

# A LEVEL OPTIONS

2026-2027



ELTHAM COLLEGE  
SIXTH FORM





# Introduction

Life in the Sixth Form is a significant stage in a student's academic and personal development. It offers the opportunity to pursue chosen academic subjects in much greater depth, whilst offering a wealth of sporting, recreational and cultural opportunities, as well as preparation for the world beyond school.

We aim to:

- Instil a love of learning to achieve excellent academic outcomes
- Provide exceptional artistic, sporting and musical opportunities so that students develop diverse talents, enjoy their school days, and excel in their future lives
- Provide strong pastoral care and a tolerant and mutually respectful environment so that all members of the school community are known, value and supported as individuals
- Recruit and develop passionate and committed teaching and support staff, recognising that their skill and expertise create an outstanding and well-managed school
- Prepare young people effectively for the world beyond Eltham College, enabling them to make informed decisions about their future and equipping them with invaluable career management skills
- Enable students to consider Christian beliefs and values whilst warmly including those of other faiths and none so that all might live a life for the benefit of others
- Maintain strong ties with everyone within the community
- Provide excellent facilities that meet the educational needs of present and future students and those who teach and support them

We therefore expect that our students will:

- Take greater responsibility for the management of their studies
- Develop the self-discipline and motivation to thrive academically
- Conduct wider independent reading and research which is linked to university-related study and extends their learning beyond the prescribed syllabus
- Possess the skills needed to excel in their academic studies
- Develop intellectual, cultural and sporting interests
- Show appropriate initiative and the desire to help others
- Act as excellent role models to younger students
- Hold positions of school responsibility

Sixth Form students learn to balance the greater freedoms that exist alongside the ability to cope with new challenges, pressures and responsibilities. To make the most of the opportunities on offer, students will need to use effective study habits in a more independent manner than at GCSE.

Their success in overcoming these challenges successfully is excellent preparation for the students' professional life and will make them a highly attractive prospect to both universities and employers alike, as well as enabling them to achieve excellent academic grades.

## FORTHCOMING DEADLINES

This booklet is issued now to provide you with the information you need to enable you to select your A Level options.

In order to discuss and confirm your choices, there are several information and options evenings before choices are submitted at the end of January.

- External candidates who have accepted their places will be invited to attend the Options Evening on **Thursday 15 January 2026**
- Internal candidates have a Parents' evening covering mock results and option choices on **Thursday 29 January 2026**

The aim of these evenings is to provide a space for you to ask questions you may have about the subjects on offer, and your suitability to take them. Teachers and the Sixth Form pastoral team will be available to help with any issues you may have at this stage and in the following weeks.

After the Parents' Evening, we will ask you to choose your subjects, and to communicate your choice on the A Level Subject Choice Form no later than **Monday 2 February 2026**.

The form will be sent out via email prior to the Parents' Evening. The timetable for next year will be constructed on the basis of the replies you provide at this stage; later changes to your choices are possible only if they can be accommodated within the sets allocated after the initial choices are made.



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# A '3 Plus' Sixth Form curriculum

## 3 PLUS

With the re-introduction of linear A Levels, universities are adapting their offers for prospective students. For most students the offer of a university place is dependent on receiving three strong A Level grades as well as showing wider interests and a range of important transferable skills. As the new A Levels also contain significantly more content, the amount of teaching time per A Level has increased by 25% since 2018 to ensure that all students are able to explore their subject in full and achieve their potential.

In addition to their choice of three core A Levels, we also help students to prepare for the most competitive universities with an extended curriculum and a comprehensive Oxbridge Programme – this is the 'Plus' side of academic life at Eltham College. This year we have added two more options to this programme, increasing our provision to provide a curriculum with a greater breadth that provides students with the skill, knowledge and experiences they need for university and beyond.

Students must therefore choose from one of the six options below, as well as actively engage with our Career Learning Programme:

1. An accelerated Further Maths fourth A Level on a reduced timetable
2. The Extended Project Qualification (see below)
3. Core Maths (see below)
4. AS Music Technology (see below)
5. The Enrichment Programme (see below)
6. Be able to demonstrate significant co-curricular commitments outside of school, such as playing county level sport, playing for a number of regional music ensembles, LAMDA etc.

## EXTENDED PROJECT QUALIFICATION

The EPQ is a process-based qualification. It has been designed to encourage and develop skills including independent research, analysis, communication and how to plan and deliver a presentation to a small audience. This qualification is of particular interest to Higher Education institutions as it has been designed to prepare students for the rigorous demands and expectations within their chosen degree course. Much of the work is carried out independently with the taught element of the course delivered by the EPQ Co-ordinator. Students are allocated a trained supervisor to support them during their project.

Students may choose to take the Extended Project Qualification as an extension from an existing area of study or explore an area of personal interest. It is equivalent to half an A Level and students will be expected to produce a Production Log, written report and show evidence of a presentation for assessment.

Past titles have included:

- Has the increased use of technology been positive for the sport of Rugby Union?
- Are we treating our women's prison population appropriately?
- How did the GDR ideology influence language in East Germany from 1949 – 89?

Students who wish to take part must complete the application form they receive on results day and submit this to the Head of EPQ when term begins in Year 12. Those who have demonstrated the relevant skills and interest in this submission will be invited to participate in the EPQ.

## CORE MATHS

Core Maths is also accepted by some universities instead of EPQ and is particularly useful for those who would benefit from demonstrating mathematical ability but don't necessarily need it as a full A-Level. We recommend that you look carefully at the entry requirements for courses at different universities though.

## AS MUSIC TECHNOLOGY

AS Music Technology is highly regarded as a qualification due to its combination of applied practical skills, creativity and academic rigour. It is a superb qualification for those who are interested in creating popular and contemporary music or recording and producing rather than having performance as their musical focus. Indeed, there are no performance requirements in this course. Music Technology is suitable for students who have some experience with a DAW, and Logic Pro is the software at the heart of the course.

## ENRICHMENT PROGRAMME

The Sixth Form Enrichment programme is designed to contribute to two of our key aims: instilling a love of learning, and meaningfully preparing students for the world beyond A Levels. It is centred around a series of short courses undertaken in the Michaelmas and Lent terms of Year 12. Harnessing the expertise, interests and specialisms of our teaching staff, the diverse range of courses on offer comprises everything from the ethics around virtual reality, to relativity, the culture of the 1960s, the psychology of the workplace, and diversity in mathematics. Crucially, the courses provide opportunities for students to push themselves intellectually, to take their interest in a particular subject deeper, or to think in cross-disciplinary ways. Taught in small groups, many of our Enrichment courses give students a flavour of the hard thinking and seminar-style environment of undergraduate study. Given the importance of students being able to concretely demonstrate their skills, knowledge and

passion for their chosen subject(s) in their university applications, all courses also work towards meaningful outcome activities that showcase participants' learning.

## CAREER LEARNING AND EXCELLENCE PROGRAMMES

Our Career Learning Programme is designed to prepare students for the world beyond Eltham College. It develops important career management skills, including a positive and resilient mindset, as well as the ability to make informed decisions and network effectively. Through engagement with universities, apprenticeship providers and employers, students are empowered to build their own knowledge about careers, while gaining a better understanding of themselves. An important aspect of the programme is a period of meaningful work experience during the Summer Term in Lower Sixth. Students can source a suitable placement themselves or take advantage of the many opportunities provided by the school.

The Excellence Programme provides a structured range of activities designed to challenge and support our most able students on their journey towards an application to Oxford, Cambridge and other elite institutions. From university visits and conferences, to workshops, admissions test practice and interview preparation, students benefit from high levels of advice and guidance every step of the way.

## REPORTING PROGRESS

The progress of all students is formally assessed around five times a year, consisting of a mixture of grades, reports and Parents' Evenings. Every student is given a Challenge Grade for each subject

early in the Lower Sixth. The Challenge Grade is the grade that a student could realistically be expected to aspire to with consistently strong application. We then report progress against this target throughout the A Level course with On Track to Achieve grades.

The On Track to Achieve background is coloured to indicate progress, as follows:

|       |  |
|-------|--|
| Blue  | <b>The On Track To Achieve grade is above the Challenge Grade.</b>               |
| Green | <b>The On Track To Achieve grade is the same as the Challenge Grade.</b>         |
| Amber | <b>The On Track To Achieve grade is one below the Challenge Grade.</b>           |
| Red   | <b>The On Track To Achieve grade is more than one below the Challenge Grade.</b> |

In the case of an Amber or Red grade, a short formative comment is provided to advise how progress can be improved.

When we communicate progress home we take care to discuss this with students. We set aside a week of pastoral time every half term for the Form Tutor to discuss progress and targets with each student individually.

This allows us to help the student make as much individual progress as possible. Full written reports, with longer comments, are sent home once a year and there are two Parents' Evenings in Lower Sixth and one in Upper Sixth.



# Choosing your options for A Level

## CURRICULUM OPTIONS

At Eltham College, students will typically study either three or four A Levels in the Sixth Form. Students should consider both their enjoyment of the subject and combinations that will allow them to access the degree programme and career of their choice when picking their options. Heads of Department will be available to discuss appropriate A Levels for relevant degrees. All advice from Universities at this stage is that three strong A Levels put students in the best position during application.

## PICKING SUBJECTS

A Level choices are an exciting opportunity for students to specialise in the subjects they find most interesting. Selecting three subjects at A Level allows students to access the full breadth of the new, more detailed courses.

Whilst experience shows us that students who pick the subjects they most enjoy are likely to achieve the greatest success, it is important to consider the entry requirements of any particular degree course that may currently be of interest. That said, we recognise that at this stage many students do not have a clear idea of their post-18 pathway, and as a result should focus on those three subjects in which they feel can excel.

Full details of degree entry requirements can be found on the UCAS website. In addition, Heads of Department are happy to provide information and context to subject combinations and choices at the 16+ Options Evening.

Whilst picking options watch out for:

- Requirements for University course
- Unrealistic combination by picking subjects you have to do instead of picking subjects you enjoy

CHECK: Do I have to do it? <https://www.informedchoices.ac.uk>

## GCSE REQUIREMENTS TO STUDY AN A LEVEL COURSE

Students wishing to study A Levels at Eltham College must achieve a minimum of six grade 7s at GCSE and meet the subject specific criteria for their chosen A Levels given below.

### Subjects that have been studied at GCSE

- For Mathematics, Computer Science, Biology, Chemistry and Physics a grade 9 or grade 8 at GCSE in the corresponding subject is required to study that subject at A level.
- If Combined Science has been studied then a minimum of a grade 8/8 is required to study Biology, Chemistry or Physics.
- For Further Mathematics a grade 9 is required in Mathematics and, if studied, an 8 or 9 in AQA Further Mathematics, or equivalent. Please also see p12 for details of assessments and expectations in Year 12.
- For English a grade 9/8/7 is required in both English Language and English Literature.
- For Music a grade 9/8/7 in Music GCSE and a minimum of a grade 6 in at least one instrument is also required (grade 5 theory is an advantage but not essential). If you have not studied GCSE Music, then grade 5 Theory and grade 6 practical (ABRSM or TRINITY) is required.
- At least a grade 9/8/7 is required in Short Course Religious Studies to study Philosophy and Theology at A level if the full course has not been studied.
- For Sports Science a grade 7 is required in Biology and students must also meet the required minimum threshold of competing in one sport at County or above and/or 1st Team (U18A) representation as a Year 11 student at the time of choosing Sports Science.
- For all other subjects, a minimum of a grade 7 in the corresponding subject is required, although we recommend starting subjects where students have achieved a grade 8 or 9.

### Subjects that may not have been studied at GCSE

Where a student has not studied the subject at GCSE, the following criteria apply:

- For Computer Science (if not studied at GCSE) a grade 9 is required in Mathematics and a portfolio of coding should be available to be viewed.
- For Economics (if not studied at GCSE) a grade 9/8/7 is required in Mathematics and in English Literature.
- For Psychology a grade 9/8 is required in Biology.
- For Politics a grade 9/8/7 is required in History (if studied) and English Literature.

# A Level results summary

## RECENT A LEVEL RESULTS BY SUBJECT

Some students have asked for recent subject grades, which are given below. Students should, nonetheless, choose subjects that they enjoy and are good at and not be overly guided by previous results.

|               | 2025 Percentages |      |      | Three Year Rolling Average Percentages 23/24/25 |      |      |
|---------------|------------------|------|------|---|------|------|
|               | A*               | A*-A | A*-B | A*  | A*-A | A*-B |
| Art           | 88               | 100  | 100  | 65  | 90   | 100  |
| Biology       | 21               | 43   | 93   | 37  | 69   | 98   |
| Chemistry     | 45               | 82   | 95   | 33  | 74   | 94   |
| Computing     | 0                | 86   | 86   | 27  | 82   | 95   |
| Drama         | 25               | 50   | 100  | 47  | 77   | 97   |
| DT            | 60               | 80   | 100  | 38  | 81   | 100  |
| Economics     | 12               | 64   | 97   | 23  | 73   | 97   |
| English       | 25               | 25   | 100  | 33  | 50   | 90   |
| French        | 67               | 100  | 100  | 47  | 87   | 100  |
| Geography     | 23               | 69   | 92   | 33  | 78   | 98   |
| German        | 100              | 100  | 100  | 88  | 100  | 100  |
| History       | 21               | 69   | 97   | 16  | 67   | 97   |
| Latin         | 0                | 0    | 0    | 75  | 100  | 100  |
| Maths         | 40               | 65   | 85   | 34  | 64   | 86   |
| Further Maths | 57               | 61   | 83   | 53  | 77   | 89   |
| Music         | 100              | 100  | 100  | 30  | 90   | 100  |
| P&T           | 0                | 0    | 100  | 13  | 50   | 88   |
| Physics       | 33               | 64   | 88   | 36  | 68   | 90   |
| Politics      | 42               | 67   | 92   | 22  | 63   | 88   |
| Psychology    | 10               | 80   | 90   | 14  | 53   | 78   |
| Spanish       | 20               | 80   | 100  | 33  | 89   | 100  |



# Subjects

## ART

The Art course at Eltham College allows students to work across a wide range of materials and techniques including painting, drawing, mixed-media, sculpture, land art, installation, printmaking, film, animation, video and photography. The art department is well-resourced with materials, equipment and a substantial art library.

There is an Artist-in-Residence who has a studio in the department and staff in the department come with a range of specialisms, which makes for a creative environment. The course introduces a range of materials and techniques along with the opportunity for students to experiment extensively and discover their own interests as artists. Experimentation is supported by research into the work of other artists and movements.

The course starts with a trip to London Galleries to generate ideas and leads into an exploratory unit that offers the students a good grounding for the course. The initial coursework project, for which students choose their own title, is worth 60% of the A Level mark. The externally set task, 40% of the A Level, is set in early February of Upper Sixth giving students a wide range of starting points and the chance to develop their own interests. Both aspects of the course require students to be able to record confidently through drawing and photography, to use artists to support their work and to experiment extensively refining their work to bring it to a conclusion.

The course becomes gradually more focused upon the students' strengths and interests. There is a highly diverse range of approaches adopted which support many students to gain places on art-related courses at university: from Architecture to Graphic Design, Fashion to History of Art. There are many opportunities throughout the course, including a trip to a European city in October half term and weekly workshops each Wednesday evening.

The Gerald Moore Gallery also offers the students a whole host of unique opportunities. It is a professional gallery space on the school site which exhibits work from national collections and also commissions new works, hosts events and runs classes. There are regular workshops in the space, the opportunity to meet and collaborate with artists, run events and the chance for students to curate an exhibition of their own work.

## BIOLOGY

The relevance of Biology in the modern world is undeniable. From medicine to climate change, Biology holds many of the answers to the challenges our world faces. It is a fascinating subject that helps us to understand more about ourselves and the natural world in which we live.

At Eltham College, we follow the AQA A Level specification. This is an excellent, challenging, yet thoroughly enjoyable course that will give you a deep understanding of fundamental biology topics, as well as many skills that can be applied to a wide range of future studies and careers. In the first year you will study topics including cell division, transport, exchange, the immune system, genetics, natural selection, ecosystems and genetic diversity. In

the second year we take an in-depth look at the complex biochemical processes of respiration and photosynthesis, as well as the nervous system, hormones, population genetics and modern gene technology.

As in all A Level Sciences, you will carry out a series of 12 'Required Practicals' over the two years. In these, you will be assessed against a series of established criteria and gain experience using a variety of apparatus and techniques to achieve a 'Practical Endorsement'. The AQA practicals are excellent and perfectly complement the theory you will learn in class. You will, of course, carry out other practical activities too, and at the end of Year 12 we go away on a field course to put ecological theory into a real-world context.

There are many reasons to study A Level Biology, from pure enjoyment and interest to a desire to pursue the subject further in higher education and careers. The department has an excellent track record in supporting students with medical and university applications. As mentioned, the course is challenging and will push you to develop highly transferable analytical and evaluative skills alongside your subject knowledge. We explicitly teach these skills, enabling you to reach your potential in examinations. You will be taught by two subject specialist teachers who are ably supported by an excellent and well-resourced technician team.

## CHEMISTRY

Chemistry is central to an understanding of natural phenomena and the creation of useful products. Chemists are at the forefront of research in new technologies in medicine, materials, food and alternative energy production. It is because of this key role in emerging markets that employment prospects are good. However, it is important to remember that the skills acquired in Chemistry are applicable to many different and varied career choices. Eltham College follows the AQA Chemistry specification (7405) at A Level. The modern syllabus builds on topics begun at GCSE, advancing a fundamental understanding of key principles. Many skills are developed throughout the course, such as mathematical problem solving, analysis and evaluation. Students may already be familiar with some topics in this course from GCSE, but these are now studied in much more depth. In the Lower Sixth, students study foundation topics such as atomic structure, periodicity, quantitative chemistry, energetics, organic chemistry and analytical techniques. During the Upper Sixth, students are introduced to topics which include equilibria, aromatic chemistry, thermodynamics, and inorganic chemistry.

The A Level course is designed specifically to ensure that the learning of the subject is, where possible, practically based. It is necessary to provide evidence that around 12 core practical tasks have been completed, though in practice many more experiments are carried out across the two year course. The practical tasks enable students to develop the necessary observational and analytical skills required of a good scientist. Students learn to handle chemicals with confidence and gain the dexterity to carry out practical procedures with due care to accuracy and safety. Chemistry A Level is almost always essential for entry into Medicine, Veterinary Science, Dentistry, Chemical Engineering as

# Subjects (cont.)

well as most Medical and Biological Sciences. A Level Chemistry provides a sound training in scientific methodology and enquiry, which is highly regarded in higher education and in the wider world of employment. As well as becoming scientists, engineers and doctors, students with Chemistry often move into areas of Business Management, Law and Finance where a logical, enquiring mind is a highly desirable asset.

## COMPUTER SCIENCE

A Level Computer Science is valued by universities and employers since it requires the development of analytical thinking and problem-solving skills. It also provides excellent preparation for the study of Computer Science at undergraduate level and for the Computing element of Mathematical, Engineering and Scientific degrees. Although no prior study of Computer Science is required, students that have an interest in programming and problem-solving gain most from the course.

The department uses the OCR A Level in Computer Science due to its modern content and its academic though practical nature.

Students will develop a working understanding of object-oriented design techniques, the C# programming language, functional programming via the Haskell programming language, abstract data types, computer hardware, database design using SQL and techniques used to represent data.

Students are assessed via a practical programming paper, a written theoretical paper and a programming project. A significant amount of time is therefore spent developing students' programming and problem-solving skills over the duration of the course.

A Level Computer Science is highly regarded by universities and employers as it fosters the development of analytical thinking and problem-solving skills. It also provides excellent preparation for studying Computer Science at the undergraduate level, as well as for the computing components of Mathematical, Engineering, and Scientific degrees. While no prior study of Computer Science is required, students with a strong interest in programming and problem-solving will benefit most from the course.

Assessment is conducted through:

- A written paper on algorithms and programming.
- A written paper on computer systems.
- A programming project.

Throughout the course, significant emphasis is placed on developing students' programming and problem-solving skills.

## DESIGN AND TECHNOLOGY

Design and Technology at A Level endeavours to challenge creativity in students, providing a thought-provoking qualification which strengthens their practical skills, theoretical knowledge and, importantly, the confidence to succeed in a number of careers. Eltham College follows the newly introduced AQA Design and Technology: Product Design

qualification and the students gain a level of criticality that is useful in all subjects and particularly useful in higher education, through the substantial undertaking of their major written and practical project.

Students will investigate historical, social, cultural, environmental and economic influences on Design and Technology, whilst enjoying opportunities to put their learning into practice by producing products of their choice. Students increase their understanding and practical application of leading industry software, including Solidworks and Techsoft and explore the relationship between solid modelling of their design ideas and prototype realisation through several of the CAM solutions available to them. Eltham College has well-equipped workshops, with several 3D printers, including a highly accurate SLA 3D printer and filament printer, two CNC routers and powerful laser cutters, in conjunction with traditional fabrication facilities.

The A Level is examined through two written papers, a written portfolio and a final prototype for the non-examined assessment (NEA), worth 25% each and 50% of the qualification, respectively. The Design and Technology A Level is recognised as a third A Level for most Engineering courses for prospective students wishing to apply to Oxford, Cambridge and Imperial Universities.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers. They will follow an iterative design process, investigating valid solutions to real problems with real clients, placing them into relevant design situations at an early stage. The course is strongly recommended for students wishing to read a design related discipline, Engineering or Architecture.

## DRAMA

*"Speak the speech, I pray you"* – Hamlet's advice to the players, Act 3 Scene 2

Plays are written to be spoken. There is a dimension of their power that remains inaccessible on the page. The newly introduced AQA A Level in Drama is a challenging and inspiring investigation of this performative dimension.

The course is designed so that students encounter a range of landmark play texts and performance styles, and develop their understanding of the dramatic form with key concepts and theoretical frameworks. This specification balances the practical and theoretical demands of the subject, with opportunities for both performance and design roles. In a Drama classroom, students become disciplined makers-of-meaning, skilful communicators, and strong collaborators.

60% of the A Level is assessed in practical performance and written coursework, whilst 40% is in written examination.

The course structure is divided into three sections: Devised Theatre (practical), Text and Performance (practical), and Drama and Theatre (written exam). This A Level course is a natural extension of the GCSE, but it is not essential to have prior study of Drama. Regardless, students should have an interest in the interpretive act of moving a play text from page to stage, and vice versa.

Students will benefit from the Department's great depth of professional and academic experience, with three teachers, two technicians, and a director-in-residence. Study includes workshops, rehearsals, seminar-style analysis, and live theatre evaluation.

The A Level offers a programme of study that is enriching in its own right, and forms a robust basis for further study in Drama or in adjacent subjects. In university applications, Drama distinguishes an applicant as ambitious, able, well-rounded, and intellectually curious. Eltham is proud to have a healthy tradition of doctors, lawyers, scientists, and engineers all having studied Drama at A Level.

## ECONOMICS

Economics is the study of resource allocation. In short: who gets what, how much, and why? The subject is divided into two broad areas: microeconomics and macroeconomics. The former addresses issues to do with the allocation of resources within individual markets, with the focus on the operation of these markets, the misallocation of resources (market failure), and government intervention. Within this, there is considerable attention paid to consumer behaviour (including elements of psychology) and the theory of the firm.

This forms a significant part of the second year of study and is concerned with the costs, revenues and profits of firms operating under different market structures. The macroeconomics component considers the performance of economies as a whole (economic growth, international trade, financial markets, economic development, unemployment, inflation) and the policy tools to help improve this (government expenditure, trade policy, taxation, monetary policy, regulation).

The focus is initially on the UK economy but, as students grow more confident in the analytical tools at their disposal, a broader, more complex range of economies is introduced, covering emerging markets (e.g. China, India), LEDCs, and developed economies whose structures and performances contrast with that of the UK.

The department follows the AQA specification, as this offers the opportunity to investigate the most up-to-date economic theory (behavioural economics, post-crash financial markets) in the greatest detail, whilst retaining the best of more well-established topics.

The subject will be of interest to a wide range of students. It is possible to approach Economics from either a humanities or a mathematical perspective. The course combines the critical skills of scientific analysis and applies them to human contexts to create a challenging social science. The A Level course itself is not overtly mathematical – students need only a reasonable grasp of simple calculations (e.g. % change), basic graphs, and an ability to analyse data, but an aptitude for abstract conceptualisation, such as might be encountered in Mathematics or the Sciences, is vital. However, studying Economics at university requires significantly more formal maths (largely statistics and calculus). As such, many universities have A Level Mathematics as a requirement for single honours Economics courses. Some strongly favour those with Further Mathematics – e.g. LSE and Cambridge. There are, however, a growing number of courses in Economics that do not have the same mathematical requirement, so those without A Level Mathematics are not disadvantaged.

## ENGLISH LITERATURE

*"We tell ourselves stories in order to live."* – Joan Didion

Those who enjoy stories will enjoy English Literature. The course is designed to encourage wide reading and detailed research within the field of literary studies. It offers a programme that will be rewarding and enjoyable in its own right, and forms a basis for further specialist work at degree level.

The principal aim of the two-year course rests in students exploring different literary styles from different cultural periods and emerging as confident, subtle analysts. The core focus therefore consists of twelve texts ranging from Chaucer through Shakespeare to the modern age. The department follows the Eduqas specification. It is assessed in a linear fashion (at the end of Upper Sixth), and the course structure is divided into four sections: poetry, drama, unseen texts and non-exam assessed prose study.

The greatest proportion of the two years involves seminar-style discussion centred on the set texts, related works, critical technique and the chronology of literature through the last six centuries. Students are taught by two members of staff who divide up the syllabus content according to their areas of expertise and fields of research. Lessons are student-centred in format, with 'pair' and 'group' work employed strategically to enhance formal discussion sessions and as the basis for essay preparation.

## GEOGRAPHY

There has never been a better time to study Geography with growing concerns of climate change, global warming, environmental degradation, escalating conflicts and tension and growing demands on resources. Geography A Level leads to the development of a wide range of skills that are highly valued by top universities and a wide range of employers. These include: problem solving, numeracy, literacy, working collaboratively, empathy, ICT skills, and independent learning. Geography is an important element of the Sixth Form curriculum in that it provides for the study and learning of a richly varied body of facts about natural and cultural phenomena and about places and areas on the earth's surface. Study may be developed at spatial scales ranging from local to global.

Geography fieldwork is used to supplement classroom learning rather than as an assessed part of the course. There is a three day residential field trip to Bristol for the Lower Sixth at the start of the Easter holidays and an optional expedition to Iceland or The Azores at Easter. Students will also have access to a programme of geographical lectures as well as a Geography Society, where students will explore ideas and skills beyond the curriculum, such as using geographical information systems.

Eltham College follows the Cambridge International A Level Geography syllabus. It is a modular course which is assessed at the end of Lower 6<sup>th</sup> through an AS paper, which accounts for 50% of the A Level, and then the remaining 50% is examined at the end of Upper 6<sup>th</sup>. There is no non-examined assessment (NEA coursework) in Geography.

The subject is split into physical and human geography, each with a specialist teacher, and students sit four one and half hour written exams. Paper 1 will cover the three physical topics of hydrology and fluvial geomorphology, atmosphere and weather plus rocks and weathering. Paper 2 is based on the human topics of population, migration and settlement dynamics. Questions





# Subjects (cont.)

will be of a data response and structured nature. Paper 3 covers hazardous environments and arid/ semi-arid environments whilst Paper 4 covers the topics of global interdependence and economic transition. These last two papers are assessed through structured questions and essay writing.

## HISTORY

At its root, History is an ongoing debate about the past. Historians aim to arrive at persuasive theories about what happened in the past and why, and it is the continual dialogue between these competing theories that makes the subject such a fascinating one. In the Sixth Form, we encourage our historians to reach their own conclusions on complex historical questions, by developing their ability to analyse evidence and craft convincing arguments. Through their lessons and wider preparatory reading, students not only develop a detailed understanding of past societies, but also refine their ability to evaluate the competing interpretations of other historians.

Students are therefore encouraged to undertake their own wider reading for each lesson, and we aim to teach our Sixth Formers in a style akin to undergraduate seminars. This allows students to question what they have read, air their ideas, test theories, and challenge competing interpretations. As well as the examination board textbooks, students are provided with a range of historians' work to deepen their understanding of the syllabus content, and are also encouraged to make use of the excellent text and electronic collections in the Mervyn Peake Library to support their learning.

Students who choose to study History at A Level will follow the Edexcel syllabus. This requires candidates to study four modules: two units in the Lower Sixth and two units in the Upper Sixth. These topics include a depth study on Russia from 1917 to 1991, and a breadth module on the British Empire (1763 to 1914) in the Lower Sixth. In the Upper Sixth, students complete a unit on Mao's China between 1949 and 1976, and a coursework element linked to historical interpretations from the Russia course. The course is assessed through this internally marked coursework assignment, and three examination papers at the end of the Upper Sixth. Overall, the course gives students the chance to engage with and learn about some of the major transformations in modern global history, that have shaped the current political and economic climate.

Students who have enjoyed GCSE History, who have a passion for the past, and a love of reading, should certainly consider taking the subject at A Level. Studying History develops students' skills of analysis, synthesis, deduction, and evaluation, as well as helping them to become expert essay-writers and convincing debaters. This set of skills opens many doors, and is highly-valued by top universities and employers alike.

## LATIN

The A Level Latin course builds on the language and grammar learnt at GCSE. Students will be introduced to more complex grammatical constructions and more advanced vocabulary and

will begin to read unabridged Latin texts from authors such as Virgil, Tibullus, Nepos and Cicero. Students will be encouraged to be more analytical in the literary style, characterization, argument and literary meaning of the Latin texts.

In both Lower and Upper Sixth, the course is broken into two segments. The language side of the course involves learning further grammatical phenomena and syntactical constructions and translating Latin texts both in verse and in prose. The language section of the exam consists of two papers: one paper is translating of an unseen verse passage and an unseen prose passage, and the second paper is an option of either an unseen passage with comprehension questions, or composition of a passage from English into Latin. The language section of the exam is worth 50% of the overall qualification.

In addition to this, students study a variety of set texts for the literature half of the course, both prose and verse. Currently the prose set texts are Cicero's *Pro Caelio* and *Pliny's Letters* and the verse set text is Virgil's *Aeneid* 2. Throughout the year, students will read these texts together, analysing them within their socio-political contexts and discussing literary techniques and writing styles. The literature section of the exam is worth 50% of the overall qualification.

Students are expected to develop their own personal responses to the texts and critique them accordingly. Students who have enjoyed the GCSE course should consider further Latin study in the Sixth Form. It is a challenging but very highly regarded A Level, well received by the top universities. Classes are usually small, which means focused teaching tailored to each student's needs.

## MATHEMATICS

A Level Mathematics is a challenging subject, comprising of in-depth study of familiar topics such as algebra and trigonometry, alongside the exploration of new areas, such as integration and hypothesis testing. Studying Mathematics at A Level supports the development of a range of transferable and essential skills, such as problem-solving, analysis, and critical reasoning.

A Level Mathematics is required for the study of Mathematics, Statistics, Physics, Computer Science, Engineering, and Accountancy at university, and is desirable for the study of other disciplines, including Economics, Geography, Biology, and Medicine.

100% of the Edexcel GCE specification is compulsory, comprising of a range of topics covering Pure and Applied Mathematics.

Pure:

- Algebraic processing
- Graphs and functions
- Trigonometry
- Calculus
- Numerical methods
- Sequences and series

- Powers and logarithms
- Vectors

Applied:

- Mechanics; the study of forces and motion
- Statistics; the analysis of data; the application of probability

The A Level examination is taken at the end of the Upper Sixth, and will consist of three papers:

- A Level Pure Mathematics – two papers, each two hours long
- A Level Applied Mathematics - one paper covering both Statistics and Mechanics – two hours long

A scientific calculator may be used in all examinations.

## FURTHER MATHEMATICS

Further Mathematics is studied in the Upper Sixth, after the completion of A Level Maths in Lower Sixth. The course provides a substantial challenge and should not be chosen without careful consideration. It offers the chance to explore new and more sophisticated mathematical concepts including the study of complex numbers, matrices, differential equations, and advanced calculus. In addition, students choosing Further Mathematics have the opportunity to explore a range of applications of mathematics to advanced problems in mechanics, statistics, and decision-making. The study of Further Mathematics supports the transition from Sixth Form to university courses which are mathematically rich. This is an essential qualification for students planning to study Mathematics at University, and often for courses such as Engineering, Sciences, Computing or Economics. Students who take Further Mathematics are demonstrating a substantial commitment to their studies, enabling them to distinguish themselves as able mathematicians in their applications for university and future employment.

Within the Edexcel A Level Further Mathematics course, 50% of the content is compulsory at A Level. The remaining 50% can be selected from a range of Pure and Applied options.

The A Level Mathematics examination, as described in the previous section, is taken at the end of the Upper Sixth along with the Further Mathematics examination. The A Level Further Mathematics examination will consist of four one-and-a-half-hour papers.

A scientific calculator may be used in all examinations.

## EXPECTATIONS OF STUDENTS

All Further Maths students will take a test in their first week of lessons in Year 12 on the summer work they will receive before the summer holidays. It is expected that all students will prove their suitability for the course with a sufficiently strong performance in this assessment, with a retest being issued for any students who do not meet the required threshold. We furthermore expect all Further Maths students to maintain a test average above a minimum threshold across the first three assessments: the week 1 test; a subsequent assessment in the first half-term and the January progress tests in Year 12, with this third test being used as the final deciding point for continuation with the course along with reporting data in other subjects. All

remaining students will be expected to maintain a good performance across all of their A Level subjects for the remainder of the course.

## MODERN LANGUAGES

Modern Languages in the Sixth Form bring together the practical skills which remain as assets throughout life; in work, travel and leisure. Developing and debating ideas in a foreign tongue will give students the confidence to communicate. They will learn to organise thoughts and present themselves with self-assurance and clarity. Universities and employers want candidates who can think independently, have original ideas and who cope under pressure in unfamiliar situations.

Languages are challenging but can instil courage, enable open-mindedness and open up opportunities to work almost anywhere in the world without restricting career choice.

Languages are rewarding and enjoyable through the enriching experience of another country's society, literature, cuisine, cinema and attitudes; they also provide a frame of reference for one's own culture, enabling better understanding.

The ability to speak an additional or multiple languages is a much-valued skill by employers looking to retain Britain's position in the global economy and some students choose to study two at A Level. All languages are supported by native speaker teachers who help to prepare students for the oral component, which is a major element in any A Level language examination.

## FRENCH

French is spoken by over 300 million people worldwide as a native or second language and is also the official language in 29 countries. The ability to communicate in French is not only an essential skill for travel, but it also competes strongly with English as a main language of business and politics. French, along with English, is the official language used by the United Nations, UNESCO, NATO, International Courts and a large number of other international organisations. French is the official, working language of the three cities where the EU institutions are headquartered: Strasbourg, Brussels and Luxembourg. A proficiency in French will certainly appeal to the large number of French native speakers working in London's finance sector and it is a must for anyone planning on a career in any international organisation.

At A Level we follow the AQA course which is designed to build on the vocabulary and grammatical skills you have acquired during your (I)GCSE course. Therefore, some topics will feel familiar, however, there is a particular emphasis on cultural knowledge; therefore, delving into French cinema, contemporary music and current affairs, as well as visiting France, will be important and useful ways of you developing an understanding of the culture which underpins and influences the language. Aside from studying a range of topics, you will also undertake close study of an iconic film and a short, contemporary novel.

The French Department offers a study trip each year for Sixth Form students studying French. This involves students staying in pairs with French families, some study in a language school as well as a wealth of cultural visits. The trip usually takes place during the first week of the October half-term and has often been so successful that students have chosen to return to those



# Subjects (cont.)

destinations independently during their summer break. We alternate destinations: one year the trip heads to the south-east coastal city of Nice and visits include time spent not just in Nice but other cities along the *Côte d'Azur* such as Antibes, Cannes and Monaco. The year after, the trip visits the south-west of France, usually Bordeaux. Here we explore the wine industry, scale Europe's largest sand dune (La Dune du Pyla) and undertake other cultural visits as well as a city tour by Segway. We also take advantage of French works shown in London's cinemas and theatres, and organise a French restaurant visit once a year.

## GERMAN

German is mother tongue to more Europeans than any other language and is widely spoken across Central and Eastern Europe. The CBI rated it as the top language (50%) valued by UK managers. Germany remains the economic powerhouse of Europe and it still holds the upper-hand in the European Union. Currently Germany is Britain's main European trading partner and remains the most important European economic power, producing more than one quarter of the EU's gross domestic product. Almost 1000 British companies, including all the major UK multinationals, have subsidiaries in Germany.

The German language sits well with Science: it is the second most commonly used language in which to write a work of scientific research – especially Engineering, Chemistry and Physics. In terms of complexity, German and English belong to the same West Germanic language family and share thousands of similar words and phrases, especially in terms of computer, telecommunications and medical vocabulary.

The AQA German A-Level is designed to build on knowledge gained at IGCSE. Therefore, topics studied in Lower Sixth include relationships with family and friends, festivals and traditions and youth culture whilst in the Upper Sixth we study contemporary social issues as well as political and historical issues. The study of German literature and/or a film is also incorporated into the course to broaden cultural awareness. As our chosen films we have studied Good Bye, Lenin!, The Lives of Others and the literature has included die Verwandlung, der Besuch der alten Dame and die verlorene Ehre der Katharina Blum.

As the capital city not only features as a topic in itself but also provides the background to some of the literature and films available for study in the Sixth Form, the department often arranges short trips to Berlin. Such trips not only provide a wider context for the study of the language but also offer first-hand experience of the cultural aspects of the A Level course. Sights visited include Potsdamer Platz, the Reichstag, the remnants of the Berlin Wall, the East German Stasi (Secret Police) prison and the Olympiastadion

## MANDARIN

Due to the nature of the course, Mandarin A Level is currently offered to native Chinese students in Sixth Form to study it as an additional subject.

There are weekly lessons off time table. We follow the Pearson Edexcel specification and students should study for two years to complete the A Level course. At A Level Chinese students study a range of topics under the four themes.

They are:

- 当代华人社会变迁
- 中国文化
- 演变中的华人社会
- 1978年改革开放对中国的影响

At the end the A Level students take three examinations:

- Paper 1: Listening, reading and translation 40%
- Paper 2: Written response to works and translation 30%
- Paper 3: Speaking 30%

Studying A Level Chinese is to enable students to:

- Enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken;
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- Equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment
- Develop their capacity for critical and analytical thinking through the language of study
- Develop as independent researchers through the language of study.

## SPANISH

Spanish is spoken globally by over 500 million people and some predict that it will soon take over from English as the dominant language in the United States of America; it is spoken by financial sector workers and Andean tribespeople, by Amazonian farmers and Argentine lawyers. It is a language of revolution and adventure with a great heritage at Eltham College and the aim is to reflect something of this diversity in the material used as it is taught at A Level.

We follow the AQA languages A Level course. In the Lower Sixth, students have the chance to immerse themselves in Hispanic society, learning about everything from the rich cultural heritage of the Spanish-speaking world, to the glamour and underbelly of

stardom within these countries. We teach *El Laberinto del Fauno* (Pan's Labyrinth), Guillermo del Toro's masterpiece, allowing students to hone their analysis of the cinematic alongside developing a greater understand of the Civil War that ripped Spain apart in the 1930s. In the Upper Sixth, students further their knowledge of the political past and present of Spanish-speaking countries, delving into challenging and inter-disciplinary topics such as monarchies and dictatorships, racism and immigration, and the political outlook of young people. Students also have the chance to pursue their own passions, by shaping and developing the Independent Research Project that makes up their speaking exam.

We are a close-knit department that fosters a sense of community with both trips at home and abroad. Every year, we enjoy a Sixth Form outing to see a new release during the Spanish Film Festival, as well as visiting the Cervantes Theatre in Southwark, and ending the year with a trip to a restaurant to allow students to sample the cuisine of countries such as Peru and Colombia first-hand. Our last trip abroad was to Valencia, where students refined their skills with intensive lessons alongside fun cultural excursions whilst staying with Spanish families. A similar trip is being planned for the coming academic year.

## MUSIC

Few subjects provide students with as many skills as A Level Music. From creative thinking to learning the specifics of a musical style, open-ended collaboration to independent analysis and critical writing, A Level Music students are some of the strongest academic individuals in the College. Music will challenge, but is endlessly fulfilling, giving students a wealth of musical and life experiences to draw upon as they prepare for university and beyond.

Students must be musically literate and have a good knowledge of the fundamentals as the course requires them to apply their understanding in composition, recognise concepts on score and in sound, and develop their critical writing, referring to music in its social and historical context. Students must also be open to learning the more intricate workings of music theory and notation.

Those considering A Level Music should be performers at, or reaching, the upper grades in order to excel in the performing component. For examination in Year 13, they will be required to present a short recital with pieces of grade 7 standard or above and this will be prepared by regular performance opportunities. All candidates need to play (and be having regular one-to-one lessons for) at least one instrument/voice. If students are not at this standard it does not necessarily exclude them from opting for Music A Level, but they should be aware that this imposes limitations on them in the performance examination and advice should be sought from the Head of Academic Music.

The course will develop high degrees of musical understanding, artistry and creativity. Students will explore a collection of set pieces and apply their learning in preparation for the composition papers and in their critical writing. Regular composition and written tasks over the course will allow students to apply this learning, edit and refine their work.

The Edexcel specification provides an engaging opportunity to study European and worldwide cultural heritage; the A Level courses include an eclectic mixture of musical traditions and styles including music from living composers and song writers.

Most students will have successfully followed the GCSE course, although experienced performers or composers, after consultation with the Head of Academic Music, could be accepted without GCSE Music.

Those taking the course must be fully involved in practical music-making within the College, and so enthusiasm and dedication are essential. Regular participation and attendance at school concerts, as well as concert trips, will be expected.

The A Level Music course is invaluable for those wishing to prepare for a music diploma, and is extremely highly regarded as an academic subject by all universities, including Oxbridge, for any chosen course.

## PHYSICS

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles, quarks, to the vast distances between galaxies. A Level Physics allows students to explore some of the most interesting and complicated concepts in the known universe some of which are at the forefront of human understanding. Students will develop the skills and creativity needed to solve the most fundamental questions on the nature of the universe.

In the first year, students will cover the topics of classical mechanics, electricity, materials, waves and the particle nature of light. During year two, students will also study thermodynamics; gravitational, electric and magnetic fields; oscillations and nuclear and particle Physics.

There is an emphasis on practical work through which students develop their manual dexterity and analytical skills. Throughout their study of Physics at A Level, students will also develop their knowledge and understanding of what it means to work scientifically. They will develop their competence in working with a variety of scientific instruments using a range of techniques in order to learn how to take accurate and precise measurements.

Many of the models used to explain the phenomena studied across the two years require an ability to manipulate equations, therefore, a strong mathematical understanding is an advantage. Studying both Physics and Mathematics at A Level complement each other well, although this is not essential.

A Level Physics is essential for students if they want to pursue a career in Physics or Engineering and is highly recommended for some university courses such as Mathematics, Architecture, Geology, Material Science and Medicine.

There are a large range of co-curricular activities offered for A Level Physics students. In the Lower Sixth students have the option to visit the CERN laboratories in Geneva, which provides them with a hands on way to see how discoveries are in genuine laboratories, and see the real world applications of the Physics concepts they are learning about in the classroom. There are also a large range of activities that take part closer to home such as; the UK Space Design competition, Physics Olympiad, Physics in Action lectures, Physics Society, Engineering Club, Rocket Club and a programme of guest speakers.

## POLITICS

Given the turbulent political events of recent years, there has arguably never been a more exciting time to study Politics. The



# Subjects (cont.)

Edexcel Politics A Level is a broad based, dynamic and engaging course that will give students a strong academic grounding in the government and politics of the UK and USA alongside the opportunity to explore some of the political ideas that have shaped modern world history. Students of Politics develop critical thinking skills and become adept in the art of rhetoric and debate, laying a secure foundation for ongoing study at university level. The course encompasses a range of disciplines including history, economics and philosophy and is therefore the perfect choice for students who want to challenge themselves with a new area of study. An active department, we offer a range of opportunities within and outside of school for students to get involved and extend their political knowledge and experience.

The Politics A Level course comprises three components and starts with a study of the UK. In the first two terms students study the UK Government and consider questions such as 'How powerful is the UK Prime Minister?', 'How effectively does the UK Supreme Court protect rights?' and 'Is Parliament in need of reform?'. Alongside this is a study UK Politics, addressing the core question 'How Democratic is the UK?' through an analysis of the UK media, pressure groups, political parties, human rights and elections.

The focus of the course then turns to the US. Students build the skills required to make comparisons between the UK and US political systems by studying the US Constitution, the role of the President, Congress and the Supreme Court, and the extent to which elections and parties in the US are democratic. As part of this they will consider some of the key issues in contemporary American politics including racial equality, immigration, gun control, voting reform and campaign finance.

Having completed their study of UK and US Politics, students move on to look at Political Ideologies. They will consider what the terms Conservatism, Liberalism and Socialism mean and how they have changed over time. They will also study the significance of Nationalism as a political movement, in situations ranging from the French Revolution to Brexit, and extending to global movements seeking post-colonial independence. Politics complements a range of other A Level options and many of our students study it alongside sciences, creative subjects, humanities and other social sciences.

## UK Politics

- Political Participation: democracy and participation, political parties, electoral systems, voting behaviour and the media
- Core Political Ideas: conservatism, liberalism, socialism
- UK Government: the constitution, parliament, Prime Minister and executive, relationships between the branches
- Optional Political Ideas: one idea from the following: anarchism, ecologism, feminism, multiculturalism, nationalism

## Comparative Politics

- The US Constitution and federalism, US congress, US presidency, US Supreme Court and civil rights, democracy and participation, comparative theories

## PHILOSOPHY AND THEOLOGY

The search for answers to the hardest questions brings its own deep satisfaction. Aristotle describes his and his students' experiences like this: "all feel at home in philosophy and wish to spend time on it, leaving all other things aside". Apart from the "selfish" reasons of enjoyment, studying Philosophy and Theology is radical. You will develop a habit of questioning the assumptions behind received ideas and interrogating the meanings we give words. Studying Christian Theology in depth can expose you to a rival account of reality and value to challenge your assumptions with its coherence and insights - or deepen your understanding of the tradition that informs your relationship with God.

The OCR A-level "Philosophy and Theology" course divides into three different papers: Philosophy of Religion, Philosophy of Ethics, and Christian Theology. Candidates will sit three exams in the summer of their Upper Sixth year in the three topics listed above.

Here is a small sample of the questions we address in the course:

- Does suffering show the cosmos is indifferent, or does it serve a higher purpose?
- Why is there something rather than nothing? Why does the universe appear so orderly and purposeful?
- What makes life worth living? Is "feeling good" the only thing that ultimately matters?
- How do humans get knowledge of God – can we know anything about God?

The evaluative and writing skills learnt will complement other humanities subjects - philosophical writing teaches clarity and focus, and philosophical reading trains attention to detail and an open mind. Discussion-led lessons will improve your communication and argumentation skills. Universities will regard your choice of A-level RS as evidence of all these traits in development.

You will learn the intellectual history underpinning the cultural and political changes described in History, and which influenced the literature studied in English and Drama. You will explore how the scientific method works, and how to weigh evidence of very different kinds. Studying ethics will prepare those interested in medicine or law for the decisions they must make and problems they must analyse.

The course is a preparation for any career where analysis and communication skills are important: Law, Politics, Journalism and the Media, Consulting, and Public Relations, for example. Philosophy graduates typically outperform other humanities graduates in recruitment aptitude tests, while Theology degrees often involve modules that are natural preparation for specific careers in policy and public service.

## PSYCHOLOGY

The brain is a collection of cells made up of the same materials as all the cells in the human body. However, this collection of cells

has a peculiar property associated with it – a mind. It can feel love, hate, fear, desire, pride, guilt, it can think thoughts, plan, dream, imagine, make decisions... but how does a few kilograms of meat produce a person? Psychology attempts to provide explanations for how this collection of cells and chemical and electrical signals produces a person and why people behave in the ways they do. It considers development from before birth through to old age, the changes taking place, and how these affect thought and behaviour. Psychology also considers how people affect, and are in turn affected by, those around them and the wider society. It tries to explain why people are so alike in some respects and yet so different in others.

The AQA Psychology course will involve discussions, experiments, research, seminars and presentations as well as some flipped learning. Students will be expected to take responsibility for their own learning, and to see their teachers not as the people who tell them all of the answers, but as aids to them finding those answers themselves.

Students can expect to encounter questions such as these while studying Psychology:

- What makes Psychology a science?
- Why can I remember the latest celebrity gossip easily, but not the material I need for an examination?
- What can happen if a person doesn't form attachments?
- Under what circumstances will people obey orders and why?
- What does it mean to be abnormal?
- Why are some individuals more likely to commit crimes than others?

Students will gain considerable experience in thinking critically, as they will be required to not only understand the theories covered but also evaluate them, taking into consideration evidence for and against, quality of evidence, and the logical coherence of the theories. Students will design and carry out research and learn the limitations of different methods.

Psychology complements many other subjects; from Biology to History, Chemistry to Politics, English to Art. It provides a useful perspective on these subjects, as well as being a fascinating subject in its own right.

To study Psychology successfully students should have a combination of curiosity, skepticism, an interest in explaining human behavior and a willingness to read around the subject.

## SPORTS SCIENCE

Sports Science at A Level is a challenging academic course that will encourage students to reflect, analyse and critically evaluate both theory and practical sporting content. Students will study the OCR specification; this is a course that provides the opportunity to develop knowledge and application of theory into practical sporting scenarios allowing for a greater understanding.

You will study anatomy, physiology, energy systems, biomechanics, sports psychology, theories of learning, skill acquisition, sociology of sport and organisation of sport in the UK. Students will complete three separate papers at the end of Year 13 which include extended answers in each so a strong ability to structure a piece of extended writing is required.

Sporting expertise is essential and a prerequisite to this course as a total of 15% is assessed solely on practical performance in match/competition situations. Therefore, students will need to meet the required minimum threshold in one sport of:

- Competing at County or above
- And/or 1st Team (U18A) representation as a Year 11 student at the time of choosing Sports Science.

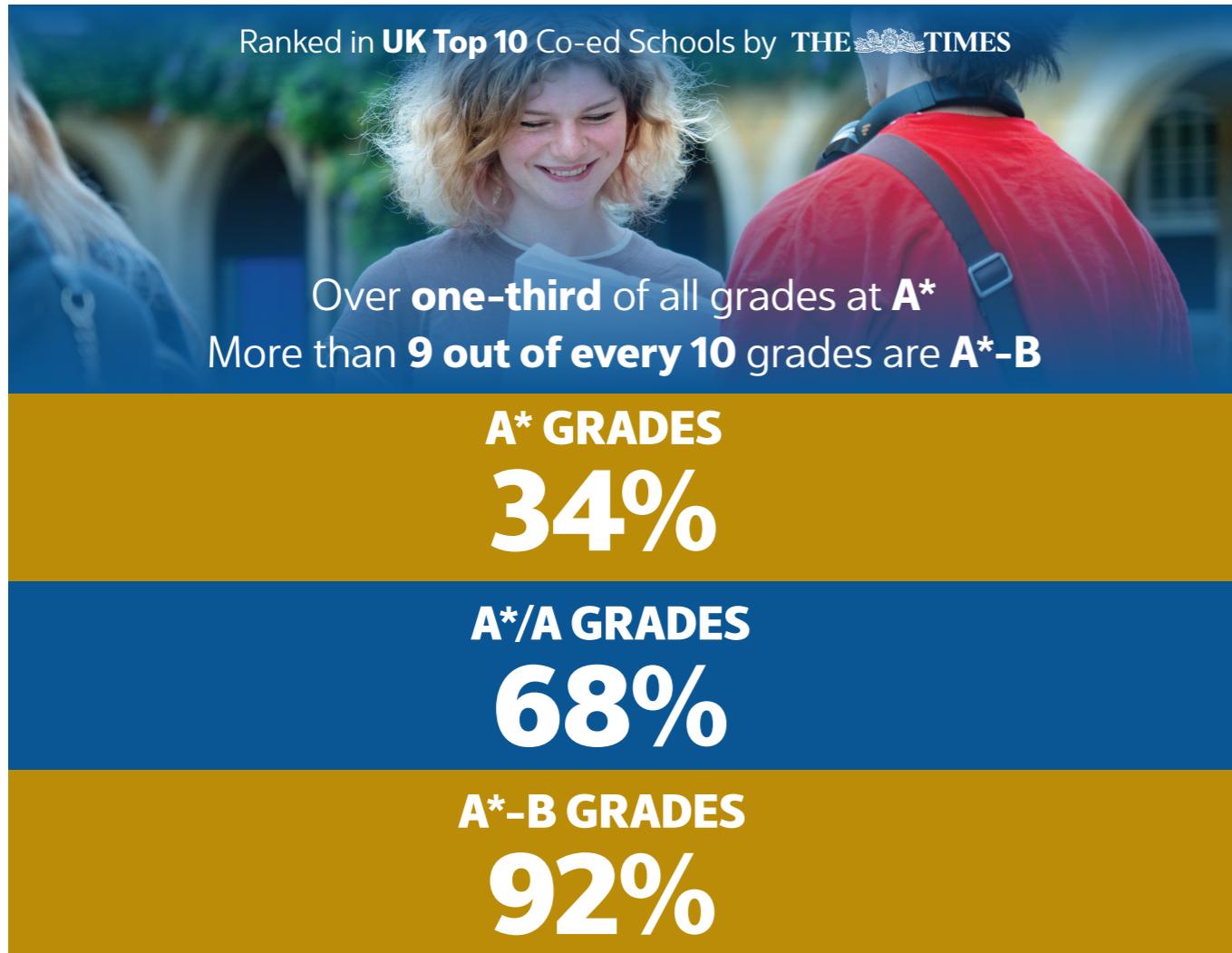
In addition to the practical assessment students will be required to analyse, evaluate and produce a timely action plan after observing a live performance in their chosen sport as part of an oral presentation, also worth 15% of overall grade.

The course hopes to create confident, independent thinkers and effective decision makers who can operate as individuals in high pressure situations. It will allow students to further study Sports Science at higher education for those who want to, as well as other related subjects in psychology, sociology and applied biology. It can be just as testing for those who have no desire to take it any further as all students will develop transferable skills that are demanded by further education and employers in all sectors of industry.





# A Level exam results 2025



## Top destination universities

**2025:**

Durham  
Exeter  
Nottingham  
Edinburgh  
Oxford & Cambridge  
Imperial  
Newcastle  
Bristol  
Leeds  
Bath

## Top subjects studied in 2025:

Engineering  
Economics  
Accountancy/Business Management  
History  
Psychology  
Geography  
Medicine/Medical Biosciences  
Politics  
Industrial Economics  
Computing/Computer Science  
Other choices include Fine Art, PPE, Law, Music, Product Design, Fashion, Languages, Theatre and Performance Studies.



