama (30% of the total qualification)

**Paper 2:** Prose (20% of the total qualification)

**Paper 3:** Poetry (30% of the total qualification)

**Paper 4:** Coursework (20% of the total qualification)

## Reasons to consider doing English Literature at A Level:

- It will broaden your literary and cultural horizons.
- It can lead to a wide variety of university courses, for example English Literature or Language, Law, History, etc.

# Mathematics



Mr P Diamond

**Examination Board: Edexcel**  
**A Level in Mathematics: 9MA0**

## What will I learn?

- Algebra & functions
- Equations & Inequalities
- Curve sketching
- Coordinate geometry
- Arithmetic/Geometric Sequences and series
- Differentiation
- Integration
- Exponentials & Logarithms
- The Binomial Expansion
- Graphs of trigonometric functions
- Trigonometric identities
- 2D & 3D Vectors
- Mechanics and/or Statistics

## Who is the course suited to?

Anyone who is very competent with algebra and has achieved at least grade 7 at GCSE.

## What is the structure of the course?

### Paper 1:

Pure 1 (100 marks)

### Paper 2:

Pure 2 (100 marks)

### Paper 3:

Statistics:  
50 marks

Mechanics:  
50 marks

## Assessment

### A Level

Three equally weighted examinations.

## Reasons to consider doing Mathematics at A Level:

- You are considering applying for any numerate degree course.
- You simply enjoy the challenges of mathematics.
- You are thinking about becoming Chancellor of the Exchequer one day!

# Further Mathematics



Mr P Diamond

**Examination Board: Edexcel**  
**A Level in Further Mathematics: 9FMO**

## What will I learn?

- Complex Numbers
- Parametric equations
- Matrix algebra
- Coordinate geometry
- Series
- Proof by induction
- 1st order differential equations
- 2nd order differential equations
- Maclaurin and Taylor series
- Polar coordinates
- Hyperbolic functions
- Further Differentiation
- Further Integration
- Vectors

## Assessment

### A Level

Three equally weighted examinations.

## Who is the course suited to?

Anyone who is extremely competent with algebra and has achieved at least grade 9 at GCSE.

## What is the structure of the course?

### Paper 1:

Further Pure 1 (75 marks)

### Paper 2:

Further Pure 2 (75 marks)

### Paper 3:

Option 1, one from:

- Further Pure
- Further Statistics
- Further Mechanics
- Decision Maths

### Paper 4:

Option 2, one from:

- Further Pure
- Further Statistics
- Further Mechanics
- Decision Maths

## Reasons to consider doing Mathematics at A Level:

- You are applying a Mathematics or Engineering degree course at a top university.
- You are a highly capable mathematician who enjoys the challenges of this subject.
- You suspect 'ordinary' A Level Mathematics might be too easy.

# Geography



Mr J Willcox

## Examination Board: OCR A Level in Geography H481

### What will I learn?

The first year is split between studying Physical and Human topics. In **Physical Systems** we will explore **Earth's Life Support Systems**, focusing on the Water and Carbon cycles, examining their significance to life on earth. We also study **Glaciated Landscapes**, understanding how these massive bodies of ice shape the land and how studying them helps us understand more about global climate.

In **Human Interactions** we study the role of **Global Migration** in shaping our world and the impact that it has on people and society. In addition we study the role of national sovereignty in a globalised world through the **Powers and Borders** unit.

Finally, the unit on **Changing Spaces; Making Places** explores the nature of places and the fluidity of their meanings and representations. A fascinating course that will encourage you to view the world through an entirely different lens.

In the second year you will explore global issues of the 21st century, focusing on **Hazardous Earth** (earthquakes, volcanoes and other natural disasters) and **Exploring Oceans** including plastic pollution.

### Assessment

**Unit 1:** 1.5 hour written paper 22% of A Level

**Unit 2:** 1.5 hour written paper 22% of A Level

**Unit 3:** 2.5 hour written paper 36% of A Level

**Unit 4:** Non-Examination assessment 20% of total A Level

### Who is the course suited to?

People with an interest in the world around them. In particular, those who want to explore physical systems in greater depth and to critically engage with issues facing humanity and its relationship with the environment. This will lead students to develop an independent, informed and engaged view of the world's changing people's, places and environments.

### What is the structure of the course

#### Unit 1: Physical Systems

Glaciated Landscapes  
Earth's Life Support  
Systems

#### Unit 3: Geographical Debates

Exploring Oceans  
Hazard Earth

#### Unit 2: Human Interactions

Changing Spaces,  
Making places  
Global Migration  
Power and Borders

#### Unit 4: Independent Investigation

3,000 – 4,000 word project This section allows students to undertake an independent investigation linked to any aspect of the specification to satisfy their intellectual curiosity through geographical enquiry.

### Reasons to consider doing Geography at A Level:

It bridges the 'Sciences' and the 'Arts' subjects and so can combine extremely well with Physics, Chemistry, Biology and Maths as well as with any other subject on offer at A Level. Studying Geography gives you a unique perspective of the world around you. It helps you to understand the earth's processes and how humans impact and change the world around us. You will learn to develop reasoned opinions on a variety of topics that are in the news and affect everyday life.

As part of this, you will develop a range of extremely valuable and transferable skills that Universities and employers value highly. Geographers are often rated as the most employable in a number of studies. Geography is widely recognised as an academically rigorous subject. It therefore has the enviable position of complementing a large number of undergraduate degrees, ranging from Law, Economics, Business Management, and Architecture to Biomedical Sciences, Psychology, Environmental and Oceanographic Studies and many more.

# History



Mr L McMillan

**Examination Board: Edexcel**  
**A Level in History: H505**

## What will I learn?

The A Level History course at Halliford seeks to expose students to a wide variety of topics and themes in order to develop a broad historical perspective. In Lower Sixth, students study the Early Tudors from Henry VII through to Mary I. They learn about the establishment of the Tudor dynasty under Henry VII, Henry VIII's religious changes, and the threats from rebellions and uprisings throughout the period. This is complemented with a non-British period study of the French Revolution and Napoleon. This examines the causes of the Revolution, and how it changed over time from a moderate to a radical revolution. It then moves on to look at the rise of Napoleon and his military campaigns across Europe.

In Upper Sixth, we study US Civil Rights from 1865-1992. This broad course includes the African-American civil rights movement, and also women's rights and feminist movements, Native American civil rights movement, and the effect of the New Deal on workers rights. Students will also research and complete a 3000-4000 word coursework essay on a topic of their choice.

## Assessment

**A Level:** Three exams and coursework

## Who is the course suited to?

The course is suited to students who have a keen interest in History. They may choose A Level History in conjunction with other Arts and Humanities subjects or they choose it to provide a contrast to Science Subjects. It is not necessary for students to have taken GCSE History in order to take A Level.

## What is the structure of the course

### Unit 1

**(25% of total A Level)**

British period study and enquiry: England 1485-1558: the Early Tudors

### Unit 2

**(15% of total A Level)**

Non-British period study : The French Revolution and the rule of Napoleon 1774-1815

### Unit 3

**(40% of total A Level)**

Thematic study and historical interpretation: Civil Rights in the USA 1865-1992  
(to be confirmed)

### Unit 4:

**(20% of total A Level)**

Topic based essay (Coursework): Learners will complete 3000-4000 word essay on a topic of their choice, which may arise out of content studied elsewhere in the course. This is internally assessed.

## Reasons to consider doing History at A Level:

- You will develop an understanding of how Britain and America today have been shaped by developments in the twentieth century.
- You will develop skills that will prove very useful in many professional careers such as assimilating information and being able to make cohesive oral and written arguments.

# MFL: French, German & Spanish

Examination Board: AQA

A Level in French: FRE 7652,

A Level in German: GER 7662,

A Level in Spanish: SPA 7692



Mr M Gruner

## What will I learn?

The study of a foreign language will allow students to:

- Develop a high level of communication skills and linguistic competence in the target language
- Gain a useful insight into another culture and reflect on various aspects of the society in which the target language is spoken
- Develop study skills as a preparation for the world of work
- Enhance employment prospects, to facilitate foreign travel and experience the enjoyment and motivation of improving linguistic levels.

## Assessment

Exam based assessment of Year 1 and Year 2

**Paper 1:** Listening, Reading and Writing/Translation (50% of A level)

**Paper 2:** Writing (20% of A level)

**Paper 3:** Speaking (30% of A level)

## Who is the course suited to?

The study of a modern foreign language at A Level provides a wide range of opportunities for students who have enjoyed their GCSE course and are willing to further their linguistic potential by completing independent research and taking an active interest in the life and culture of the foreign country.

## What is the structure of the course

### Theme 1

Aspects of French/Spanish/German speaking society: current trends (Year 1)

### Theme 2

Artistic culture in the French/Spanish/German speaking world (Year 1).

### Theme 3

Aspects of French/Spanish/German speaking society: current issues (Year 2)

### Theme 4

Aspects of political life in the French/Spanish/German speaking world (Year 2)

Students must also undertake an independent research project of their own choice and study either one book and one film or two books from a prescribed list over the course of the two years.

## Reasons to consider doing a Modern Foreign Language at A Level:

In the increasingly global environment in which we live, the ability to communicate with people in other parts of the world is an extremely valuable skill, especially in the world of work. The study of modern languages is vital in order to feel part of Europe in the 21st century. The skills that pupils acquire through the study of modern foreign languages (such as self-discipline, the ability to memorise information, the ability to apply rules logically and methodically) are highly prized by universities and employers and lead to a wide range of career opportunities from the Civil Service to Engineering, Medicine or Financial Services.

# Music



Mr A Williams

## Examination Board: Edexcel A Level in Music: 9MU0

### What will I learn?

- Performance skills
- Compositional techniques in a variety of styles
- The development of Musical Vocal, Instrumental, Film, Popular, Jazz, Fusions and 21st Century Genres
- Score Reading
- Skills of Aural Perception
- Pastiche Composition
- Music's role in social and historical context

### Who is the course suited to?

You should be able to perform to a grade 5 standard or above, enjoy composing your own music and have an interest in a wide variety of musical styles, including Vocal, Instrumental, Film Popular, Jazz, Fusions and New Directions.

### What is the structure of the course

#### A Level Music

##### Component 1

Extended Performance (30%)

##### Component 2

Composing and Technical Study (30%)

##### Component 3

Further Musical Understanding (40%)

### Assessment

**A Level** Component 1 - 30%

Component 2 - 30%

Component 3 - 40%

### Reasons to consider doing Music at A Level:

- You have a genuine love or talent for one or more of the key areas of Performance, Composition or Musical Analysis.
- You are seeking a career within the world of Performing Arts.
- You are looking to compliment your other A Level choices with something more creative and practical yet still academic.

# Music Technology



Mr A Williams

**Examination Board: Edexcel**  
**A Level in Music Technology: 9MT01**

## What will I learn?

- How to compose, record and produce popular music.
- How to use modern recording equipment, from the latest software to hardware such as microphones and mixing desks.
- The course explores the history of popular music and the development of music technology from the early 1900s.
- Analytical skills and the ability to solve problems. Students learn to use technology to serve their own creative designs.

## Assessment

**A Level:** 40% coursework, 60% exam.

## Who is the course suited to?

Anyone with an interest in modern music. Experience playing a musical instrument, or an understanding of music technology, are big advantages but not necessities.

## What is the structure of the course

### Component 1: Recording Project

To use a selection of production tools and techniques to capture, edit, process and mix an audio recording, chosen from a list of 10 songs.

### Component 2: Technology-based Composition

Create, edit, manipulate and structure sounds to produce a technology-based composition.

### Component 3: Listening and analysing examination

Students are required to answer questions on unfamiliar commercial recordings.

### Component 4: Production and analysing examination

Students are provided with a set of audio and MIDI materials to correct and then combine to form a completed mix.

There is also a written component.

## Reasons to consider doing Music Technology at A Level:

Highly creative subject which encourages students to explore their own musicality. If you are interested in writing, performing or producing music then this course will cover skills which are relevant to today's modern music environment.

Students are taught the core skills needed to work within many areas of the recording industry.

# Physical Education



Mr P Hodgkinson

**Examination Board: AQA**

**A Level in Physical Education: 7582**

## What will I learn?

The course centres around many topics including anatomy and physiology, sports psychology, skill acquisition.

GCSE PE is a good basis for the study of A Level PE, but not essential, and some of the concepts covered are studied in more depth and detail as well as new topics included.

It is a challenging and interesting course and for those students who enjoyed PE at GCSE will enjoy the new challenges this course offers.

## Assessment

**A Level:** x2 2 Hour written exams, 70% of A Level, assessment as a coach or performer in one activity plus a performance analysis 30% of A Level.

## Who is the course suited to?

Anybody considering a sport related degree course. Many of our A Level students go on to study sports related degrees at university.

If you are interested and intrigued by the theory of sports science.

## What is the structure of the course

The course comprises of the following topic areas, this is part of its appeal as it is broad and varied.

- Applied anatomy and physiology
- Skill acquisition
- Sport and society
- Exercise physiology
- Biomechanical movement
- Sport psychology
- Sport and society and the role of technology in physical activity and sport

## Reasons to consider doing Physical Education at A Level:

- The course is broad and varied, you do not get too bogged down with one aspect of sports science.
- If you enjoy variety, there are a range of very interesting topics to capture your interest.

# Physics



**Mr V Harden-Chaters**

**Examination Board: AQA**  
**A Level in Physics: 7408**

## What will I learn?

In short, the governing principles of the Universe.

The course will cover everything from sub atomic particle interactions to why accretion disks allow us to understand the nature of black holes.

The course builds on all topics covered at GCSE level and introduces new concepts, ideas and the mathematical principles we use to explain the world around us.

## Who is the course suited to?

Students who take A-Level Physics can go on to study Physics, Applied Physics, Astrophysics, Theoretical Physics, Mathematics, Aircraft Engineering, Civil Engineering, Mechanical Engineering, Electrical Engineering, or Architecture. Physics has a strong focus on the use of Mathematics to solve problems such as the force of attraction between two objects or the mass of an electron. This makes Physics the perfect partner for other STEM subjects like Mathematics, Design Technology or Chemistry.

## What is the structure of the course

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity
- Further mechanics and thermal physics
- Fields and their consequences
- Nuclear physics
- One of the following optional units - Astrophysics, Medical physics, Engineering physics, Turning points in physics, Electronics

## Assessment

Examination comprises of three two hour papers.

There is no coursework component, however, practical skills will be assessed throughout the course.

## Reasons to consider doing Physics at A Level:

- Physicists are involved in finding solutions to many of our most pressing challenges – as well as studying atoms or making sense of the extra-terrestrial, physicists diagnose disease, model the climate, design computer games, predict markets and design hi-tech goods.
- It is widely recognised by universities as a key facilitating subject and so opens up many options when looking to apply to university.

# Politics



Mr L McMillan

**Examination Board: Edexcel**  
**A Level in Politics: 9PLO**

## What will I learn?

The A Level Politics course at Halliford will consist of three main components: UK Politics, UK Government and Comparative Politics. In Lower Sixth, students study UK Politics and UK Government. UK Politics includes the study of Political Participation, including political parties, voting behaviour and the media, together with the Core Political Ideas of Conservatism, Liberalism and Socialism. UK Government includes the study of the roles of parliament and Prime Minister.

In Upper Sixth, we study Comparative US Politics. This will include the US Constitution, Congress, Presidency and the Supreme Court.

## Assessment

### A Level

Three equally weighted examinations.

## Who is the course suited to?

The course is suited to students who have a wider interest in Politics. They may choose A Level Politics in conjunction with other Arts and Humanities subjects or they may choose it to provide a contrast to Science subjects. Students should have achieved good GCSE grades in related subjects such as History or English.

## What is the structure of the course

### Component 1 (33.3% of total A Level)

UK Politics: Political Participation and Core Political Ideas

### Component 2 (33.3% of total A Level)

UK Government: UK Government and Optional Political Ideas

### Component 3 (33.3% of total A Level)

Comparative Politics: The USA

## Reasons to consider doing Government and Politics at A Level:

You are interested in Politics - this is the most important reason!

However, Politics does help to develop important skills that are highly transferable both academically and professionally. You will further develop your extended writing skills, your ability to analyse and consider evidence, and your ability to construct a coherent and rational argument. For these reasons, Politics is closely linked to careers such as the civil service, law and journalism. Politics is also often studied in combination with, and to complement, History, both at A Level and university.

# Psychology



**Examination Board: AQA**  
**A Level in Psychology: 7182**

**Mr A Purden**

## Why study Psychology?

Psychology is everywhere. In a sense, we are all amateur psychologists. However, studying Psychology at A-level is about setting aside our intuitions and using the objective tools of science to discover how the mind really works. It is concerned with all aspects of behaviour (normal and abnormal) and the thoughts, feelings and motivations underlying such behaviour. If you are interested in the workings of the brain, group behaviour, child development, relationships and psychological disorders such as schizophrenia, this is for you. The course also looks at how Psychology is applied in wider settings such as mental health, counselling and the importance of memory in the court of law.

## What will I learn?

The broad specification covers a wide range of topics such as the workings of the brain, how early attachments affect future relationships and implications of psychological disorders. Psychology crosses the division between the sciences, arts and humanities and therefore can complement and enhance the study of all other subjects. Studying Psychology gives the student an in-depth understanding of how the mind works including the influence of neurotransmitters and hormones on human behaviour. Studying Psychology uses research methods to both analyse and explain behaviours. Big claims are made in Psychology and it is our job to weigh up such claims: in this you will become expert.

## What is the structure of the course

Course structure of the Psychology A-level follows the new linear format and we will adhere to the AQA Syllabus. At A-level, Psychology is classed as a Science.

### Year 1

- Social Influence
- Memory
- Attachment
- Approaches in Psychology
- Psychopathology
- Biopsychology I
- Research Methods

### Year 2

- Approaches in Psychology II
- Biopsychology II
- Issues and debates
- Schizophrenia
- Gender
- Aggression
- Research methods

## Assessment

### Year 1: Internal assessment

- **Paper 1** Introductory topics in Psychology
- **Paper 2** Psychology in context

Each paper (1 hour, 30 minutes) is a written exam worth 72 marks (multiple choice, short answer and essay questions).

### Year 2: The A-level

- **Paper 1** Introductory topics in Psychology
- **Paper 2** Psychology in context
- **Paper 3** Issues and debates with options in Psychology (Gender, Schizophrenia, Aggression)

Each paper is a 2-hour written exam worth 96 marks (multiple choice, short answer and essay questions).

Research Methods are assessed over the three exam papers and together will make up approximately a third of your final grade. The exams assess your knowledge (AO1), the application of knowledge to everyday situations or research settings (AO2) and your ability to evaluate evidence (AO3).

### Facilities

Although not guaranteed, Psychology is taught in the Sixth Form Centre's seminar room. Such a setting mirrors that of a psychological therapeutic one.

### Trips

Freud Museum in Hampstead and London Zoo in Regent's Park.

## Is Psychology useful for my future?

Psychology is highly valued by universities and by future employers (Times Education Careers Services Unit). This is due in part to the diverse and rounded set of transferable skills which it develops, including: critical writing, research design and data analysis. Psychologists are well placed for careers and further training in many fields and often go on to work in disciplines such as: Medicine and Healthcare, Social Care, Business, Marketing, Public Relations, Human Resources, Psychology (Clinical, Educational, Research, Forensic, Counselling, Health, Neuropsychology, Occupational), and so on.

# Religious Studies



Mrs V Wagner-Hall

**Examination Board: OCR**  
**A Level in Philosophy, Ethics and Christianity: H573**

## What will I learn?

### Philosophy

- Ancient philosophical influences
- The nature of the soul, mind and body
- Arguments about the existence or non-existence of God
- The nature and impact of religious experience
- The problem of Evil
- The nature of God
- Religious Language

### Religion and Ethics

- Normative ethical theories
- The application of ethical theory to two contemporary issues of importance
- Ethical Language
- Conscience
- Sexual Ethics

### Christianity

- Religious beliefs, values and teachings
- Sources of religious wisdom and authority
- Religious identity
- Historical social developments
- Comparative study of two scholars
- Religion and society

## Who is the course suited to?

The course is for all those with an interest in discussing theological ideas. It will also be valuable to students who wish to pursue a course with a focus on Christianity

## What is the structure of the course

### A Level Religious Studies overview:

- Philosophy of Religion
- Religion and Ethics
- Developments in Religious Thought (Christianity)

## Assessment

### No Coursework

**A Level:** 3 x 2hr exams; Terminal examination

## Reasons to consider doing RS at A Level:

- Because you want to develop your critical thinking skills.
- Because you want to undertake a study of a major world religion.
- Because you have an interest in theology.

# The Extended Project



Mrs L Brown

**Examination Board: AQA**

**The Extended Project: 7993**

## What will I learn?

The EPQ requires a student to produce a single piece of work of their own choosing, showing evidence of planning, research and autonomous working.

Universities like students to have completed an EPQ because it teaches the student the independent learning skills and the research skills required for university study. The project can be independent or linked to an A-Level subject.

The work is entirely up to the student and it can be:

- A design
- A report with findings from an investigation or a study
- A dissertation presenting an argument
- An artefact - such as a painting or a sculpture, but must be accompanied by a work book
- A performance - including music, drama and dance and accompanying work book

## Assessment

The final assessment covers the project, the Production Log and an accompanying presentation. 60% of the marks in an EPQ come from the Production Log.

## Who is the course suited to?

All students who are interested in going to university should consider completing an EPQ.

## What is the structure of the course

There is no formal structure to the EPQ as it is an independent project. However, the course is split into various parts:

### Independent Study

Students are expected to do in the region of 90 hours independent study. This period of time is guided by the supervisors who the students approach to help them with their project.

### Study Skills

30 Hours of taught skills covering:

- Research Skills
- Referencing
- Presentation Skills
- Writing Skills
- Project Management

### Completed Work

The student will provide a presentation that covers the completed project, both the work and the process.

All students receive 1 lesson per week of formal lessons and the remaining work is done independently.

## Reasons to consider doing an EPQ at A Level:

- It will help to develop individual study and research skills.
- It will help to develop decision making and problem-solving skills.
- It will strengthen applications to university and Higher Level Apprenticeships.
- Some universities will make a reduced offer if a student completes an EPQ.

# University and College Entry

## Choosing a University or College

There are three key factors to be considered when choosing a university or college. The first and most important is the course that you want to pursue. Not all universities or colleges run all courses and the content of courses is not the same in each university or college. Having decided on your preferred course you need to identify where it is offered using the UCAS handbook. You should then look at the prospectuses of the institutions where it is offered to find out the particular courses that suits you best.

The second factor is your likely performance at A Level and the number of UCAS tariff points you will gain. You need to make a realistic assessment of this. Give yourself a range, neither too high nor too low. Having done this assessment, you should then look again at the institutions you have identified as offering the course you want and ensure that you are likely to meet their entry requirements.

The third factor is partly geographical. You need to decide whether the location of the institution matters. Are you prepared to study anywhere in the United Kingdom as long as the course is right? Do you want to go to a campus based institution or a collegiate one? Do you want to be in a city or would you rather be in the country? These may seem insignificant factors but remember that you are going to be spending at least three years of your life at university or college. Having made your shortlist of possible institutions you should then visit them on open days to see whether the reality matches the picture given in the prospectus.

Each year a number of students also wish to explore applications to overseas university including European and American institutions. Specialist help is available for those wanting to understand more about the application process and requirements.

## The Application Process

Your ideas about further education should evolve during your Lower Sixth year. By the end of the summer term you need to have hardened them into preferences for particular courses and institutions. At this stage you need to apply for your own copy of the university prospectuses and start to identify which university open days it would be helpful to attend.

During the autumn term of Upper Sixth you will apply to your selected universities through a central clearing house, the Universities and Colleges Admission System (UCAS). You can apply for courses at up to five universities or colleges on a UCAS form. This is now done electronically. For some institutions such as Oxford and Cambridge and colleges of Art, Drama and Agriculture there is a separate and/or additional form to complete. If you are taking a gap year you can either apply while you are still at school as a 'Deferred Entry' candidate or apply the following autumn, once you have received your results, as a 'Post A Level' applicant.

Depending on which universities and courses you have applied for you may be called for interview between December and March. If you have applied to Oxford or Cambridge you will attend an interview in December. By the end of March, you will have received either an offer conditional on your A Level results or a rejection from each of the institutions to which you have applied.

The conditional offers you receive may come in a variety of forms. Some will make points offers based on the new UCAS tariff. Some will make offers based on grades in three A Level subjects. When the A Level results come through in August, universities and colleges confirm the places of those who have achieved the grades required by their conditional offers.

# Support from The School

The School provides support throughout this process.

- At the start of Lower Sixth, your House Tutor discusses with you the different types of university and there is research conducted into these.
- Throughout Lower Sixth you are encouraged to visit university open days.
- There is a Higher Education Briefing for both you and your parents to provide the information needed to get you started in the right direction.
- There is subsequent tutorial advice to help you identify the course you want and the institutions that may be suitable.
- The Sixth Form Centre has prospectuses you can refer to and this resource grows annually.
- You will be helped to attend appropriate Open Days.
- You have access to Unifrog, an online tool designed to support your choice of course post Sixth Form.
- Starting at the end of the summer term in your Lower Sixth year you will be guided through the UCAS application process.
- This will include helping you complete the form properly, helping you craft your personal statement and writing a school reference.
- Once the exam results are out the following August the School will help those who need some additional guidance.

# University Entrance 2018 - 2019

Universities and courses students successfully secured:

University	Course
Aston University	Social Science
University of Birmingham	Business Management, Civil Engineering, English Literature, Geography, Mathematical Economics and Statistics, Philosophy, Politics and Religion, Sports Science
Birmingham City University	Business Finance
University of the Arts, Bournemouth	Modelmaking
Bournemouth University	Business Studies, Marketing
University of Brighton	Architecture
Brunel University, London	Economics and Mathematics, Music
University of Cambridge - Magdalene College	Natural Sciences
University of Chichester	Business Studies, Modern History
Canterbury Christ Church University	Drama
Coventry University	Acting, Sports Psychology
University of East Anglia	Economics, International Relations and Modern History
University of Exeter	Mathematics
Goldsmiths, University of London	English and Comparative Literature
University of Liverpool	Philosophy
Loughborough University	Aeronautical Engineering
University of Manchester	Economics
Liverpool John Moores University	Sports Business
Middlesex University	Veterinary Foundation
University of Nottingham	English Literature and Creative Writing
Oxford Brookes University	Business Management, History, Japanese Studies, Philosophy
University of Portsmouth	Economics, Mechanical Engineering, Product Design and Innovation
University of Reading	Environmental Management, Philosophy and Politics
Royal Holloway, University of London	Business Management, Economics with German
University of Southampton	History
University of South Wales	Rugby Coaching and Performance
University of Surrey	Mechanical Engineering
University of Suffolk	Accounting and Finance
University of Sussex	Economics, English and Media, Marketing and Management, Music, Philosophy and English
University of Swansea	Economics, Osteopathy
University of Warwick	Classical Civilisation, Hispanic Studies and Economics, Physics
University of York	Biochemistry, Interactive Media, Politics with International Relations

# How to find us



**Halliford School**  
SHEPPERTON

INDEPENDENT SENIOR DAY SCHOOL  
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