

Student Academic Subject Options

GCSE • A Level • IB

“The quality of the curriculum is outstanding. The curriculum is both flexible and innovative in its approach and is very responsive to the needs of an internationally diverse body of students.”

“The curriculum seeks to encourage students to find and nurture their talents in accordance with the overarching aim of the school.”

“The quality of teaching and assessment is good. Provision enables students to make good progress given their original starting points on entry. In the best lessons, students are encouraged to present their ideas to the rest of the group and to comment on each other’s work. This reinforces students’ subject knowledge and also develops their speaking skills.”

How well the curriculum and other activities meet the range of needs and interests of pupils – OUTSTANDING – Ofsted report 2011

Heads of Departments

Mark Redsell Med (Open), CTEFLA (Notts), BA Hons Archaeology (Notts)

Head Teacher

Email: mredsell@buckswood.co.uk

Mark has been in Educational Management for over 15 years. Graduating from Nottingham University with honours in Archaeology he moved into teaching in 1992.

He is also on the final stages of a Masters degree in Educational Leadership & Management which will compliment his practical experience. His international experience ranges from living and working in many different environments such as Japan, Spain, Sultanate of Oman, UAE and lately the Kingdom of Saudi Arabia. In Riyadh, Mark was responsible for the management of the Preparatory year at King Saudi University, the Middle East's oldest and largest university, and in the U.A.E he was the Operations Manager of a large American group of language schools.

Widely travelled Mark understands the international ethos and as a former boarder his comprehension of school life is in accordance with Buckswood.

Greville Field BA (Hons), MA, CTESOL

Head of EFL and International GCSE Students

Email: gfield@buckswood.co.uk

Greville Field has a BA in Modern Languages and an MA in Linguistics. He has a particular interest in assessment, and in addition to his role of Head of EFL at Buckswood he is a Principal Examiner for the University of Cambridge Local Examinations Syndicate and an assessor for IELTS Speaking and Writing modules.

Outside of work he is husband to a wife and father to two terrific sons. His interests are many: volcanoes, language, history, film, wine, and dining in the plethora of wonderful restaurants around Sussex, to name but a few.

Widely travelled, he feels there is much to enjoy and learn from other cultures, but most of all he loves cricket; there's nothing better to do on a warm summer afternoon.

Bryan Atkins B ED (Hons), Cert of Education

Head of International Baccalaureate

Email: batkins@buckswood.co.uk

Bryan Atkins was previously the Assistant Principal at a local Community College and has been teaching 'A' level and GCSE Business and Economics since 1977, which provides him with some 30 years' experience in his subject area. In his role as Senior Master Bryan recently introduced the Buckswood International Baccalaureate programme. Bryan has also worked for a number of examination boards as an examiner in these subjects. Lessons in Economics and Business often are accompanied with industrial visits to see the commercial world at first hand. Recent school trips run by Bryan include; New York, Barcelona, Hong Kong and New Zealand. However visits to local businesses are encouraged for the less adventurous traveller.

Michael Shaw BSc Human Geog Reading, PGCE

Head of Sixth Form

Email: mshaw@buckswood.co.uk

Michael Shaw joined the school in 2006 and is the Head of the Sixth Form and Geography Department at the school. Born in Nottingham, Michael completed a BSC in Human Geography at the University of Reading before embarking on a year living and working in Australia. Upon his return, Michael completed a PGCE in Geography at the University of Nottingham before moving to East Sussex. Michael has taught all age ranges in the school, from 11-18 and has recently completed training to become one of the school's IB teachers. Although a passionate Geographer, Michael's main responsibility is overseeing the effective running of the Sixth Form and has been keen to develop the extra-curricular, as well as academic curriculum, at the school.

Gilly Johnson BA(Hons), PGCE Dip TEFL, MA, AIAss, NVQ

Head of GCSE UK Students and Head of Languages

Email: johnsong@buckswood.co.uk

Gilly Johnson has been a teacher and trainer for over twenty years. She has worked in many different contexts all over the world, teaching students, training teachers, speaking at conferences and has co-written and recently published her first book "Culture in our Classrooms" (publ DELTA 2010) Gilly originally came to Buckswood to teach English Language at A level; a course she still teaches and loves. Later, she came to work in MFL where she has been, ever since, teaching French throughout the school and for the last three years, managing our ever-expanding Languages Department.

In her holidays she's either to be found working on Pilgrims' teacher training programmes in Canterbury, UK, or somewhere on the other side of the planet, running and assessing CELTA courses and teacher-training workshops. She enjoys speaking at conferences, is busy planning her next book and when she's not doing any of these things, She likes to relax at home, entertaining guests, or spending time with her very patient husband, 'hanging out' with her (now grown-up) children, reading, chatting and chuckling with friends. . . or sleeping!

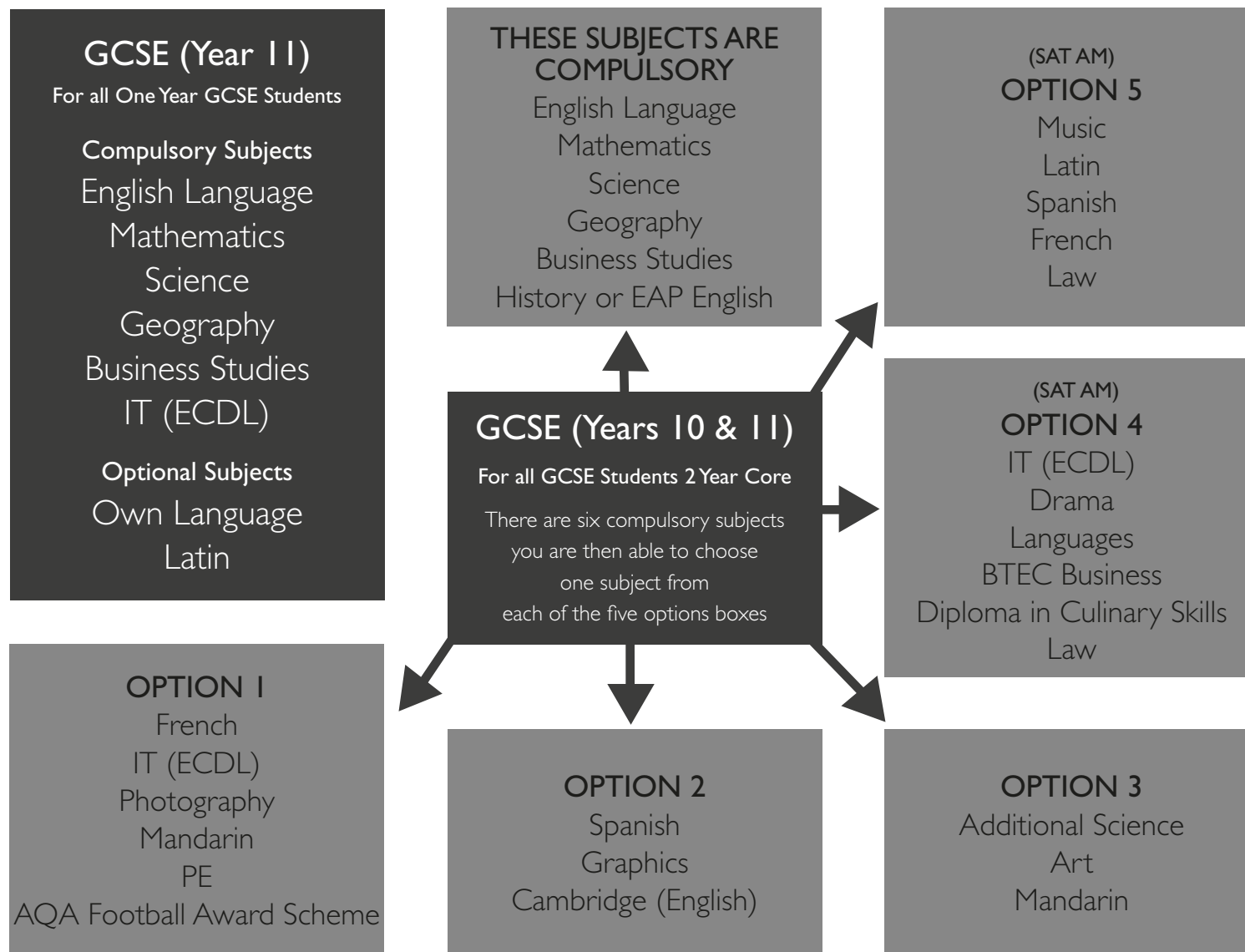
GCSE

Form V is treated very much like a "crammer" and the Form V Tutors exert influence and control over a group of teenagers at a crucial time in their education. GCSE students do not miss out on educational visits, with the History, Geography, Business and Art Departments prominent on the trips calendar. GCSE students are given the chance to hone their debating skills annually with their participation in a Model United Nations Assembly Day.

Form V GCSE students have the chance to join a school initiated revision camp at May half-term.

Students are pushed to achieve academic potential through a variety of tactics: weekly drill tests in each subject, completing the infamous red file of topic notes at Christmas break in Form V, preparing for mock GCSEs in January and indeed mock re-takes in February.

Students are provided with a strong foundation for studying GCSE courses. Key Stage 4 students are similarly well prepared for the next stage of their education through the provision of a wide choice of subjects to suit a range of abilities.



Subject	French
Teacher	M Bissierier / E Foex
Board	AQA
Specification	4658
Unit Codes	46551, 46552, 46553, 46554
Website	www.aqa.org.uk

Level	GCSE	Specification	4658
% coursework	60 controlled assessment	% Final exam	40

Brief course outline

During the 2-year programme of study, pupils will learn a variety of lexis and grammar related to the areas below.

Lifestyle

Health

Leisure, Free Time and the Media

Work and Education

School/College and Future Plans

The examinations will test linguistic competence in the four skills:

- reading, writing, speaking and listening

For all purposes, students will be expected, as they progress linguistically, to:

- cope with a greater degree of unpredictability;
- deal with a widening range of potential problems;
- understand and use more accurately a widening
- range of vocabulary and structures, including some unfamiliar language;
- understand issues and opinions;
- discuss issues and give opinions;
- give full descriptions and accounts.

There are two controlled written assessments and two spoken ones, relating to the topic areas above. Pupils are prepared carefully for these assessments, which take place the asses at the end of each module studied.

To add a lively dynamic to the course, we invite all GCSE French pupils to attend one week-long study trip to France, in both year one and year two of the programme, where they stay in host families and study at a French language school in Montpellier. Pupils always really enjoy the experience and, as a result, feel much more confident and are more competent in communicating, both in spoken and written language.

Subject	Spanish
Teacher	Silvana Travaglia Sage
Board	AQA
Specification	4698
Unit Codes	46951, 46952,46953,46954
Website	www.aqa.org.uk

Level	GCSE	Specification	4698
% coursework	60 controlled assessment	% Final exam	40

Brief course outline

During the 2-year programme of study, pupils will learn a variety of lexis and grammar related to the areas below.

Lifestyle

Health

Leisure, Free Time and the Media

Work and Education

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The examinations will test linguistic competence in the four skills:

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- understand and use more accurately a widening
- range of vocabulary and structures, including some unfamiliar language;
- understand issues and opinions;
- discuss issues and give opinions;
- give full descriptions and accounts.

There are two controlled written assessments and two spoken ones, relating to the topic areas above. Pupils are prepared carefully for these assessments, which take place the asses at the end of each module studied.

To add a lively dynamic to the course, we invite all GCSE Spanish pupils to attend one week-long study trip to Spain, in year one and year two of the programme, where they stay in host families and study at a Spanish language school in Seville. Pupils always really enjoy the experience and, as a result, feel much more confident and are more competent in communicating, both in spoken and written language.

Subject	Geography A
Teacher	Mr Shaw
Board	AQA A
Specification	4032 Full Course 4031 Short Course
Unit Codes	40301, 40302, 40304 Full Course 40303, 40304 Short Course
Website	www.aqa.co.uk

Level	GCSE	Specification	4032 Full Course 4031 Short Course
% coursework	25 Full Course 50 Short Course	% Final exam	75 Full Course 50 Short Course

Physical Geography

Unit 1 Water on the land: A look at the processes and landforms associated with river environments from Waterfalls, V-shaped valleys to Meanders and Ox bow Lakes. What are the causes and impacts of flooding and how can we stop it? We also investigate water as a valuable resource and the need to conserve it in times of growing demand.

Unit 2 The Coastal Zone: A look at the processes and landforms associated with coastal processes from beach formation to caves, arches and stacks. We investigate why the coastal zone is under threat from the sea and what can be done to protect areas of high value. We also seek to better understand the complex environment of salt marshes in terms of their ecology value as well as assess the role they can play in coastal protection.

Unit 3 Restless Earth: The earth is indeed restless and there seems to be more earthquake and volcanic activity in recent years than previously. What are the processes responsible for tectonic activity and what on earth is a supervolcano? Again, we look at the causes and impacts of these deadly disasters and assess the ways (if any) to predict them and prevent loss of life. Understandably this unit includes lots of up to date case studies that are shocking in nature.

Human Geography

Unit 4 The Urban Environment: More and more people are living in urban areas than ever before, but why? and what effect does this have on the areas that have been left behind? This exciting unit looks at town and cities and seeks to explain how they have grown and the problems faced due to rapid urbanisation. How do we manage cities? Is it possible to manage the waste of 20 million people and what should the cities of the future look like? All this and more to be discussed in this detailed unit.

Unit 5 Tourism: Tourism is one of the world's fastest growing economic sectors; we have all been tourists at one time or other. We discuss the problems and benefits that tourism can bring to both the people and the economy of a locality, and in particular assess the environmental impact of such activity. This unit also seeks to explain why many areas are declining as tourist areas and the reasons why certain destinations are becoming increasingly popular.

Unit 6 Globalisation: We live in an increasingly interconnected world, a shrinking world where consumerism is king. What do we mean by globalisation? who are the winners and losers? and what are the problems and benefits surrounding the processes that drive this phenomenon? This unit links aspects of economics and politics to geography and is a thought provoking and highly interesting unit.

Subject	History B Modern World
Teacher	AC / KH / UK
Board	OCR
Specification	J117 Short Course
Unit Codes	A981, A982
Website	www.ocr.org.uk

Level	GCSE	Specification	J117 Short Course
% coursework	50	% Final exam	50

Brief course outline

This course combines International History with British History, thus reflecting the intake of the school, yet fulfilling the exam board's requirements. International History, 1919-39, is examined at the end of the two-year course, while the British component is examined internally by controlled assessment.

In the 4th year, students study International History, 1919-1939.

Topics covered are:

- The Treaty of Versailles and other treaties after World War I,
- The League of Nations,
- Hitler's Foreign Policy, 1933-39.

In the 5th year, students study British History, 1890-1919.

Topics covered are:

- Poverty and reforms to alleviate this,
- Women and the vote,
- World War One on the Home Front,
- Britain's reaction to the Treaty of Versailles.

Once the controlled assessment is completed, students revise the 4th year syllabus.

Every year, a sizeable and growing number of our students opt to study History or Government & Politics at AS level.

Subject	Chinese Mandarin
Teacher	Wei Peirce
Board	Edexcel
Specification	2CN01
Unit Codes	5CN01, 5CN02, 5CN03, 5CN04
Website	www.edexcel.com

Level	GCSE	Specification	2CN01
% coursework	40	% Final exam	60

Objectives:

1. To introduce learners into a different language learning experience
2. To embed cultural awareness of the target language in class
3. Theory backup: cultural awareness aids language acquisition.

Note: Chinese written characters are not as frightening as most people have anticipated. Children are amazed at what they are capable of themselves. They think that being able to write Chinese characters is very cool!

Brief course outline

Pupils will learn lexis and grammar related to the following contexts:

1. Media and culture

- Music/film/reading
- Fashion/celebrities/religion
- Blogs/internet

2. Sport and leisure

- Hobbies/interests
- Sporting events
- Lifestyle choices

3. Travel and tourism

- Holidays
- Accommodation
- Eating, food, drink

4. Business, work and employment

- Work experience/part-time jobs
- Product or service information

Subject	Drama
Teacher	Tim Baker
Board	Edexcel
Specification	2DR01
Unit Codes	5DR01, 5DR02, 5DR03
Website	www.edexcel.com

Level	GCSE	Specification	2DR01
% coursework		% Final exam	

Brief course outline

2 workshops (5DR01 and 02) plus a performance (5DR03)

- **Workshop 1** on theme of Homelessness (from 5 stimuli)
- **Workshop 2** on a published play (as yet unchosen)
- Review of a Stage Performance (possibly NOISES OFF)

Both workshops commanding a Controlled assessment from notes taken during the weekly workshops

Subject	Law
Teacher	Roland Ellis
Board	OCR
Specification	J485
Unit Codes	BI41, BI42, BI43, BI44
Website	www.ocr.org.uk

Level	GCSE	Specification	J485
% coursework	0	% Final exam	100

Objectives:

This specification encourages candidates to be inspired, moved and changed by exploring ways in which legal, cultural, historical, moral, political, religious and social factors interact to shape the world in which we live today. Specific aims are to:

- actively engage in the study of law to develop as effective and independent candidates and as critical and reflective thinkers with enquiring minds;
- develop an understanding of the role of law in underpinning relationships amongst individuals, groups and institutions within society;
- develop enquiry, critical thinking and decision-making skills through investigation of legal issues which are important, real and relevant to the world in which we live, and base reasoned judgements and arguments on evidence
- know the rights and responsibilities they have as individuals, appreciate their own contribution to society and develop skills which enhance their ability to act in informed roles within different contexts.

Brief course outline

From September 2009 the GCSE is made up of four mandatory units. These units are externally assessed.

These four units are:

BI41: The nature of law. Criminal courts and criminal processes

BI42: Civil courts and civil processes. Civil liberties and human rights

BI43: Employment rights and responsibilities

BI44: Consumer rights and responsibilities

Subject	Business Studies
Teacher	Mrs S Rodgers
Board	AQA
Specification	4133
Unit Codes	
Website	web.aqa.org.uk

Level	GCSE	Specification	4133
% coursework	25	% Final exam	75

Brief course outline

The GCSE in Business Studies is modular and is divided into three units. Unit 1 is taken in Form 4 with only one opportunity to retake the exam in Form 5.

Unit 1

Setting up a business, introduces candidates to issues concerning the setting up and operation of a business. It explores the activities of business and the reasons for success or failure. It encourages students to appreciate that businesses must operate with society and that this involves businesses engaging with a wide range of stakeholders who will hold differing perspectives. The students study a range of business theories under the headings of: starting a business enterprise, marketing, finance, human resource and operations management.

When taken as part of a full course, this unit will be assessed by an external written assessment of 60 marks and one hour in length and is worth 40% of the course.

In addition to helping students acquire subject knowledge this course:

- provides an understanding of the commercial world and how finance is raised and used by the government to pay for the nation's goods and services;
- encourages students to consider the practical application of business and economic concepts;
- explores the theories and concepts in the context of events in the business and economic world;
- provides progression for students wishing to continue their studies to A Level Business Studies, A Level Business Studies and Economics and A Level Economics.

Subject	PE
Teacher	Wayne Callaghan
Board	OCR
Specification	J086 Short Course
Unit Codes	B451, B452
Website	www.ocr.org.uk

Level	GCSE	Specification	J086 Short Course
% coursework	60	% Final exam	40

Brief course outline

GCSE (Short Course) Units

2.1 GCSE Units

- Key concepts in Physical Education
- Key processes in Physical Education
- Opportunities, pathways and participation in Physical Education
- Two performances from two different activity areas
- An Analysing Lifestyle Task (AL)
- Developing skills, techniques and motivation
- Developing physical and mental capacity
- Informed decision making using the principles of training and safe exercise
- Opportunities, pathways and participation in Physical Education
- Two performances from any activity areas
- An Analysing Skill Performance Task (AP) for one activity

2.2 GCSE (Short Course) Units

- Key concepts in Physical Education
- Key processes in Physical Education
- Opportunities, pathways and participation in Physical Education

Unit B452: Practical Performance and Analysis

- Two performances from two different activity areas
- An Analysing Lifestyle Task (AL)

Subject	Mathematics B
Teacher	A Sheldrake
Board	Edexcel
Specification	2MB01
Unit Codes	5MB1, 5MB2, 5MB3
Website	www.edexcel.com

Level	Form 4	Specification	2MB01
% coursework	0	% Final exam	100

Brief course outline

The course will cover a diverse range of topics from basic number work to statistical methods. In form 4 students will study two examinable modules. The first course of study will build the foundations required for form five. These will include number, fractions, indices & standard form, sequences, graphs and algebra.

The second course of study will be statistics. In this module students will study differing methods of data collection and presentation. They will look at three common averages and when to use them. They will then study the relationships between two data sets and how to interpret their findings.

Level	Form 5	Specification	Higher
% coursework	0	% Final exam	100

Brief course outline

In this year students will study topics covered in the first module to a higher level and in more depth. Studies will include bounds, linear and quadratic equations, simultaneous equations including graphical interpretation of the equations, inequalities, proportion, trigonometry and vectors. The studies in form five require the student to have achieved satisfactory results in form four to enable top grades to be achieved in the final year.

Subject	English
Teachers	Jeremy Lucas, Hadyn Corner, Tony Peek
Board	OCR
Specification	J350
Unit Codes	A641, A642, A643, A660
Website	http://www.ocr.org.uk

Level	Form 4	Specification	GCSE Higher and Foundation
% controlled assessment	60	% Final exam	40

Brief course outline

The specification as a whole is subdivided into units, each of which assesses a particular area of content (reading, writing, speaking and listening). One Unit is externally assessed by written examination. There are two levels for this; a Foundation Tier and a Higher Tier. The Foundation Tier assesses grades G to C and the Higher Tier assesses grades D to A* (with an allowed grade E). Controlled Assessment Units are not tiered.

Level	Form 5	Specification	GCSE Higher and Foundation
% coursework	60	% Final exam	40

Brief course outline

The specification as a whole is subdivided into units, each of which assesses a particular area of content (reading, writing, speaking and listening). One Unit is externally assessed by written examination. There are two levels for this; a Foundation Tier and a Higher Tier. The Foundation Tier assesses grades G to C and the Higher Tier assesses grades D to A* (with an allowed grade E). Controlled Assessment Units are not tiered.

Subject	Music
Teacher	Vincent Wade
Board	Edexcel
Specification	2MU01
Unit Codes	5MU01, 5MU02, 5MU03
Website	www.edexcel.com

Level	GCSE	Specification	2MU01
% coursework	60	% Final exam	40

Objectives:

The Edexcel GCSE in Music aims are to

- encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study
- develop broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation
- enable students to engage actively in the study of music
- develop musical skills and interests, including the ability to make music individually and in groups
- enable students to understand and appreciate a range of different kinds of music.

Brief course outline

Unit 1: Performing Music

- one solo performance and one ensemble performance
- Internally assessed and externally moderated

Unit 2: Composing Music

- two compositions, two arrangements, or one composition and one arrangement
- Internally assessed and externally moderated

Unit 3: Music – Listening and Appraising

- Knowledge and study of set works in the Areas of Study
- Western classical music 1600-1899
- Music in the 20th century
- Popular music in context
- World Music

This unit is assessed in a 1 hour and 30 min examination

Subject	Science (Form 4)
Teacher	JS/KB/KS/SB
Board	Edexcel
Specification	2SC01
Unit Codes	.
Website	www.edexcel.com

Level	GCSE	Specification	2SC01 Additional Science
% coursework	25	% Final exam	50

Brief course outline

The course is modular, consisting of 4 units: 3 one hour written tests and controlled assessments of practical skills. Students sit one written paper every two terms, and may resit them only once to gain the best possible mark.

The three tested units consist of one each of Biology, Chemistry and Physics as detailed below, and together with the remaining controlled assessment, lead to the award of a single GCSE.

Unit B1 covers:

"Influences on life", including classification, DNA, species, variation, evolution, inheritance, genetic disorders, homeostasis, senses, hormones, diabetes, plant hormones, effects of drugs, smoking and alcohol, pathogens and infections, feeding relationships, pollution and carbon and nitrogen cycles.

Unit C1 covers:

"Chemistry in our world", including extraction, recycling and properties of metals, the Earth's atmosphere, rocks and limestone, acid and neutralisation, chlorine, electrolysis of water; crude oil, combustion, acid rain, climate change, biofuels, hydrocarbons, cracking and polymerisation.

Unit P1 covers:

"Universal physics" including the Solar system, telescopes, waves, electromagnetic spectrum and their uses and dangers, the Universe, life-cycles of stars, red shift, ultrasound, seismic waves, earthquakes, resources for electricity generation, generating and transmitting electricity, and energy efficiency.

Practice controlled assessments take place throughout the two year course.

Subject	Science (Form 5)
Teacher	JS/KB/KS/MC
Board	Edexcel
Specification	2101
Unit Codes	.
Website	www.edexcel.com

Level	GCSE	Specification	2101 Science
% coursework	40	% Final exam	10

Brief course outline

The course is modular, consisting of 10 units: 6 twenty-minute multiple choice tests; 3 controlled assessments and an internally assessed practical. Students sit one multiple choice test each term, and may resit them as many times as they wish to gain the best possible mark.

The six multiple choice units consist of two each of Biology, Chemistry and Physics as detailed below, and together with the remaining four units, lead to the award of a single GCSE.

Unit B1a covers

"Environment", including competition, populations, food webs and evolution. "Genes", including reproduction, inheritance, gene therapy and cloning.

Unit B1b covers

"Electrical and chemical signals", including the nervous system, senses, reflexes, hormones and fertility. "Use, misuse and abuse" includes disease, the body's immune system, and the types and effects of drugs.

Unit C1a covers

"Patterns in properties", including the Periodic Table, atomic structure, and the chemistry of Groups 1, 0 and 7. "Making changes" includes oxidation, neutralisation, decomposition and chemicals in the home.

Unit C1b covers

"There's only one Earth" including fuels, climate change, recycling, and uses of crude oil, air and sea water. "Designer products" includes new materials, fermentation, effects of alcohol and emulsifiers.

Unit P1a covers

"Producing and measuring electricity" including voltage, current and resistance, and cells. "You're in charge" includes electricity generation, motors, power in the home, and energy efficiency.

Unit P1b covers

"Now you see it, now you don't" including waves and the uses and dangers of electromagnetic waves, and digital systems. "Space and its mysteries" includes the Universe, space travel, and the life cycle of stars.

Subject	Additional Science (Form 4)
Teacher	JS/SB
Board	Edexcel
Specification	2SA01
Unit Codes	.
Website	www.edexcel.com

Level	GCSE	Specification	2SA01 Additional Science
% coursework	25	% Final exam	50

Brief course outline

The course is modular, consisting of 4 units: 3 one hour written tests and controlled assessments of practical skills. Students sit one written paper every two terms, and may resit them only once to gain the best possible mark.

The three tested units consist of one each of Biology, Chemistry and Physics as detailed below, and together with the remaining controlled assessment, lead to the award of a single GCSE.

Unit B2 covers:

"The components of life", including plant and animal cells, DNA, protein synthesis, respiration and exercise, cell division, growth, stem cells, plant growth and cloning, genetic engineering, enzymes, water transport in plants, evolution, blood, the heart and circulatory system, and digestion.

Unit C2 covers:

"Discovering chemistry", including chemical calculations, properties of metals, the Periodic table, atomic structure, ionic compounds, and the reactions of Groups 1, 7 and 0, covalent compounds, metallic structures, chromatography, energy changes and reaction rates.

Unit P2 covers:

"Physics for your future" including speed, velocity, acceleration, forces, momentum, stopping distance, work, energy and power, electrical current, voltage and resistance, radioactivity, isotopes, half-life, chain reactions, nuclear power, uses of radiation, and static electricity.

Practice controlled assessments take place throughout the two year course.

Subject	Additional Science (Form 5)
Teacher	JS
Board	Edexcel
Specification	2103
Unit Codes	.
Website	www.edexcel.com

Level	GCSE	Specification	2103 Science
% coursework	40	% Final exam	20

Brief course outline

The course is modular, consisting of 10 units: 3 twenty-minute multiple choice tests; 3 written papers; 3 controlled assessments and an internally assessed practical. Students sit one multiple choice test and one written paper every two terms, and may resit them as many times as they wish to gain the best possible mark.

The six tested units consist of one each of Biology, Chemistry and Physics as detailed below, and together with the remaining four units, lead to the award of a single GCSE.

Unit B2 covers:

"Inside living cells", including fermentation, DNA, protein synthesis, respiration and exercise; "Divide and develop", including cell division, growth, stem cells, plant growth and cloning; "Energy flow" including food production, carbon and nitrogen cycles and population and environmental change; "Interdependence" including adaptation, predation, competition, pollution, species in peril and conservation.

Unit C2 covers:

"Synthesis", including organic chemistry, polymers and chemical calculations; "In your element" includes properties of metals, the Periodic table, ionic compounds, isotopes and the reactions of Groups 1, 7 and 0; "Chemical structures" including covalent compounds, metallic structures, molecular models and medicines; "How fast? How furious?" includes energy changes, reaction rates, reversible reactions and equilibria, and fertilisers.

Unit P2 covers:

"As fast as you can" including speed, velocity, acceleration, forces, momentum, stopping distance and risks; "Roller coasters and relativity" includes work, energy and power; circular motion and relativity; "Putting radiation to use" including radioactivity and the uses and dangers of X-rays and gamma rays, half-life and the Northern lights; "Power of the atom" includes chain reactions, nuclear power; scientific theories, and static electricity.

Subject	Art and Design
Teacher	Mrs Pasioka
Board	AQA
Specification	4201
Unit Codes	42011, 42012
Website	www.aqa.org.uk

Level	Form 4	Specification	4201
% coursework	60	% Final exam	40

Brief course outline

Unit 1:

Coursework is comprised of a portfolio of work which may include work in Still-Life, Landscape, Portraiture and work from the imagination. The portfolio of work must include work in drawing and painting, printmaking, photography, textiles/three dimensional design/graphic. It is internally assessed and externally moderated. Students are required to select and present materials which exemplify work carried out during their course of study. In the first year of the course a minor project is created based on a theme.

The only exam taken in this first year of the GCSE is a mock exam as a way of practising for the real exam in year 5.

Level	Form 5	Specification	4201
% coursework	60	% Final exam	40

Brief course outline

Unit 1:

a continuation of the portfolio submission with a concentration on the Major project. The total coursework submission will comprise approximately 45 hours of work. The Portfolio of Work must include more than one project for the Full Course and one project for the Short Course.

Unit 2:

Externally Set Task 1 with a 10 hour examination at the end of two month preparation time. It is internally assessed and externally moderated. The question papers are given to the students in February with the exam being sometime in April. The papers offer a choice of themed starting points. Students need to respond to their chosen starting point to produce a personal response, and the work submitted can take any appropriate form.

Subject	Art and Design Graphic Communication
Teacher	Mrs Pasioka
Board	AQA
Specification	4203
Unit Codes	42031, 42032
Website	www.aqa.org.uk

Level	Form 4	Specification	4203
% coursework	60	% Final exam	40

Graphics Communication (only available as a full-course)

Unit 1:

Portfolio of work covering / Illustration / Advertising / Packaging Design / Design for Print/communication and computer graphics/Animation. The portfolio must include a minor project. The work is internally assessed and externally moderated students should select and present materials which exemplify work carried out during their course of study. In this year a minor project will be completed. Only a mock exam will be taken.

Level	Form 5	Specification	4203
% coursework	60	% Final exam	40

Brief course outline

Unit 1:

A continuation of the portfolio work but with emphasis on the creation of a major project. The total portfolio submission will comprise approximately 45 hours of work.

Unit 2:

Externally Set Task 10 hour examination which is internally assessed and externally moderated. Students respond to their chosen starting point from the issued exam paper (Feb) to produce a personal response, and work submitted can take any appropriate form. The exam will take place in April. All coursework must be submitted by May 8th.

A Level Choices

This booklet provides a summary of the A level and IB courses we will be offering in the Sixth Form from September 2012. It is designed to provide you with information in order for you to make informed decisions about your future study path. This guide is by no means comprehensive; and indeed there is more information to be gleaned, but we believe it acts as a good starting point ensuring you make the correct designs in respect to your Sixth Form choices.

Additional information is available from the examination boards'. However, students and parents requiring any further information are encouraged to contact Heads of Subjects or our Head of Sixth Form Mr Shaw and Head of IB Mr Atkins.

Sixth Form Curriculum – A level and IB

Since the year 2000 Sixth Form students have been studying under the system of AS and A levels. AS levels (short for Advanced Subsidiary) are the first half of the course, and normally completed in year 1 of 2; the Lower Sixth. Students take exams at the end of year 1 to gain an AS award.

Depending on their AS results, pupils then move into the Upper Sixth to complete year 2 of the course, often referred to as A2. Pupils will take A2 exams at the end of year 2 and combine them with their scores at AS to produce an overall A level grade (scale A*- E, a U grade = FAIL).

The curriculum is divided into 4 academic 'Option blocks' (plus IELTS for non native speakers). A - level students generally take 1 subject from each option block. We encourage the pupils to think carefully about their choices and consider where these subjects may lead them.

Please find the option block sheet overleaf, as well as examples of A- level packages to be considered.

Our Sixth Form package also includes the IB (International Baccalaureate) which the school gained accreditation for in 2011. Further details of this popular alternative to A levels can be found further on in this brochure, as well as information pertaining to extra academic and non academic options on offer to our pupils.

Choosing the right path

At Buckswood, we encourage pupils to think about 'pathways', we aim to put you on the correct pathway to ensure success in the sixth form and also prepare you for the wider world; which often means University.

It's important students pick subjects which they enjoy and which they may have had previous success in. It is important that students consider their pathway, thinking about which set of subjects is required for them to gain access to Higher education or jobs which interest them. For many students, the picture does not seem so clear, but we hope that this brochure along with the support of the academic staff will ensure you make the right decision.

The majority of our students will take 4 AS levels plus their own language (if international) in the Lower Sixth, reducing to 3 A levels in the Upper Sixth. If this is not the best programme of study, we will create an appropriate programme on an individual basis where possible. Flexibility exists to enable exceptionally able students to take on extra study at AS and A level.

Students choosing the IB programme are expected to study 6 compulsory options during their course, either at Standard or Higher Level.

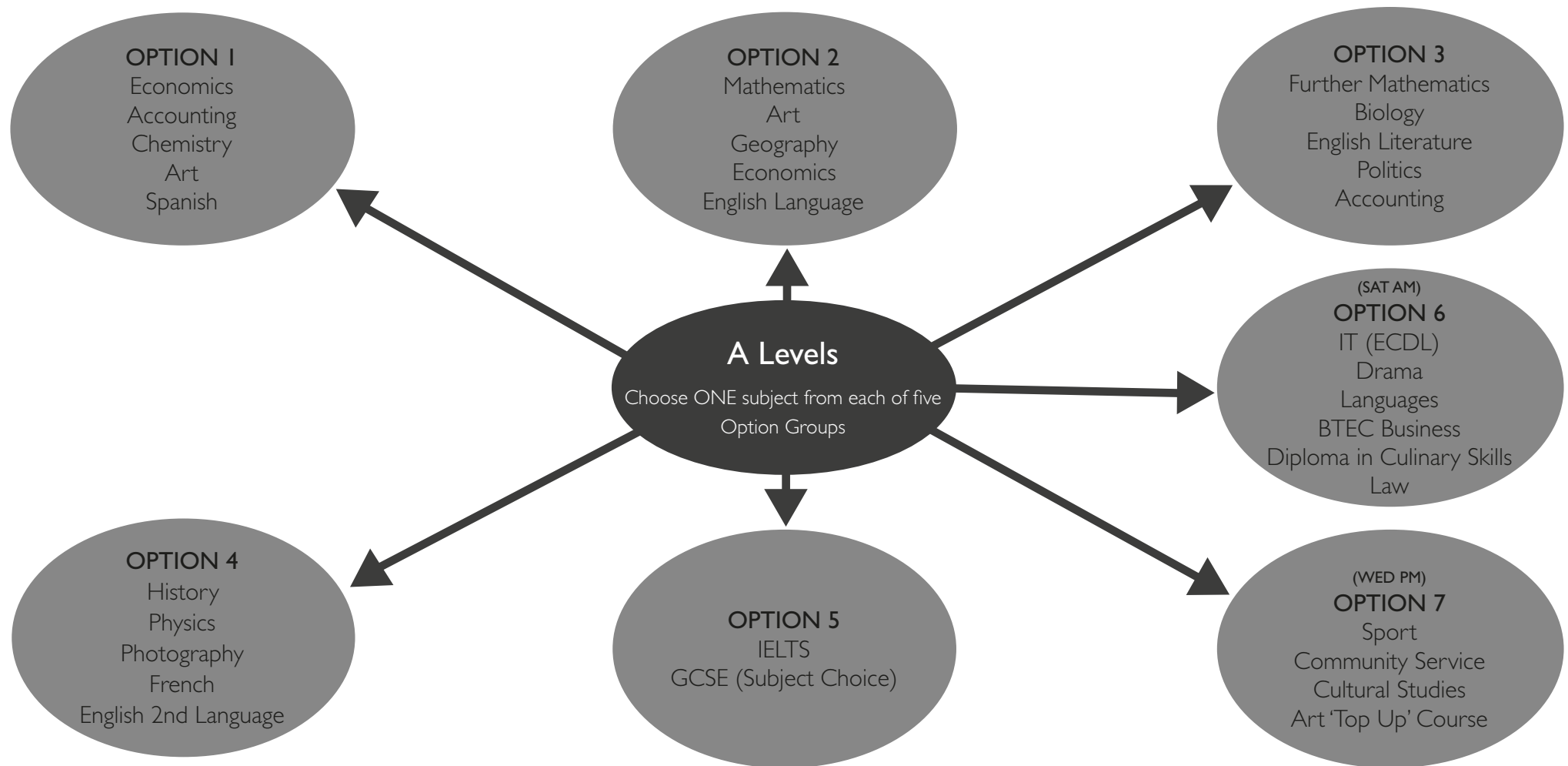
University Entrance

Most universities continue to make offers based on 3 A levels and at IB all components of the course must be passed. UCAS tariff points are allocated for the grades achieved in your subject, the higher the grades the more UCAS points gained, the higher your number of UCAS points the greater the range of Universities on offer to you.

Changes

We have made every effort to ensure the information in this booklet is accurate at the time of print. However, it is possible that changes may occur from the published material.

A Levels



We offer a range of A Level choices wider than in many much larger schools, with the Business Management Department being the biggest faculty, offering not only seminar-style teaching but also complementary trips overseas. Systematic testing, past papers, weekend work and revision camps are high-profile tactics in our A Level strategy and well-supported by students. As well as day-to-day contact, all A Level pupils attend tutorials (fortnightly) where they can discuss

all aspects of their school life, most notably academic achievement. During these discussions, pupils are asked to reflect on their learning and set themselves targets for improvement. This reflective approach to learning plays an important role in the social and educational development of pupils at the school.

Foundation 6th Programme

Pre A Level Course

Our Foundation 6th is unique. It offers pupils between the ages of 16-18 the chance to improve their English skills in a rigorous academic setting. The course runs for 1 academic year and is designed to develop their English skills so they are ready to undertake the A level programme (2 year) the following year.

We believe it is unfair and against a pupil's best interests to undertake an A level course, when they are ill equipped linguistically to be successful. The Foundation 6th programme is designed to develop their Mathematical, Business, ICT and English skills so they are best prepared to be successful over the following 2 year A-level period. What awaits after this period is a decision to be made by you and your son/daughter, but we believe this 3 year programme will equip them with the necessary skills to propel them into higher education and a hopefully a University programme.

Pupils undertaking this programme will gain world renowned qualifications, most notably GCSE qualifications in Maths and Business.

The programme

- 12 Lessons of Intensive English
- 7 Lessons of GCSE Mathematics
- 7 Lessons of GCSE Business
- 4 Lessons of ICT (Information and Communication, Technology)
- Saturday morning A level lessons in their native language
- 3 Lessons of Sport
- Numerous extra curricular activities from Option 6 (see Option blocks at the front of the brochure)

Suggested A level combinations

A Business Combination to go to University

Course at University: Economics, IR, Politics, Finance, Mathematics

- Option 1 Economics
- Option 2 Maths
- Option 3 Further Maths
- Option 4 Accounting
- Option 5 IELTS (International Student)
- Option 6 Languages or ECDL

A Science combination to go to University

Course at University: Medicine, Sciences, Pharmacy, Mathematics

- Option 1 Chemistry
- Option 2 Maths
- Option 3 Biology
- Option 4 Physics
- Option 5 IELTS (International Student)
- Option 6 (Sat am) Language lessons or BTEC Business

An Arts combination to go to University

Course at University: Fashion, Media, Theatre Studies, Communications, Journalism

- Option 1 Art
- Option 2 Drama
- Option 3 English Literature
- Option 4 Photography
- Option 5 IELTS (International Student)
- Option 6 (Sat am) Languages or Drama

A language combination to go to University

Course at University: Modern Languages, Hispanic or Latin American Studies, Literature, Journalism

- Option 1 Spanish
- Option 2 Geography
- Option 3 English Lit
- Option 4 French
- Option 5 IELTS (International Student)
- Option 6 (Sat am) Language

Subject	Accounts
Teacher	Mr Draper
Board	AQA
Specification	1121 AS Level, 2121 A2 Level
Unit Codes	ACCN1, ACCN2 AS Level ACCN1, ACCN2, ACCN3, ACCN4 A2 Level
Website	www.aqa.co.uk

Level	AS and A2	Specification	ACCN1 ACCN2
% coursework	0	% Final exam	100

UNIT 1 – ACCN1 Introduction to Financial Accounting

- Purposes of accounting
- Accounting records: subsidiary books and ledger accounts
- Verification of accounting records
- Income Statements (trading and profit and loss accounts) including simple adjustments

UNIT 2 – ACCN2 Financial and Management Accounting

- Types of business organisation
- Accounting concepts
- Further aspects of the preparation of the financial statements and balance sheets of sole trader
- Financial statements of limited companies
- Ratio analysis and the assessment of business performance
- Introduction to budgeting and budgetary control
- The impact of ICT in accounting

Level	A2	Specification	ACCN3 ACCN4
% coursework	0	% Final exam	100

UNIT 3 – ACCN3 Further Aspects of Financial Accounting

- Sources of finance
- Incomplete records
- Partnership accounts
- Published accounts of limited companies
- International Accounting Standards
- Inventory (Stock) valuation

UNIT 4 – ACCN4 Further Aspects of Management Accounting

- Manufacturing accounts
- Marginal, absorption and activity based costing
- Standard costing and variance analysis
- Capital investment appraisal
- Budgeting: further considerations
- Other factors affecting decision-making social accounting

Subject	Art and Design
Teacher	Mrs Pasioka
Board	AQA
Specification	1201A AS Level, 2201A A2 Level
Unit Codes	ARTA1, ARTA2 AS Level ARTA1, ARTA2, ARTA3, ARTA4 A2 Level
Website	www.aqa.org.uk

Level	AS and A2	Specification	1201A 2201A
% coursework	50 AS and 25 A2	% Final exam	50 AS and 25 A2

Unit 1 – ARTA1 Coursework Portfolio

A variety of artistic work to include a major "project" (most work produced Sept – Jan)
50% of AS, 25% of A2

Unit 2 – ARTA2 AS Externally Set Assignment

Exam paper of 5 questions candidate to select one to respond to. (work produced Feb – April)
50% of AS, 25% of A2

Candidates are required to work in at least two of the areas of Art and Design

They may explore overlapping areas and combinations of areas.

- Fine Art
- Graphic Communication
- Textile Design
- Three-Dimensional Design
- Photography: lens-based and light-based media

Level	A2	Specification	2201A
% coursework	25 A2	% Final exam	25 A2

Unit 3 – ARTA3 Personal Investigation

A personally selected theme explored in depth. (work mostly produced Sept – Jan)
25% of A2

Unit 4 – ARTA4 A2 Externally Set Assignment

Exam paper of 5 - 7 questions candidate to select one to respond to (work produced Feb – April – all exam work handed in at end of 15 hours of supervised time)
25% of A2

Candidates are required to work in at least two of the areas of Art and Design.

They may explore overlapping areas and combinations of areas.

- Fine Art
- Graphic Communication
- Textile Design
- Three-Dimensional Design
- Photography: lens-based and light-based media

Subject	Biology
Teacher	Miss Bryer
Board	AQA
Specification	1411 AS Level, 2411 A2 Level
Unit Codes	BIOL1, BIOL2, BIO3X AS Level BIOL1, BIOL2, BIOL3, BIOL4, BIOL5, BIO6X A2 Level
Website	www.aqa.org

Level	AS and A2	Specification	1411, 2411
% coursework	0	% Examination	100

AS Biology comprises of 3 units each to be examined:

Unit 1:

Biology and disease

Unit 2:

The variety of living organisms

Unit 3:

Practical and investigative skills

Level	A2	Specification	2411
% coursework	0	% Examination	100

Unit 4:

Populations and environment

Unit 5:

Control in cells and in organisms

Unit 6:

Investigative and practical skills

Subject	Economics and Business Studies
Teacher	Mrs Rodgers
Board	Edexcel
Specification	8EB01 AS Level, 9EB01 A2 Level
Unit Codes	6EB01, 6EB02 AS Level 6EB01, 6EB02, 6EB03, 6EB04 A2 Level
Website	www.edexcel.com

Level	AS	Specification	8EB01
% coursework		% Final exam	50 – Unit 1 and 50 – Unit 2

A/S Course outline

UNIT 1: Developing New Business Ideas

- Characteristics of successful entrepreneurs:
- Identifying a business opportunity:
- Evaluating a business opportunity:
- Economic considerations:
- Financing new business ideas:
- Measuring the potential success of a business idea:
- Putting a business idea into practice:

UNIT 2: Business Economics

- How businesses respond to their markets:
- What makes firms effective:
- Businesses big and small:
- An uncertain future:
- How macroeconomic change affects business?

Level	A2	Specification	9EB01
% coursework		% Final exam	50 – Unit 3 and 50 – Unit 4

A2 Course outline

UNIT 3: International Business

- Why does a business seek international markets?
- How does a country decide which countries to target?
- Other considerations before trading internationally:
- Globalisation:
- Multinationals:

UNIT 4b: The wider Economic Environment and Business

- Do markets always work:
- Should Markets be regulated:
- Can the Government control the economy:
- Should the government intervene in society and what effects will it have:

Subject	Chemistry
Teacher	J A Shryane
Board	AQA
Specification	1421 AS Level, 2421 A2 Level
Unit Codes	CHEM1, CHEM2, CHEM3X AS Level CHEM1, CHEM2, CHEM3X, CHEM4, CHEM5, CHEM6X A2 Level
Website	www.aqa.org.uk

Level	AS	Specification	1421
% coursework		% Final exam	100

UNIT 1 (Foundation Chemistry)

The unit explores the fundamental principles that form the basis of Chemistry-Atomic Structure; Amount of Substance; Bonding; Periodicity; Introduction to Organic Chemistry.

UNIT 2 (Chemistry in Action)

This unit introduces more of the principles that underpin chemistry and looks at the applications of these principles and those that have been developed in Unit 1 – Energetics; Kinetics; Equilibria; Redox Reactions; Group 7; Group 2; Extraction of Metals; Haloalkanes; Alkenes; Alcohols; Analytical Techniques.

UNIT 3 (Investigative and Practical Skills in AS Chemistry)

Students are assessed internally on Practical Skills and externally via the “EMPA”

Level	A2	Specification	2421
% coursework		% Final exam	100

UNIT 4 (Kinetics, Equilibria and Organic Chemistry)

This unit develops the concepts of physical chemistry introduced at AS-Kinetics; Equilibria; Acids and Bases; Nomenclature and Isomerism in Organic Chemistry; Compounds Containing the Carbonyl Group; Aromatic Chemistry; Amines; Amino Acids; Polymers; Organic Synthesis and Analysis.

UNIT 5 (Energetics, Redox and Inorganic Chemistry)

Thermodynamics; Periodicity; Redox Equilibria; Transition Metals; Reactions of Inorganic Compounds in Aqueous Solution.

UNIT 6 (Investigative and Practical Skills in A2 Chemistry)

Students are assessed internally on Practical Skills and externally via the “EMPA” written test.

Subject	Art and Design – Photography
Teacher	Mrs Pasioka
Board	AQA
Specification	1206F AS Level, 2206F A2 Level
Unit Codes	ARTF1, ARTF2 AS Level ARTF1, ARTF2, ARTF3, ARTF4 A2 Level
Website	www.aqa.org.uk

Level	AS and A2	Specification	1206F and 2206F
% coursework	AS – 50 and A2 – 25	% Final exam	AS – 50 and A2 – 25

Unit 1 – ARTF1

Coursework Portfolio – a variety of artistic work to include a major “project” (most work produced Sept – Jan)

- 50% of AS, 25% of A Level

Unit 2 – ARTF2

AS Externally Set Assignment – exam paper of 5 questions candidate to select one to respond to. (work produced Feb – April)

- 50% of AS, 25% of A Level

Level	A2	Specification	2206F
% coursework	A2 – 25	% Final exam	A2 – 25

Unit 3 – ARTF3

Personal Investigation – a personally selected theme explored in depth (work mostly produced Sept – Jan)

- 25% of A Level
- No time limit
- 80 marks

Unit 4 – ARTF4

A2 Externally Set Assignment – exam paper of 5 - 7 questions candidate to select one to respond to. (work produced Feb – April – all exam work handed in at end of 15 hours of supervised time)

- 25% of A Level

Candidates are required to work in one or more area(s) of Photography.

They may explore overlapping areas and combinations of areas.

- portraiture
- landscape photography (working from the urban, rural and/or coastal environment)
- still-life photography, working from objects or from the natural world
- documentary photography, photo journalism
- experimental imagery
- photographic installation, video, television and film

All work must be submitted by May

Subject	English Language
Teacher	G Johnson
Board	OCR
Specification	H069 AS Level H469 A2 Level
Unit Codes	F651, F652 AS Level F651, F652, F653, F654 A2 Level
Website	www.ocr.org.uk

Level	AS	Specification	H069
% coursework	40	% Final exam	60

The Advanced Subsidiary GCE is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, ie between GCSE and Advanced GCE.

From September 2008 the AS GCE is made up of **two** mandatory units, **one** of which is externally assessed and **one** which is internally assessed, and form 50% of the corresponding four-unit Advanced GCE.

Unit F651:

The Dynamics of Speech is an externally-assessed written paper testing AO1, AO2 and AO3 through passage or data-based analysis of speech and language in context. It represents 60% of the marks for AS (30% of A Level).

Unit F652:

Texts and Audiences is an internally-assessed portfolio of work testing AO1, AO2, AO3 and AO4 through analysis of written and multi-modal texts. There is an essay and an adaptive writing with commentary task. It represents 40% of the marks for AS (20% of A Level).

Level	A2	Specification	H469
% coursework	40	% Final exam	60

The Advanced GCE is made up of **two** mandatory units at AS and **two** further mandatory units at A2. One of the A2 units is externally assessed and the other A2 unit is internally assessed.

Unit F653:

Culture, Language and Identity is an externally-assessed written paper testing AO1, AO2 and AO3 through analysis of stylistic variations in spoken and written texts. There are two essay tasks. It represents 30% of the marks for A Level.

Unit F654:

Media Language is an internally-assessed portfolio of work testing AO1, AO2, AO3 and AO4 through analysis of written, spoken and multi-modal texts. There is an essay and an original writing with commentary task. It represents 20% of the marks for A Level.

Subject	English Literature A
Teacher	
Board	AQA
Specification	1741 AS Level 2741 A2 Level
Unit Codes	LTA1B, LITA2 AS Level LTA1B, LITA2, LITA3, LITA4 A2 Level
Website	www.aqa.org.uk

Level	AS and A2	Specification	1741, 2741
% coursework	AS – 40 and A2 – 20	% Final exam	AS – 60 and A2 – 30

The specification aims to develop the candidate as an informed, independent reader who comes to an understanding of meaning through close study of the primary text. It also relies on knowledge of the context of the text and of other possible meanings.

This is specification which proves the reader with maximum opportunities for both coursework and opt text examination papers.

World War One Literature

Unit 1 – LITA1B

Unit 2 – LITA2

Level	A2	Specification	2741
% coursework	20	% Final exam	30

Extended Essay and Shakespeare Study

Unit 3 – LITA3

Reading for Meaning.

The final A2 examination synthesises the skills and learning of the whole course. In the examination, candidates will study closely unprepared texts from all genres, chosen across time and lined by theme. They will compare the extracts in terms of subject matter and style, reaching out to their wider reading to inform the judgements about:

- The ways different writers at different times approach the chosen theme.
- The ways different readers interpret texts.

Unit 4 – LITA4

The extended essay will provide opportunities for candidates to write at length (approx. 3,000 words) and to develop their research skills, drafting and re-drafting their work as appropriate.

Subject	French
Teacher	M. Bissierier
Board	Edexcel
Specification	8FR01 AS Level 9FR01 A2 Level
Unit Codes	6FR01, 6FR02 AS Level 6FR01, 6FR02, 6FR03, 6FR04 A2 Level
Website	www.edexcel.com

Level	AS and A2	Specification	8FR01, 9FR01
% coursework		% Final exam	AS – 100 and A2 –50

Unit 1: (6FR01) Spoken Expression and Response in French

Assessment: 8-10 minute assessment in **two** sections.

Section A: Requires students to respond to four Edexcel-set questions on a stimulus related to the student's chosen general topic area.

Section B: Requires the teacher/examiner to engage the student in a discussion that, although still relating to the same general topic area and its linked subtopics, moves away from the main focus of the stimulus.

Unit 2: (6FR2) Understanding and Written Response in French

Assessment: 2 hour 30 minute paper in **three** sections.

Section A: Requires students to listen to a range of authentic recorded French-language material and to retrieve and convey information given in the recording by responding to a range of French-language questions.

Section B: Requires students to read authentic French-language printed materials and to retrieve and convey information by responding to a range of mainly French-language test types.

Section C: Requires students to write 200-220 words in the form of a letter; report or article in French based on a short printed French-language stimulus.

Level	A2	Specification	9FR01
% coursework		% Final exam	50

Unit 3: (6FR03) Understanding and Spoken Response in French

Assessment: 11-13 minute assessment

Students first outline their chosen issue for about **one** minute, adopting a definite stance towards the issue. They should then defend and justify their opinions for up to **four** minutes. The teacher/examiner will then initiate a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered.

Unit 4: (6FR04) Research, Understanding and Written Response in French

Assessment: 2 hour 30 minute paper in **three** sections.

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

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

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

Subject	Further Mathematics
Teacher	Ms F. Knight
Board	Edexcel
Specification	9372
Unit Codes	6667, 6678, 6668 AS Level 6667,6678, 6668, 6678, 6669, 6684 A2 Level
Website	www.edexcel.com

Level	AS	Specification	8372
% coursework	0	% Final exams	100

A/S Course outline

Module FP1:

Complex numbers; numerical solution of equations; co-ordinate systems; matrix algebra; series; proof.

Module M2:

Kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.

Module FP2:

Inequalities; series; further complex numbers; first order differential equations; second order differential equations; Maclaurin and Taylor series; polar co-ordinates.

Level	A2	Specification	9372
% coursework	0	% Final exams	100

A2 Course outline

Module M3:

Further kinematics; elastic strings and springs; further dynamics; motion in a circle; statics of rigid bodies.

Module FP3:

Hyperbolic functions; further co-ordinate systems; differentiation; integration; vectors; further matrix algebra.

Module S2:

The Binomial and Poisson distributions; continuous random variables; continuous distributions; hypothesis tests.

Subject	Geography
Teacher	Mr Shaw
Board	OCR
Specification	H083 AS Level H483 A2 Level
Unit Codes	F761, F762 AS Level F761, F762, F763, F764 A2 Level
Website	www.ocr.co.uk

Level	AS	Specification	H083
% coursework		% Final exam	

UNIT 1 (Managing Physical Environments, F761) Rivers, Coasts, Cold Environments

Rivers: The study of fresh water environments. We look at the processes involved in shaping Rivers and the resultant landforms created.

Coasts: The study Coastal Environments: We look at the processes involved in shaping Coastlines and the resultant landforms created.

Cold Environments: What is the difference between a polar environment and an alpine environment? We seek to understand the processes that shape cold environments.

UNIT 2 (Managing Change in Human Environments, F762) Urban, Energy Issues, Tourism

Change in Urban environments: A look into the rise and decline of urban areas and why growth in one part of the world might mean decline in another.

Energy Issues: Extremely topical and relevant, this topic seeks to explore the key issues arising from what is increasingly becoming a resource hungry planet.

Tourism: We have all been tourists at one point or another: What makes people visit certain places? And what are the effects of tourism on a locality?

Fieldwork: 4 Day study visit to Snowdonia in Wales, approx. cost £280
Study of Coastal Processes in Hastings, approx. cost £5

Level	A2	Specification	H483
% coursework		% Final exam	

UNIT 3 (Global issues, F763) Earth Hazards , Globalisation, Population and Resources

Earth Hazards: A study of the varying Earth Hazards that continue to put lives and property at risk.

Globalisation: We truly live in a more globalised world, a shrinking world where people are much more interconnected than ever before. Why is this?

Population and Resources: The global population has just reached a whopping 7 billion, is this sustainable? We discuss this amongst many other issues.

Unit 4 (Geographical Skill, F764)

Fieldwork is a vital ingredient in a Geographers armoury and the ability to carry out a clear, structured and detailed piece of work is examined here.

Subject	Government & Politics
Teacher	A Carter
Board	Edexcel
Specification	8GP01 AS Level 9GP01 A2 Level
Unit Codes	6GP01, 6GP02 AS Level 6GP01, 6GP02, 6GP03, 6GP04 A2 Level
Website	www.edexcel.com

Level	AS	Specification	8GP01
% coursework	0	% Final exam	100

AS Course Outline (No coursework)

Unit 1: People & Politics: Democracy, Elections., Political Parties, Pressure Groups.

Unit 2: Governing the UK: Constitution, Parliament, Prime Minister & Cabinet, Judiciary.

Level	A2	Specification	9GP01
% coursework	0	% Final exam	100

A2 Course Outline (No coursework)

UK Political Issues: Economic Policy, Social welfare, Health & Education., Law & Order.

EU Political Issues: Impact of EU on UK, European integration, EU institutions, Domestic Policy issues eg., CAP, Social Chapter:

Government & Politics at A level

Exams follow the Edexcel syllabus:

6GP01/1	People & Politics.	6GP03/3A	UK Political Issues
6GP02/2	Governing the UK	6GP04/4A	EU Political Issues

Statement

Topics covered at AS are: Democracy, Political Parties, Elections, Pressure Groups, the Constitution, Parliament, Prime Minister & Cabinet and the Judiciary.

Topics covered at A2 are: the Economy, Law & Order, the Environment and Welfare State. EU topics include the history of the EU, its organisation, enlargement, CAP, etc.

The subject is taught using Edexcel-designed textbooks which were written by Neil MacNaughton, Chief Examiner. Students are asked to read a good daily paper, and to watch the news, as they are expected to be up-to-date with political affairs. They have opportunities to watch political biographies of Thatcher, Blair, Major, Brown and others. A number of other political films are shown on topics such as election campaigns, ministerial scandal, the banking crisis, the influx of East Europeans due to enlargement of the EU, etc.

Students usually have the opportunity to visit the Houses of Parliament ; Amber Rudd MP, is also invited to come in to school to talk to the students at a later date. We usually attend an annual sixth form conference at Westminster, where six eminent MPs speak and take questions from students. We also visit Chartwell , the home of Winston Churchill.

Students are encouraged to speak up and discuss political matters. Their opinions matter and are listened to, and they receive careful guidance at the same time.

Subject	History
Teacher	A Carter
Board	Edexcel
Specification	8HI01 AS Level 9HI01
Unit Codes	6HI01, 6HI02, AS Level 6HI01, 6HI02, 6HI03, 6HI04 A2 Level
Website	www.edexcel.com

Level	AS	Specification	8HI01
% coursework	0	% Final exam	50

Russia in Revolution and Stalin's Russia Option D3 and D4

Tsarist Russia, 1881 – 1917

Communism 1917 – 24

Stalin's Russia, 1924 – 53

British Political History, 1945 – 90 Option E1

Labour victory, 1945

Conservative govts. 1951 -64

Labour & Conserv. Govt. 1964-79

Conservatives under M Thatcher, 1979 -90

Level	A2	Specification	9HI01
% coursework	20	% Final exam	30

From Kaiser to Fuhrer Option D1

Second Reich, 1900-1

Weimar Republic, 1919-24/1924-1929

Rise of Hitler to 1928/1929-33

The Nazi Regime

Hitler's dictatorship

Germany, 1939-45

Coursework CW24

Medicine and Health in Britain, 1870-1990

History A level

Courses studied from Edexcel's specification:

6HI01D A world divided. Russia, 1881-1953

6HI02E Britain in the late 20thC. British Political History, 1945-90

6HI03 The Challenge of Fascism. Kaiser to Fuhrer, 1900-45

6HI04 Medicine, 1870-1990. (Historical enquiry. Coursework set by Edexcel)

All these units are studied using Edexcel texts and Edexcel-suggested texts. Students may watch films on Lenin, Stalin, A History of Modern Britain (Andrew Marr's TV series), the BBC's Medicine through Time series, and Hospital 1922.

Students are also encouraged to use the internet, for example to research BBC archives during their enquiry.

Subject	Mathematics
Teachers	Mr Parnham, Mr Sheldrake, Mrs Kirk
Board	Edexcel
Specification	8371 AS Level 9371 A2 Level
Unit Codes	6663, 6664, 6677 AS Level 6663, 6664, 6677, 6665, 6666, 6683 A2 Level
Website	www.edexcel.com

Level	AS	Specification	8371
% coursework		% Final exam	

Topics Covered

Core 1

- Algebra & Functions
- Quadratic Functions
- Equations & Inequalities
- Sketching Curves
- Coordinate Geometry in the (x, y) Plane
- Sequences & Series
- Differentiation
- Integration

Mechanics 1

- Moments
- Kinematics of a particle
- Statics of a particle

Core 2

- Further Algebra & Functions
- The Sine & Cosine Rule
- Exponential & Logarithms
- The Binomial Expansion
- Further Coordinate Geometry in the (x, y) plane
- Radian Measure & its applications
- Further Differentiation
- Graphs of Trigonometric functions
- Geometric Sequences & Series

- Dynamics of a particle moving in a straight line
- Vectors and their application in Mechanics

Level	AS	Specification	9371
% coursework		% Final exam	

Topics Covered

Core 3

- Functions
- The exponential & Log functions
- Exponential functions (continued).
- Numerical methods.
- Transforming graphs of functions.
- Trigonometry.
- Further trigonometric identities and their applications.
- Further differentiation
- Algebraic Fractions.

Core 4

- Partial Fractions
- Coordinate Geometry
- The binomial expansion.
- Binomial expansion (continued).
- Further differentiation.
- Vectors.
- Further integration.

Statistics 1

- Mathematical Models
- Summary of Data
- Probability

- Correlation & Regression
- Discrete Random Variables
- The Normal Distribution

Subject	Physics A
Teacher	Mr Cabrillana
Board	OCR
Specification	H158 AS Level H558 A2 Level
Unit Codes	G481, G482, G483 AS Level G481, G482, G483, G484, G485, G486 A2 Level
Website	www.ocr.org.co.uk

Level	AS and A2	Specification	H158, H558
% coursework	0	% Final exam	100

This course has been developed for students who wish to continue with a study of physics after GCSE. Some students may wish to follow a physics course for only one year as an AS GCE (H158), in order to broaden their curriculum. Others will continue their course for a further year extending their course to Advanced GCE (H558). Such a course will prepare students to progress into further education, to follow courses in physics, engineering, one of the other sciences or related subjects, or to enter employment where a knowledge of physics would be useful. For assessment purposes, knowledge and understanding of key concepts are treated separately at AS; important links between different areas of physics are largely assessed synoptically at A2. While the teaching of practical skills may be integrated with the theoretical topics, they are assessed separately. This allows skills to be developed in a way suited to an individual centre.

The AS GCE is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, ie between GCSE and Advanced GCE.

The aims of this course are to encourage candidates to:

- develop their interest in, and enthusiasm for physics, including developing an interest in further study and careers in physics;
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works;
- develop essential knowledge and understanding of different areas of Physics and how they relate to each other.

Contents AS Units

Unit G481: Mechanics

- Motion
- Forces in action
- Work and energy

Unit G482: Electrons, Waves and Photons

- Electric current
- Resistance
- DC circuits
- Waves
- Quantum physics

Unit G483: Practical Skills in Physics

A2 Units

Unit G484: The Newtonian World

- Newton's laws and momentum
- Circular motion and oscillations
- Thermal physics

Unit G485: Fields, particles and frontiers of Physics

- Electric and magnetic fields
- Capacitors and exponential decay
- Nuclear physics
- Medical imaging
- Modelling the universe

Unit G486 Practical Skills in Physics

Subject	Spanish
Teacher	STS / SG
Board	Edexcel
Specification	8SP01 AS Level 9SP01 A2 Level
Unit Codes	6SP01, 6SP02 AS Level 6SP01, 6SP02, 6SP03, 6SP04 A2 Level
Website	www.edexcel.com

Level	AS	Specification	8SP01
% coursework	0	% Final exam	100

Level	A2	Specification	9SP01
% coursework	0	% Final exam	100

Unit 1: (6SP01) Spoken Expression and Response in Spanish

Assessment: 8-10 minute assessment in two sections.

Section A: Requires students to respond to four Edexcel-set questions on a stimulus related to the student's chosen general topic area.

Section B: Requires the teacher/examiner to engage the student in a discussion that, although still relating to the same general topic area and its linked subtopics, moves away from the main focus of the stimulus.

Unit 2: (6SP02) Understanding and Written Response in Spanish

Assessment: 2 hour 30 minute paper in three sections.

Section A: Requires students to listen to a range of authentic recorded Spanish-language material and to retrieve and convey information given in the recording by responding to a range of Spanish-language questions.

Section B: Requires students to read authentic Spanish-language printed materials and to retrieve and convey information by responding to a range of mainly Spanish-language test types.

Section C: Requires students to write 200-220 words in the form of a letter, report or article in Spanish, based on a short printed Spanish-language stimulus.

Unit 3: (6SP03) Understanding and Spoken Response in Spanish

Assessment: 11-13 minute assessment

Students first outline their chosen issue for about one minute, adopting a definite stance towards the issue. They should then defend and justify their opinions for up to four minutes. The teacher/examiner will then initiate a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered.

Unit 4: (6SP04) Research, Understanding and Written Response in Spanish

Assessment: 2 hour 30 minute paper in three sections.

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

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

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

Subject	World Development
Teacher	Ms Hurton
Board	WJEC
Specification	2391 AS Level
Unit Codes	1392, 1392
Website	www.wjec.co.uk

Level	AS	Specification	2391
% coursework	30	% Final exam	70

A/S Course outline

Theme 1 - Development, Resources and Global Citizenship.

Students should aim to develop an understanding of the diversity of values and attitudes associated with development, resources and global citizenship;

Covering:

1. There are basic human needs and these have an impact on resource utilisation
2. There are limits to environmental tolerance which affect the availability of resources.
3. The responsible use of resources for development involves sustainable development.
4. There are competing claims and views on the use and management of natural resources.
5. Different types of environments and agencies require different approaches to sustainable development.

Theme 2 - Poverty and Inequality

Students should be able to develop an understanding of the diversity of values and attitudes associated with poverty and inequality;

Covering:

1. Poverty can be defined and measured in different ways
2. Poverty and inequality is created and addressed in many different ways.
3. International debt has hindered some countries' ability to address poverty and inequality.
4. Particular social groups experience inequality.
5. International initiatives may raise awareness of, and create a momentum for, action to reduce poverty and inequality

Coursework

The portfolio will consist of two types of work: an analysis of published articles based on Theme 1 and a comparative essay based on Theme 2.

International Baccalaureate

The structure of the IB Diploma can be displayed in the shape of a hexagon, with six academic areas surrounding a core. Subjects are studied concurrently and students are engaged in the two great traditions of learning: the humanities and the sciences.

Diploma candidates are required to select one subject from each of the six subject groups.

1. First native language
2. Second language
3. Humanities
4. Science
5. Maths
6. Arts or one more subjects normally found in one of the above options

At least three, and not more than four, are taken at Higher Level (HL), the others at Standard Level (SL). HL courses represent 240 teaching hours, whereas SL courses entail 150 hours.

There are also three compulsory core subjects:

1. Theory of Knowledge (or ToK)

This challenges students to question the basis of knowledge, to be aware of subjective and ideological bias, and to encourage in the student a personal response to questions based on the analysis of evidence and rational argument.

2. Extended Essay of some 4000 words.

This project offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university level.

3. Creativity, Action, Service (or CAS)

This acknowledges the importance of life outside the academic world, providing participation in, for example, theatre productions, sport and community service encourages young people to share their energies and special talents whilst developing awareness, concern and the ability to work co-operatively with others.

The Grading System. Final examinations May /June 2014

Each of the six subjects which contribute toward a candidate's Diploma is assessed on a scale from 1 to 7. The descriptors for each of these seven grades are as follows:

1 - Very Poor; 2 - Poor; 3 - Mediocre; 4 - Satisfactory; 5 - Good; 6 - Very Good; 7 - Excellent

Consequently, a total of 42 points can be awarded for the six main subjects studied. Theory of Knowledge and the Extended Essay contribute 3 extra points to the total bringing the maximum possible score to 45. A Diploma will be awarded to candidates whose total score is at least 24 points, provided they meet a range of requirements: for example, there must be no grade 1 in any subject, nor a grade 2 in a Higher Level subject, etc.

The net effect of an "A" level education is that students specialise in a small number of subjects. By contrast the International Baccalaureate is a more broad based curriculum, requiring the student to take up to nine subjects.

Advantages of an IB Course

1. The qualification has international acceptability, where as "A" levels are a UK national qualifications for gaining access to UK universities only.
2. IB represents a compromise between specialisation and breadth. As well as the six main subjects (which includes English and Maths, plus at least one science and a foreign language) the student must also under take the three core subjects
3. Students are expected to do more research themselves, which makes them effective learners. IB is about training the student to be a critical thinker
4. Statistics show that IB students do well at university and in employment where commitment and organization are rewarded

IB is not for everybody:

1. An IB student has to be very industrious and well organised to cope with the demands and heavy workload of so many subjects. It is essential that the student can continually prioritise and manage their time effectively. These are skills that many young people have yet to develop and many at this age may need more supervision and direction from the teacher. In which case an "A" level programme would be more suitable
2. The student needs to be an "all rounder" in due to the number of different subjects and quite capable in languages, maths and science. There is little opportunity to avoid subjects in which a student is weak or finds difficult. If this is the case an "A" level programme may be more suitable
3. It is important that the student is self-directing and has a natural curiosity such they actively enjoy learning. If the student needs a high level of direction and supervision from the teacher, then an "A" level programme would be more suitable
4. IB students must be prepared to explore concepts, ideas and issues that have local and global significance, and exercise initiative in applying thinking skills critically. Students must creatively pose and approach complex problems, as well as make reasoned, ethical decisions. If a student is more comfortable working within a prescribed structure, then an "A" level programme would be more suitable

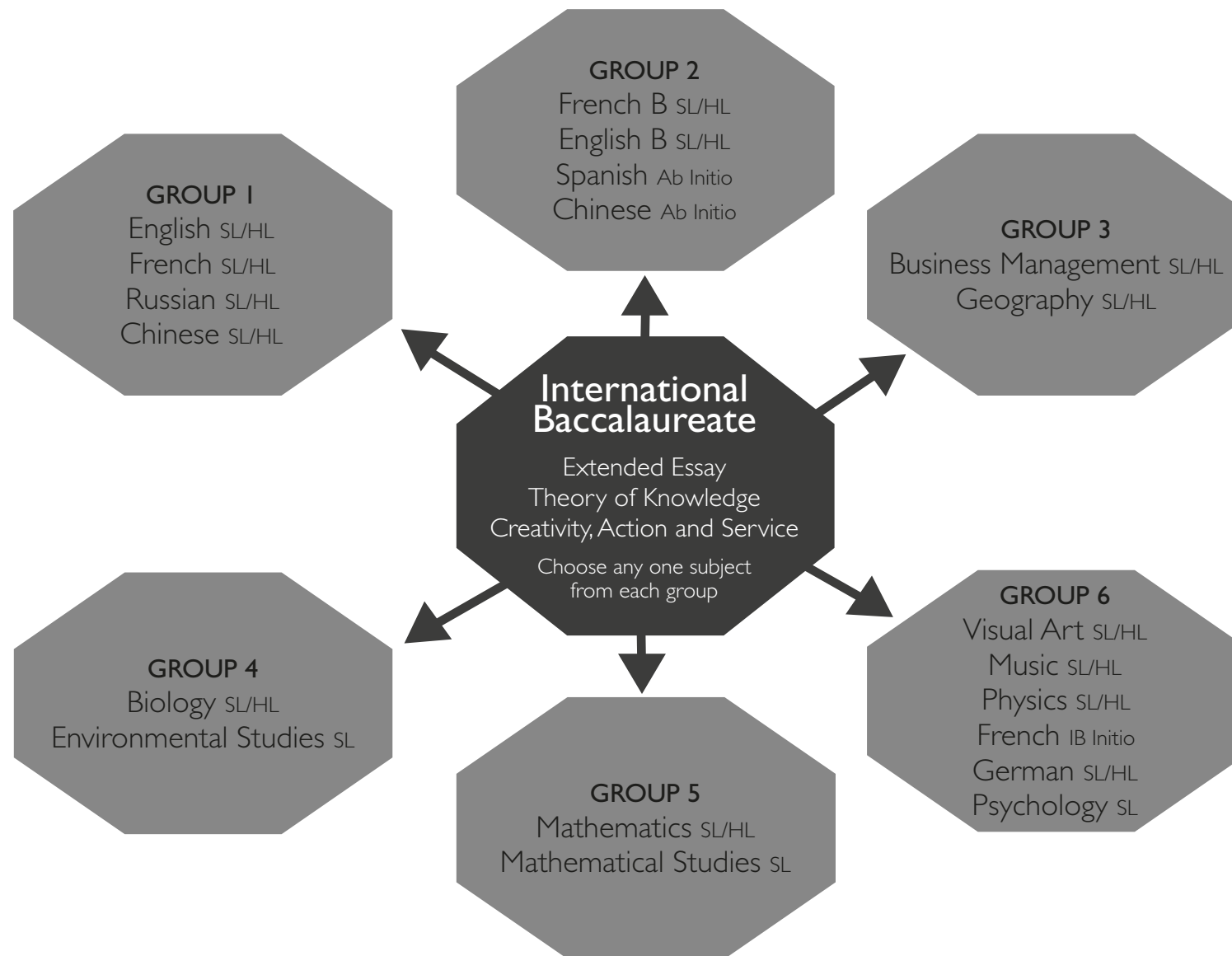
International Baccalaureate

The International Baccalaureate Diploma has recently been introduced in addition to the present range of A level courses and various English language courses which support access to universities in the United Kingdom. This has broadened further routes to higher education that are made available to students.

The International Baccalaureate (IB) is a challenging, broad-based diploma wherein students take six subjects over a two year period. The IB is rigorous and the curriculum makes similar intellectual demands to A Levels, but provides variety AND depth.

The IB is a popular choice with international students as the IB diploma has a reputation for thorough assessment, giving diploma holders access to the world's leading universities in over 100 countries. An IB score of 38 (out of a maximum of 45) is cited as being the equivalent to 5 'A' grades at A Level by UCAS. Students must be 16 years old by 31st August in the year of entry. The academic subjects offered: Students doing the IB take three subjects at Higher Level and three at Standard Level.

Students select these subjects from the following six areas: English Language; Second Language; Individuals and Society; Experimental Science; Mathematics; Visual Arts (or a second subject from Group 2, 3, 4). Students must also study the Theory of Knowledge (TOK).



Subject	Languages A (Group 1)
Head of Dept	G Johnson
Specification	IBO
Unit Codes	
Website	

Level	Standard Level Higher Level	Specification	IBO
% coursework	25	% Final exam	75

All group 1 courses are suitable for students experienced in using a language in an academic context. It is also recognized that students have language backgrounds that vary significantly. For one student the target language may be his or her only proficient language; another student may have a complex language profile and competence in more than one language. While students in the group 1 courses will undergo significant development in their ability to use language for a range of purposes, these are not language-acquisition courses. In group 1, it is assumed that students are highly competent in the target language, whether or not it is their mother tongue.

The aims of the language A: literature course at both higher and standard levels are to:

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden the students' perspective through the study of works from other cultures and languages
- introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written text
- promote in students an enjoyment of, and lifelong interest in, literature.

Students' success in the language A: literature standard level course is measured by combining their grades on external and internal assessment.

Students must demonstrate their ability to provide literary commentary about prose and poetry, both in written form and orally.

Languages on offer are: English, Spanish, Italian, German, French, Russian, Arabic, Portuguese, Turkish, Mandarin, Japanese.

Subject	Languages B (Group 2)
Head of Dept	G Johnson
Specification	IBO
Unit Codes	.
Website	.

Level	Standard Level Higher Level	Specification	IBO
% coursework	20	% Final exam	80

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding

There are six assessment objectives for the language B course. Students will be assessed on their ability to:

- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of interpersonal and/or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organize ideas on a range of topics, in a clear, coherent and convincing manner
- understand, analyse and respond to a range of written and spoken texts
- understand and use works of literature written in the target language of study (HL only).

Languages on offer, subject to timetabling constraints, are:

English, Spanish, Italian, German, French, Russian, Arabic, Portuguese, Turkish, Mandarin, Japanese.

Subject	Languages ab initio
Head of Dept	G Johnson
Specification	IBO
Unit Codes	
Website	

Level	Standard Level	Specification	IBO
% coursework	20	% Final exam	80

This course is specifically for students who have no previous skill in the target language. This ab initio course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. We aim to encourage the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity.

The language ab initio course is organized into three themes.

- Individual and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each language ab initio course has a language-specific syllabus. Language ab initio is available at SL only.

Ab initio languages on offer, subject to timetabling constraints, are:

Spanish, Italian, German, French, Russian, Arabic, Portuguese, Turkish, Mandarin, Japanese.

Subject	Business Management
Teacher	Mr B Stamp
Specification	IBO
Unit Codes	
Website	

Level	Standard Level Higher Level	Specification	IBO
% coursework	25	% Final exam	75

Business and management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments.

The business and management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, human resource management, growth and business strategy.

Year 12

- Introduction to Business
- Business Organisations and the External Environment.
- Marketing
- Human Resources (part)
- HL unit on Business Strategy will be appended to each unit as appropriate

Year 13

- Human Resources (completion)
- Operations Management
- Finance/Accounts
- Revision and exam preparation

Subject	Geography
Teacher	M Shaw
Specification	IBO
Unit Codes	
Website	

Level	Standard Level Higher Level	Specification	IBO
% coursework	25	% Final exam	75

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change.

Year 1

PART 1: Looks at global differences in respect to wealth and development and reasons for it, whilst considering how growing world population is putting pressure on vital resources and the environment.

Xmas Week	1-8	Disparities in Wealth and Development (16 hours)
Xmas Week	9-12	Populations in transition
Easter	1-2	Populations in transition
Easter	3-9	Environmental quality
Easter	10-12	Resources
Summer	1-4	Resources

Year 2

PART 2: Time will be devoted here to a pupils' coursework exercise. The units to be studied will be closely linked to this work. Freshwater Issues looks at our relationship with river environments and the growing issues associated with water demand. Whilst Leisure, sport and Tourism looks at the advantages and disadvantages these pursuits bring to both the local, regional and national economy.

Fieldwork: Based on a Geographical Issue that can be readily researched

Xmas weeks	1-11	Freshwater issues
Easter	1-8	Field/coursework
Easter	9-12	
Summer	1-7	Leisure, Sport and Tourism.

PART 3: HL level pupils will study this unit which primarily focuses on issues surrounding the concept of globalization. This unit has very strong links to Politics and Economics.

HL extension (HL only)

Title: Global interactions (60 teaching hours)

7 compulsory themes...

- Measuring global interactions
- Changing space—the shrinking world
- Economic interactions and flows
- Environmental change
- Sociocultural exchanges
- Political outcomes
- Global interactions at the local level

Subject	Psychology
Teacher	Mr S Blewitt
Specification	IBO
Unit Codes	
Website	

Level	Standard Level	Specification	IBO
% coursework	25	% Final exam	75

The aims of this course in psychology are to:

- develop an awareness of how psychological research can be applied for the benefit of mankind in an ethically acceptable way.
- develop an understanding of how the biological, cognitive and sociocultural approaches influence human behaviour.
- develop an understanding of alternative influences on behaviour.
- understand and be able to use diverse methods of psychological inquiry while ensuring that ethical practices are maintained.
- develop an awareness of the cultural diversity of human behaviour at the same time emphasising those existential issues that are common to all mankind.

This course will use the Core approaches (biological, cognitive and sociocultural) in the early stages of the course to build up a knowledge base and as a way of linking the quantitative methodology and the research methods element of the course to underpinning theory as well as the traditional view of psychology as a science. Stress will be placed on the ethical implementation of classroom experiments and its place in the history of psychological research. The Options covered will be Health and Sport, both of which fit in with the ethos of Buckswood which has a very long tradition of sporting achievements

Subject	Biology
Teacher	K Bryer
Specification	IBO
Unit Codes	
Website	

Level	Standard Level Higher Level	Specification	IBO
% coursework	24	% Final exam	76

The aim of this course is to provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students and provide a body of knowledge, methods and techniques that characterize science and technology. The course also aims to enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology and to develop an ability to analyse, evaluate and synthesize scientific information. By carrying out practical investigations in conjunction with the topics covered the students will develop experimental and investigative scientific skills

The course will encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Topic 1: Statistical analysis – Distribution of plant species in relation to abiotic and biotic factors

Topic 2: Cells – Microscopy

Topic 3: The chemistry of life

Topic 4: Genetics – extraction of DNA

Topic 5: Ecology and evolution

Topic 6: Human health and physiology

Topic 7: Nucleic acids and proteins

Topic 8: Cell respiration and photosynthesis – investigation into factors affecting photosynthesis

Topic 9: Plant science

Topic 10: Genetics – extraction of DNA

Topic 11: Human health and physiology

Options

- Human nutrition and health – food testing, growing organic food stuffs using biological control, organic fertilizer etc.
- Physiology of exercise – fitness assessments – blood pressure, VO₂ max etc.
- Cells and energy
- Evolution
- Neurobiology and behaviour - animal behaviour studies
- Microbes and biotechnology – aseptic technique, fermentation – beer/wine
- Ecology and conservation – assessing water quality, soil sampling, measuring

Subject	Environmental Systems
Teacher	Mr Cabrillana
Specification	IBO
Unit Codes	
Website	

Level	Standard Level	Specification	IBO
% coursework	20	% Final exam	80

The aim of this course is to promote understanding of environmental processes at a variety of scales, from local to global.

The course aims to provide a body of knowledge, methodologies and skills that can be used in the analysis of environmental issues at local and global levels and to enable students to apply the knowledge, methodologies and skills gained.

Students will learn to recognize the extent to which technology plays a role in both causing and solving environmental problems and appreciate the value of local as well as international collaboration in resolving environmental problems.

They will also learn to appreciate that environmental issues may be controversial, and may provoke a variety of responses and that human society is both directly and indirectly linked to the environment at a number of levels and at a variety of scales.

Topic 1: Systems and models

Topic 2: The ecosystem

Topic 3: Human population, carrying capacity and resource use

Topic 4: Conservation and biodiversity

Topic 5: Pollution management

Topic 6: The issue of global warming

Topic 7: Environmental value systems

Practical fieldwork investigations related to each topic will be carried out in order to develop the skills necessary for the internally assessed practical element of the course.

Subject	Physics
Teacher	Mr J Shryne
Specification	IBO
Unit Codes	
Website	

Level	Standard Level Higher Level	Specification	IBO
% coursework	60 Standard Level 40 Higher Level	% Final exam	40 Standard Level 60 Higher Level

Students will be assessed internally on their investigative work when completed, and will also have two written internal assessments each term, in addition to the required external assessments for both SL and HL.

TERM 1:

Investigations: Kinematics; determination of g; terminal velocity; power of a motor; specific heat capacity.

TERM 2:

Investigations: Stationary waves; diffraction; resistivity; emf and internal resistance.

TERM 3:

Investigations: projectiles; photoelectric effect.

TERM 4:

Investigations: Atomic spectra; energy density.

TERM 5:

Option topics
Group 4 project

TERM 6:

Investigations: Diffraction gratings and interference.

Written assessment papers will consist of a mixture of multiple choice and written questions Internal assessment of practical work will take place as listed in the topics section, with tasks designed to match the syllabus content. Students will be assessed as required for Design, Data collection & processing, conclusion and evaluation

Subject	Maths
Teacher	Mr C Kimber
Specification	IBO
Unit Codes	
Website	

Level	Standard Level Higher Level	Specification	IBO
% coursework	20	% Final exam	80

The standard level course caters for students who already possess knowledge of basic mathematical concepts and who are equipped with the skills needed to apply simple mathematical techniques correctly. The course is designed for the non-specialist who, nevertheless, needs a sound background in mathematics for the purpose of further study at university or career options such as in science, economics or business. The course is fairly challenging and requires a high level of mathematical ability as well as sustained diligence and commitment. Students should normally have obtained at least a grade B in mathematics GCSE or equivalent.

The higher level course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

Topics will include:

- Algebra
- Functions:
- Circular functions
- Matrices
- General concepts of vectors
- Statistics and probability
- Calculus
- Convergence
- Kinematic problems
- Asymptotes

Subject	Visual Art
Teacher	D Antonowicz
Specification	IBO
Unit Codes	
Website	

Level	Standard Level Higher Level	Specification	IBO
% coursework	40 Route A 60 Route B	% Final exam	60 Route A 40 Route B

The Art element of the International Baccalaureate at Buckswood School is an exciting opportunity for students to investigate past, present and emerging arts. They will engage in producing, appreciating and evaluating visual arts from a local, national and international perspective and will build confidence in responding visually and creatively to personal and cultural experiences. Students will develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement and the students will take responsibility for the direction of their learning as the course progresses.

Students will be given the opportunity to explore and investigate a wide variety of materials and processes and they will learn to analyse different stylistic and conceptual approaches. As the course progresses the students will learn to develop personal responses to a number of themed projects and they will become increasingly independent learners who are able to develop individual artistic ideas and journeys. Students will work in investigation workbooks and will explore work from more than one culture, learning to compare, contrast and analyse both their own work and that of other artists.

Throughout the duration of the course a series of 'mini projects' will be offered. Through these, students will explore and experiment and they will work with Tone, line, shape, form and colour. They will have opportunities to develop work in both 2 and 3 dimensions in a wide variety of media. These modules will also offer the students opportunities to study and engage with the works of a variety of Artists who work in many different genres and to make a series of in-depth investigations. Still life, Landscape and figurative work will be a focus and springboard for developing art work. Throughout the course students will have the opportunity to see artwork first hand and in addition to visiting exhibitions locally and nationally, trips to Paris and Berlin are planned.

Students can enrol in one of the two pathways in either the Higher Level or the Standard Level courses. These different pathways will alter the focus and outcome of the studio and investigation workbook ratio.

The Art IB culminates with students devising, organizing and mounting a final show and it will be in this period of time that they are interviewed in order to assess the student and to give them a final grade.

Subject	Music
Teacher	Mr V Wade
Specification	IBO
Unit Codes	
Website	

Level	Standard Level Higher Level	Specification	IBO
% coursework	50	% Final exam	50

The Diploma Programme music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers.

This course also provides all students with the opportunity to engage in the world of music as lifelong participants.

Topics include:

1. Musical perception

- Study, analysis and examination, comparing and contrasting of musical cultures
- Study of two prescribed works - Investigating musical links

2. Creating

- two pieces of coursework;
- options: composing, music technology composing, arranging, improvising, stylistic techniques.

3. Performing

Solo performing

1. any instrument and/or voice, or
2. the computer as a musical instrument.
4. Music technology
5. Small group
6. Accompaniment
7. Group performing

University Destinations

Congratulations to all of our A2 candidates

Buckswood A-Level A - C pass rate rose by 10% this year (77%)

University destinations

Saeid Ahmadi	Birmingham
Ablay Amanbayev	UCL
Max Becker	Christ Church, Canterbury
Tato Beroshvili	St Andrew's
Felix Braas	Westminster
Alexandre Ceddaha	Westminster
William Cohen	Ecole Polytechnique Federale de Lausanne
David Conde	Westminster
Temtsimba Dlamini	European Business School
Maja Dlamini	RAF College, Cranwell
Bobir Fozilov	Oxford Brookes
Alex Galinier-Coste	Bangor
Jade Hart-Jones	The Gemmological Association
Musa Huseynov	Buckingham
Amir Karimov	Durham
Nina Kozhevnikova	Prague
Shurong Li	Cambridge
Isabel Medrano	City
Mila Morgensztern	European Business School
Mark Mwaungulu	Northampton
Nurkhan Nurzhanov	Keele
Alix Papeloux	European Business School
Elizaveta Sakara	Sussex
Timur Tarasenko	Aberdeen
Demetre Tateshvili	Cardiff
Toye Tejuoso	London Metropolitan
Koya Yamamoto	UCL
Anastasija Zakaite	Royal Holloway
Niloufar Zanganeh	UCL

The International Baccalaureate Diploma has recently been introduced in addition to the present range of A Level courses and various English Language courses which support access to universities in the United Kingdom.

This has broadened further routes to higher education that are made available to students.

Exam Results

Well done to the Form V of 2010/11

Overall GCSE pass rate, including overseas and UK students, was an impressive **72% at A* - C grades!**

Honourable Mentions:

Luke Smith: 8 A*, 2 A
Morganne Fiddimore: 2 A*, 5 A
Sam Neville: 2 A*, 3 A, 4 B
Florian Kollmeier: 2 A*, 2A, 2B
Hamish Kydd: 3 A, 3 B
Ilyas Orazalin: 1 A*, 3 A, 2 B
Gianfilippo Monfort: 3 A*, 3B
Fedor Pankratov: 1 A*, 3 A, 1B

2010/11 A2 Results

97% overall!

63% A* - B grades

FANTASTIC WORK BY ALL!