Thomas's
COLLEGE

A LEVEL CURRICULUM GUIDE

YEAR 12 & 13

2025-2026

CONTENTS

VISION, AIMS AND APPROACH

Thomas's vision

The vision of Thomas's London Day Schools is that every pupil leaves with core values and a strong sense of social responsibility; inner strength, outward assurance and positive physical and mental health; academic success and a wide range of skills, interests and attributes; curiosity about the world and a love of learning.

The overall goal of a Thomas's education is to equip all of our pupils with optimism and readiness for the future, to become net contributors to society, and to flourish as successful, conscientious and caring citizens of the world.

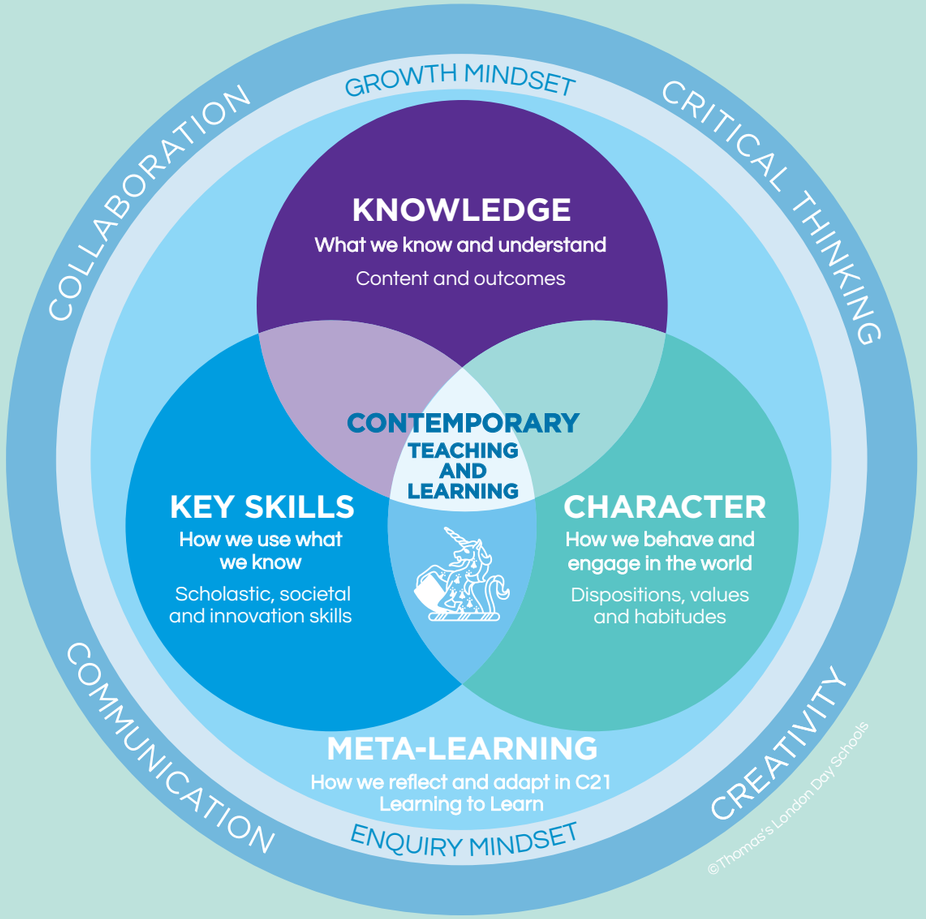
To achieve this, our aims at Thomas's College are:

- To provide an exceptional and innovative education to young people aged 11 to 18, founded on breadth of experience and opportunity. To enable students to achieve academic excellence through a holistic approach that develops knowledge, skills, character and self-understanding.
- To ensure that every member of our school communities learns and lives by a strong set of values, with kindness at the heart.
- To support students to make meaningful choices about their future, fostering a sense of purpose and personal ownership.
- To promote a diversity of excellence that encourages different types of intelligence, problem-solving and the ability to make connections.

Approach to curriculum

Our curriculum has four underlying strands, developed with inspiration from the Center for Curriculum Redesign:

- Knowledge
- Skills
- Character
- Understanding of self (meta-learning)



Together, these develop an enquiry and growth mindset, with students excited by challenge, and unafraid to fail in order to unlock success. They think, question, collaborate and lead. They develop the habits of mind that underpin real-world effectiveness.

Overall our curriculum is intended to allow personal ownership, unlock diversity of talent and achieve the greatest understanding of personal strengths and weaknesses, on which all real-world success is based.

CURRICULUM STRUCTURE

There are three elements to our Middle and Upper Sixth (Years 12-13) curriculum: major subjects, minor subjects and the Thomas's Core.

Every student chooses:

- **Three or four major subjects.** These are studied for two years and lead to an A Level or a higher-level Thomas's Qualification (TQ).

- A range of **minor subjects**, depending on how many majors are chosen. Minor subjects are studied for one year only, in Year 12. They vary in scope from full courses leading to an AS level or TQ, to short non-assessed learning opportunities lasting half a year.

- **Thomas's Core.** The Core includes sport, activities, volunteering, careers and life skills. In addition it includes the Core Project. Every student starts Year 12 with study towards the **Core Project**. Lessons teach university-level research skills and independent learning habits that will be invaluable across major and minor study. While all students complete the skills part of the course, it is not compulsory to continue with the full project. Those who do complete a project will choose whether to submit it for an EPQ (Extended Project Qualification), worth around half an A Level, and helpful in applications for further study, or for a TQ, which allows more freedom and scope.

The mix of majors and minors is similar to the approach in US universities, which guarantees remarkable breadth, while ensuring you get the depth and rigour you need. It is the best preparation available for university and other outcomes and avoids the excessive narrowness that can limit the UK educational experience at the Sixth Form stage.

Options

Students may choose a range of courses, as long as the minimum requirements for study are met, up to a set maximum.

- Minimum study requirement of three major courses (A Levels or TQs)
  - Plus activities from the Core

- Maximum possible range of eight courses
  - Three or four majors (A Levels or TQs)
  - Three or four minors (some may lead to AS Levels or further TQs)
  - The Thomas's Core Project (EPQ or TQ) plus other Core activities

This flexibility suits learners of all types with a wide range of aspirations for future study and work.

Initial trial period

While the minimum requirement is only three courses, all students start Middle Sixth (Year 12) with six separate options:

- Three majors
- The Thomas's Core Project
- Two minors (which may only require one period per week each)

Students may drop the Core Project and minor courses at any time, in consultation with the Sixth Form team. Generally we encourage students to continue with at least six options until Michaelmas half-term, but some may wish to specialise sooner. Others will keep more than six options through the Middle Sixth (Year 12) and concentrate on their three or four majors in Upper Sixth.

MAKING YOUR CHOICES

The process is simple: all students first choose their majors, then their minors. They do not need to make choices in advance for the Core.

Step one

Choosing either three or four majors (A Level equivalents).
You do not have to choose the method of assessment when you start. Every major can be taken to either A Level or Thomas's Qualification (TQ). Most students will take A Levels in their majors but some will prefer to take one or more TQ.

Step two

Consider your additional minor options for Middle Sixth (Year 12) only.

Each minor attracts a different number of credits:

- **60 credits:** a full-year course, six periods per week, leading to AS Level or TQ
- **30 credits**: a full-year course, three periods per week, leading to TQ
- **10 credits:** a half-year course, one period per week, unassessed. Students choosing a 10-credit minor may switch to a second course for the second half of the year, without using up any more credits, or concentrate on their other subjects from that point.

Students choosing four majors may take a maximum of three minors and a maximum of 40 credits. This limits their additional learning to an extra four periods per week, ensuring that overall workload is manageable.

Students choosing three majors may take a maximum of four minors and a maximum of 100 credits. This limits their additional learning to an extra ten periods a week, which is manageable alongside three major subjects.

In practice, the maximum number of options will only suit a small number of students. The Sixth Form team will advise and guide those students who do wish the broadest possible range to ensure their workload remains realistic.

No advance choices are required for the Thomas's Core. There is a great deal of freedom for each student to shape their Core experience during the two years of study.

CURRICULUM OPTIONS

The table below indicates the subjects that are available for major and minor study. Students can select a maximum of one per block.

Block 1	Block 2	Block 3	Block 4
Maths*	Further Maths*	Maths*	French*
Biology*	Spanish*	Politics	Spanish*
Chemistry*	Chemistry*	Biology*	Physics*
Physical Education*	English Literature*	Geography*	Design and Technology*
Theology and Philosophy*	Business Studies	Art	German
French*	Music	English Language	Psychology
Drama*	Greek*	Psychology	Maths*
Latin*		Classical Civilisation	History*
Economics*		Computer Science*	

***Available as a minor**

Other courses available for study taking only one or two periods outside of these blocks include:

- Python for non-Computer Scientists
- Jewellery Making
- Glaciated Landscapes
- Financial Literacy for Life
- Sports Leaders Level 3
- History of Art
- Spanish cooking
- The Ethics of AI
- Greek Literature

This list is not exhaustive and these courses can be selected upon arrival in September.

THOMAS'S QUALIFICATIONS

Thomas's Qualifications (TQs) are being designed and developed to meet the emerging needs of academically able, socially aware and globally minded students. They are unique to Thomas's. While we will look to gain external recognition and ratification for TQs, so that they can be included, for example, on UCAS forms, most students will gain their recognised qualifications via a mix of A Levels and AS Levels.

What students gain from TQs, alongside their traditional qualifications, is future-ready learning: exactly the additional skills and evidence of creative thought that the most competitive university and other outcomes require.

TQs enable Thomas's College students to practise while at school the type of assessment and challenge they will face in tertiary education and the workplace, allowing them to get ahead in the transition from school study to real-world learning.

There are four types of TQ assessment, at three different levels. Students choose which type of assessment suits them best in any particular course, in discussion with teachers and tutors. Years 12&13 will study the Level 3 version of TQs.

The four Thomas's Qualifications

TQ: Connect
An extended piece of writing across a minimum of three school subjects and a minimum of two faculties of learning.
Students will develop an argument of their own that links and connects different things they have learned. As part of this they will be taught how to research and summarise and how to use AI to support, not replace learning. The end result is a piece of extended writing. At Level 3, this is a 5,000 word piece, linking a subject discipline to the world.
The TQ: Connect teaches you how to find things out and share your ideas.

TQ: Create
A creative artefact in any medium and portfolio
Students will make something. It could be 2D or 3D art, a technology or design project, a film, a music video, a piece of music, a poem, a play, a piece of choreography. They will also produce a portfolio, showing how they researched their area of interest, how they developed their idea, what they sought to communicate and how people responded.
The TQ: Create teaches you how to make things with purpose that express meaning.

TQ: Analyse
An informative exhibit and portfolio explaining a complex subject
Students will create an exhibit explaining a topic. Their exhibit, which might be a physical poster or interactive digital page, will concisely introduce the topic, explain what is interesting about it, cover the key points of understanding, and explore questions and further study. They will also produce a portfolio explaining their research and their choices.
The TQ: Analyse teaches you to form and communicate deep understanding.

TQ: Communicate
A public presentation and portfolio to inform and argue a case
Students will research, write and deliver a talk to their peers. They will also produce a portfolio explaining their research and their choices. They will analyse what worked well and how to improve and create a plan to help develop their oracy.
The TQ: Communicate teaches you how to present yourself and your ideas in the world.

GAMES AND SPORT

In the Sixth Form, students participate in a dedicated Games Afternoon every Wednesday, offering a valuable opportunity to stay active, develop skills, and enjoy sport in a supportive and engaging environment.

A wide range of sports is available, catering to both competitive athletes and those looking to participate recreationally. Traditional team sports such as rugby, football, hockey, netball, cricket, and tennis provide competitive fixtures and training, while an exciting selection of alternative sports, including rowing, squash, rock climbing, and road cycling ensures that all students can find an activity they enjoy.

The aim of the Sixth Form Games Programme is to foster a lifelong love of physical activity by offering both competitive pathways for those who wish to represent the school and recreational options for those who prefer to explore different sports in a more social and relaxed setting. With such variety, there is truly something for everyone to enjoy, helping students stay active, develop teamwork, and build confidence through sport.

The Games Programme is further enhanced by a range of extracurricular sports clubs, allowing students to refine their skills, try new activities, and engage in sport outside of their timetabled sessions. These clubs offer additional training, social opportunities, and a chance to develop personal fitness and wellbeing.

For those representing the school's First and Second teams, there is also a structured fixtures programme, with Saturday matches providing regular opportunities for competitive sport.

CAREERS AND FUTURES

Learning in this area in Years 12 and 13 is centred on giving the students what they need to make the best decisions, and create the right opportunities, for their immediate future. Much of this is focused on Universities, both in the UK and internationally, with instruction on the selection and application process and tailored information on course content, funding, accommodation and the undergraduate lifestyle. There will also be taught sessions on Degree Apprenticeships and the options that exist for those who choose to go directly into regular employment after school.

Beyond this our Sixth Form students will also be able to get advice and guidance on key skills that will benefit them moving forward. This will cover areas such as entrepreneurship, presentation and teamwork skills, but also how to learn from and manage setbacks, the challenges and excitement that comes with those early pay packets and how to future proof yourself in a world of employment that is increasingly defined by career transitions, social media activity, environmental concerns and the advancement of AI.

Students will be supported by the Head of Careers, Futures and Partnerships and one to one tuition is as much a part of their education in this area as class sessions. There will also be input from relevant industry and employment experts and time spent in various locations where they can learn first hand and through their own experience, about the rich opportunities that are afforded young people as they start their adult lives.

VOLUNTEERING, COMMUNITY AND OUTDOOR EDUCATION

Students will have the opportunity to engage in a range of volunteering & community projects as part of the Core programme, which will be spread throughout the year. Students are encouraged to involve themselves fully in the life of the school, supporting younger students and running activities for them where appropriate.

The Duke of Edinburgh Gold Award will be offered for students to opt in to.

THOMAS'S PROJECT

Students will explore an area of their own interest that is not linked to an area of GCSE study and create their own project. This may lead to a Thomas's Qualification or to the Extended Project Qualification (EPQ) if they wish. The EPQ allows students to discover the joys of independent learning, take responsibility for their own study and develop new life and study skills. It is A Level 3 qualification, recognised by UCAS and is an excellent way for students to extend and develop beyond the material being covered in class and to explore their passion for a subject, or even to connect different subjects of interest.

As part of their Project learning, students will have opportunities to acquire and apply a range of skills:

- researching, analysing and evaluating information
- developing and justifying a line of reasoning
- reflecting on processes and outcomes
- communicating information and reasoning
- collaborating to achieve a common outcome.

FRENCH

Exam board: Edexcel

Why should you study French A Level?

Taking A Level French offers significant academic and professional advantages. Language learning at A Level enhances cognitive abilities and linguistic skills, providing students with a deeper understanding of grammar and syntax that can improve their overall communication skills in both French and their native language. The rigorous study required at this level fosters critical thinking and problem-solving abilities, which are valuable across all academic disciplines.

Proficiency in French opens up numerous career opportunities in various fields such as international business, diplomacy, tourism, and translation. French is a global language spoken in many countries, and being bilingual or multilingual is a highly sought-after skill in the global job market. Employers often view candidates with language skills as more versatile and capable of engaging in international collaboration.

Lastly, studying A Level French enriches cultural awareness and appreciation. It allows students to explore French literature, films, history, and art, broadening their horizons and fostering a greater understanding of different perspectives and cultures. This cultural competence is not only personally rewarding but also increasingly important in a globalised world, enhancing both social and professional interactions.

Skills gained:

Linguistic Proficiency
- Advanced reading, writing, listening, and speaking skills in French
- Deep understanding of complex grammar and vocabulary
- Improved ability to learn other languages

Critical Thinking and Analytical Skills
- Ability to interpret and evaluate texts, films, and media
- Recognizing nuanced meanings and constructing well-supported arguments
- Transferable skills for other academic subjects and professional scenarios

Cultural Competence and Adaptability
- Appreciation and understanding of French-speaking cultures
- Enhanced ability to interact respectfully and effectively in diverse environments
- Greater adaptability and empathy as global citizens

Course outline:

Part 1 - Social issues and trends
Aspects of French-speaking society: current trends
- The changing nature of family (La famille en voie de changement)
    - Grands-parents, parents et enfants – soucis et problèmes
    - Monoparentalité, homoparentalité, familles recomposées
    - La vie de couple – nouvelles tendances
- The 'cyber-society' (La « cyber-société »)
    - Qui sont les cybernautes?
    - Comment la technologie facilite la vie quotidienne
    - Quels dangers la « cyber-société » pose-t-elle ?
- The place of voluntary work (Le rôle du bénévolat)
    - Qui sont et que font les bénévoles ?
    - Le bénévolat – quelle valeur pour ceux qui sont aidés ?
    - Le bénévolat – quelle valeur pour ceux qui aident ?

Aspects of French-speaking society: current issues
- Positive features of a diverse society (Les aspects positifs d'une société diverse)
    - L'enrichissement dû à la mixité ethnique
    - Diversité, tolérance et respect
    - Diversité – un apprentissage pour la vie
- Life for the marginalised (Quelle vie pour les marginalisés ?)
    - Qui sont les marginalisés ?
    - Quelle aide pour les marginalisés ?
    - Quelles attitudes envers les marginalisés ?
- How criminals are treated (Comment on traite les criminels)
    - Quelles attitudes envers la criminalité ?
    - La prison – échec ou succès ?
    - D'autres sanctions

Part 2 - Political and artistic culture
Artistic culture in the French-speaking world
- A culture proud of its heritage (Une culture fière de son patrimoine)
    - Le patrimoine sur le plan national, régional et local
    - Comment le patrimoine reflète la culture
    - Le patrimoine et le tourisme
- Contemporary francophone music (La musique francophone contemporaine)
    - La diversité de la musique francophone contemporaine
    - Qui écoute et apprécie cette musique ?
    - Comment sauvegarder cette musique ?
- Cinema: the 7th art form (Cinéma : le septième art)
    - Pourquoi le septième art ?
    - Le cinéma – une passion nationale ?
    - Evolution du cinéma – les grandes lignes

Aspects of political life in the French-speaking world
- Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)
    - Pour ou contre le droit de vote ?
    - Les ados et l'engagement politique – motivés ou démotivés ?
    - Quel avenir pour la politique ?
- Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ?)
    - Le pouvoir des syndicats
    - Manifestations et grèves – sont-elles efficaces ?
    - Attitudes différentes envers ces tensions politiques
- Politics and immigration (La politique et l'immigration)
    - Solutions politiques à la question de l'immigration
    - L'immigration et les partis politiques
    - L'engagement politique chez les immigrés

Part 3 - Works

Students must study either one text and one film or two texts from the list below. Abridged editions should not be used.

Texts

- Molière *Le Tartuffe*
- Voltaire *Candide*
- Guy de Maupassant *Boule de Suif et autres contes de la guerre*
- Albert Camus *L'étranger*
- Françoise Sagan *Bonjour tristesse*
- Claire Etcherelli *Elise ou la vraie vie*
- Joseph Joffo *Un sac de billes*
- Faïza Guène *Kiffe kiffe demain*
- Philippe Grimbert *Un secret*
- Delphine de Vigan *No et moi*

Films

- *Les 400 coups* François Truffaut (1959)
- *Au revoir les enfants* Louis Malle (1987)
- *La Haine* Mathieu Kassovitz (1995)
- *L'auberge espagnole* Cédric Klapisch (2002)
- *Un long dimanche de fiançailles* Jean-Pierre Jeunet (2004)
- *Entre les murs* Laurent Cantet (2008)

Part 4 - Individual Research Project

Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken. They must select relevant information in French from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

Students may choose a subject linked to one of the themes or sub-themes or to one of the works. However, students must not base their research on the same literary text or film that they refer to in their written assessment.

Careers and Futures

Knowledge of French, a key language, is crucial for effective communication and negotiation in a range of international settings, including business, diplomacy, media and tourism. Specific roles that are open to those with proficiency in languages are as follows:

- Translator/Interpreter
- International Relations Specialist
- Business Consultant
- Journalist/Foreign Correspondent
- Marketing
- Foreign Language Teacher
- Tourism and Hospitality Manager
- Cultural Exchange Coordinator
- Customer Service
- Public Relations

There are also essential jobs available in NGO and Non-Profit organisations. Many international Non-Governmental Organisations operate in French-speaking countries, and fluency in French is essential for effective communication and project management in these regions.

GREEK

Exam board: OCR

Why should you study Greek A Level?

Studying Classical Greek at A Level offers a fascinating exploration of the language, literature, and culture of Ancient Greece, the cradle of Western civilization. Students engage with timeless works by authors such as Homer, Sophocles, and Plato, gaining insights into epic poetry, drama, and philosophy. The study of Classical Greek sharpens analytical and linguistic skills, deepens understanding of modern languages, and enhances critical thinking. It is particularly valuable for those interested in history, philosophy, archaeology, and literature, and it stands out as a rigorous and rewarding subject for university applications and diverse career paths.

Skills gained:

- develop an appropriate level of competence in the language studied
- acquire the language skills which enable learners to read literary texts, both prose and verse, in the original language
- develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world
- acquire the literary skills which enable learners to read ancient literature, both prose and verse, in its original language with appropriate attention to literary techniques, styles and genres
- apply analytical and evaluative skills at an appropriate level which show direct engagement with original texts in the ancient language
- make an informed personal response to the material studied
- begin to develop a sensitive and analytical approach to language generally

Course outline & How is it assessed?

Content Overview	Assessmet Overview	
Learners build their knowledge of vocabulary and linguistic structures through reading and studying prose and verse texts in Classical Greek. Learners study texts written by a range of **prose** authors and the **verse** unseen author to develop linguistic competence.	**Unseen Translation (01)** 100 marks 1 hour 45 minutes paper Written paper	**33%** of total A Level
	Prose Composition or Comprehension (02) 50 marks 1 hour 15 minutes paper Written paper	**17%** of total A Level
Learners study **two** Classical Greek Prose Literature set texts in depth. Learners also study additional literature in translation in order to understand the context from which the set texts have been taken.	**Prose Literature (03)** 75 marks 2 hour minutes paper Written paper	**25%** of total A Level
Learners study **two** Classical Greek Verse Literature set texts in depth. Learners also study additional literature in translation in order to understand the context from which the set texts have been taken.	**Verse Literature (04)** 75 marks 2 hour paper Written paper	**25%** of total A Level

Careers and Futures

Greek presents opportunities in a range of professional fields from academic and research roles to law and politics. It is also essential to those writing for publications on history, culture, or current events with a historical perspective, and Classical Greek enhances skills in logic, argumentation, and interpretation of texts for those working in Law. Specific roles that are open to those with proficiency in Greek are as follows:

- University Lecturer or Professor
- Museum Curator or Archivist
- Publishing
- Documentary Making
- Author/Poet
- Translator
- Archaeologist
- Secondary School Teacher
- Lawyer
- Diplomat or Policy Advisor
- Lexicographer

There are also jobs in IT where knowledge of ancient languages lends itself to work on AI models and machine translation systems. Problem-solving and analytical skills honed in Greek studies are valuable in business contexts as well, and in Finance and Banking where attention to detail and logical thinking is required.

LATIN

Exam board: OCR

Why should you study Latin A Level?

The A Level in Latin has been designed to help learners develop their understanding of the Latin language and the related literature, values, and society of ancient Rome and Roman Greece. The curriculum is designed to develop in learners a desire to continue learning Latin, as well as a lifelong enthusiasm for the Classical world.

Studying Latin at A Level offers significant academic and professional advantages. Higher-tier language-learning in Latin enhances cognitive abilities and linguistic skills, providing students with a fundamental understanding of grammar and syntax that will improve overall communication skills not just in their native language, but in any of the Romance Languages that locate their roots in Latin. The rigorous study required at this level fosters critical thinking and problem-solving abilities, which are valuable across all academic disciplines. It enriches learners' cultural awareness and appreciation, fostering a deeper understanding of different trans-historical perspectives.

Specifically, the Latin A Level curriculum will inspire, motivate, and challenge learners, enabling them to develop a rewarding level of competence in the language, acquiring the skills which enable the reading of literary texts, both prose and verse, in the original. Students will develop an interest in, and enthusiasm for, the literary, historical, and cultural features of the ancient world. They will be equipped to engage with, analyse, and critically evaluate ancient textual and cultural evidence, and to make a sensitive and informed personal response to the material studied. And for those students who choose to continue in the subject, the A Level in Latin develops in them the language and literature skills needed to progress to studying Classics at undergraduate level.

Skills gained:

- develop an appropriate level of competence in the language studied
- acquire the language skills which enable learners to read literary texts, both prose and verse, in the original language
- develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world
- acquire the literary skills which enable learners to read ancient literature, both prose and verse, in its original language with appropriate attention to literary techniques, styles and genres
- apply analytical and evaluative skills at an appropriate level which show direct engagement with original texts in the ancient language
- make an informed personal response to the material studied
- begin to develop a sensitive and analytical approach to language generally

Course outline & How is it assessed?

Content Overview	Assessmet Overview	
Learners build their knowledge of vocabulary and linguistic structures through reading and studying prose and verse texts in Latin. Learners study texts written by a range of **prose** authors and the **verse** unseen author to develop linguistic competence.	**Unseen Translation (01)** 100 marks 1 hour 45 minutes paper Written paper	**33%** of total A Level
	Prose Composition or Comprehension (02) 50 marks 1 hour 15 minutes paper Written paper	**17%** of total A Level
Learners study **two** Latin Prose Literature set texts in depth. Learners also study additional literature in translation in order to understand the context from which the set texts have been taken.	**Prose Literature (03)** 75 marks 2 hour minutes paper Written paper	**25%** of total A Level
Learners study **two** Classical Greek Verse Literature set texts in depth. Learners also study additional literature in translation in order to understand the context from which the set texts have been taken.	**Verse Literature (04)** 75 marks 2 hour paper Written paper	**25%** of total A Level

Careers and Futures

The linguistic skills developed in studying Latin, together with knowledge of the language itself, can facilitate conversion into a wide range of modern professional streams such as law, teaching, professional translation, technology, finance, librarianship, accountancy, or even zoology. Being a more capable and fluent communicator in speech and writing is a skill needed in every career, and is a skill Latin language-learning builds directly and substantially. There are also jobs available in education, translation and in Museum & Curatorial Vocations.

For centuries, Latin was the language of all learning and diplomacy across the western world, nor have the techniques of oratory and persuasion, finely honed by the ancient Greek and Romans, much changed in the intervening millennia. The skills of studying and interpreting the language and culture of an ancient civilisation, furthermore, transfer vitally to cross-cultural communication, understanding, and negotiation in our modern, globalised world.

POLITICS

Exam board: Edexcel

Why should you study Politics A Level?

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

Skills gained:

In all components of this subject students must demonstrate the following skills:

- to comprehend and interpret political information
- to critically analyse and evaluate the areas of politics studied
- to construct arguments and explanations leading to reasoned conclusions
- to identify parallels, connections, similarities and differences between aspects of the areas of politics studied
- to construct and communicate arguments and explanations with relevance, clarity and coherence
- to use appropriate political vocabulary
- to make connections between the different areas of politics studied
- to make comparisons across two political systems

Course outline:

There are three components to Politics A Level

Paper 1: Government and politics of the UK	Paper 2: The government and politics of the USA	Paper 3: Political ideas
• Written exam: 2 hours • 77 marks • 33⅓ % of A Level	• Written exam: 2 hours • 77 marks • 33⅓ % of A Level	• Written exam: 2 hours • 77 marks • 33⅓ % of A Level

Careers and Futures

Many students who study A Level Politics progress to a university degree, and there are many degree courses that A Level Politics can suit, such as Anthropology, Economics, English, History, Law, Philosophy and Sociology.

Politics can then lead to some interesting careers. Specific roles that are open to those with a politics background are as follows:

- Civil Service
- Government social research officer
- Policy officer
- Political risk analyst
- Politician's assistant
- Public affairs consultant
- Social researcher

There are also a range of careers in which the skills learned at A Level Politics can be particularly useful, including:

- Business development manager
- Charity officer
- Detective
- Local government officer
- Market researcher
- Marketing executive
- Diplomatic service officer
- Forensic accountant
- Human resources officer
- Newspaper journalist
- Public relations officer
- Stockbroker

SPANISH

Exam board: Edexcel

Why should you study Spanish A Level?

Choosing to study Spanish at A Level offers numerous benefits that can greatly enhance your personal and academic development. Firstly, mastering a second language like Spanish, which is spoken by over 500 million people worldwide, opens up a wealth of opportunities. Whether you aspire to travel, work, or live in Spanish-speaking countries, having proficiency in the language will allow you to communicate effectively and experience these cultures more deeply. Additionally, many universities and employers value multilingualism, seeing it as a sign of versatility and global awareness.

Moreover, studying Spanish A Level helps develop many vital skills that will benefit your future. For example, it will help to improve memory, problem-solving abilities, and multitasking skills. It also enhances your understanding of your native language by deepening your grasp of grammar and syntax. These cognitive benefits extend beyond the classroom, providing tools that can help in other subjects and in everyday life. Engaging with Spanish literature, history, and culture broadens your perspective and fosters a greater appreciation for diversity.

Finally, Spanish A Level is a gateway to exciting career prospects. In our increasingly globalised world, proficiency in Spanish can set you apart in fields such as international business, diplomacy, tourism, and translation. Furthermore, with Spain and many Latin American countries being major economic players, your language skills could open doors to unique professional experiences. By choosing Spanish A Level, you're investing in a skill that will serve you for a lifetime, making you a more attractive candidate in both higher education and the job market.

Skills gained:

Linguistic Proficiency

- Advanced reading, writing, listening, and speaking skills in Spanish
- Deep understanding of complex grammar and vocabulary
- Improved ability to learn other languages

Critical Thinking and Analytical Skills

- Ability to interpret and evaluate texts, films, and media
- Recognizing nuanced meanings and constructing well-supported arguments
- Transferable skills for other academic subjects and professional scenarios

Cultural Competence and Adaptability

- Appreciation and understanding of Spanish-speaking cultures
- Enhanced ability to interact respectfully and effectively in diverse environments
- Greater adaptability and empathy as global citizens

Course outline:

Part 1 - Social issues and trends

Aspects of Hispanic society

- Modern and traditional values (Los valores tradicionales y modernos)
    - Los cambios en la familia
    - Actitudes hacia el matrimonio/el divorcio
    - La influencia de la Iglesia Católica
- Cyberspace (El ciberespacio)
    - La influencia de internet
    - Las redes sociales: beneficios y peligros
    - Los móviles inteligentes en nuestra sociedad
- Equal rights (La igualdad de los sexos)
    - La mujer en el mercado laboral
    - El machismo y el feminismo
    - Los derechos de los gays y las personas transgénero

Multiculturalism in Hispanic society

- Immigration (La inmigración)
    - Los beneficios y los aspectos negativos
    - La inmigración en el mundo hispánico
    - Los indocumentados - problemas
- Racism (El racismo)
    - Las actitudes racistas y xenófobas
    - Las medidas contra el racismo
    - La legislación anti-racista
- Integration (La convivencia)
    - La convivencia de culturas
    - La educación
    - Las religiones

Part 2 - Political and artistic culture

Artistic culture in the Hispanic world

- Modern day idols (La influencia de los ídolos)
    - Cantantes y músicos
    - Estrellas de televisión y cine
    - Modelos
- Spanish regional identity (La identidad regional en España)
    - Tradiciones y costumbres
    - La gastronomía
    - Las lenguas
- Cultural heritage (El patrimonio cultural)
    - Sitios turísticos y civilizaciones prehispánicas: Machu Picchu, la Alhambra, etc
    - Arte y arquitectura
    - El patrimonio musical y su diversidad

Aspects of political life in the Hispanic world

- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)
    - Los jóvenes y su actitud hacia la política : activismo o apatía
    - El paro entre los jóvenes
    - Su sociedad ideal
- Monarchies and dictatorships (Monarquías y dictaduras)
    - La dictadura de Franco
    - La evolución de la monarquía en España
    - Dictadores latinoamericanos
- Popular movements (Movimientos populares)
    - La efectividad de las manifestaciones y las huelgas
    - El poder de los sindicatos
    - Ejemplos de protestas sociales (eg. El 15-M, las Madres de la Plaza de Mayo)

Part 3 - Works

Students must study either one text and one film or two texts from the list below. Abridged editions should not be used.

Texts

- Federico García Lorca *La casa de Bernarda Alba*
- Gabriel García Márquez *Crónica de una muerte anunciada*
- Laura Esquivel *Como agua para chocolate*
- Ramón J. Sender *Réquiem por un campesino español*
- Carlos Ruiz Zafón *La sombra del viento*
- Isabel Allende *La casa de los espíritus*
- Gustavo Adolfo Bécquer *Rimas*
- Fernando Fernán-Gómez Las *bicicletas son para el verano*
- Luis de Castresana *El otro árbol de Guernica*
- Gabriel García Márquez *El coronel no tiene quien le escriba*

Films

- *El laberinto del fauno* Guillermo del Toro (2006)
- *Ocho apellidos vascos* Emilio Martínez-Lázaro (2014)
- *María, llena eres* de gracia Joshua Marston (2004)
- *Volver* Pedro Almodóvar (2006)
- *Abel* Diego Luna (2010)
- *Las 13 rosas* Emilio Martínez-Lázaro (2007)

Part 4 - Individual Research Project

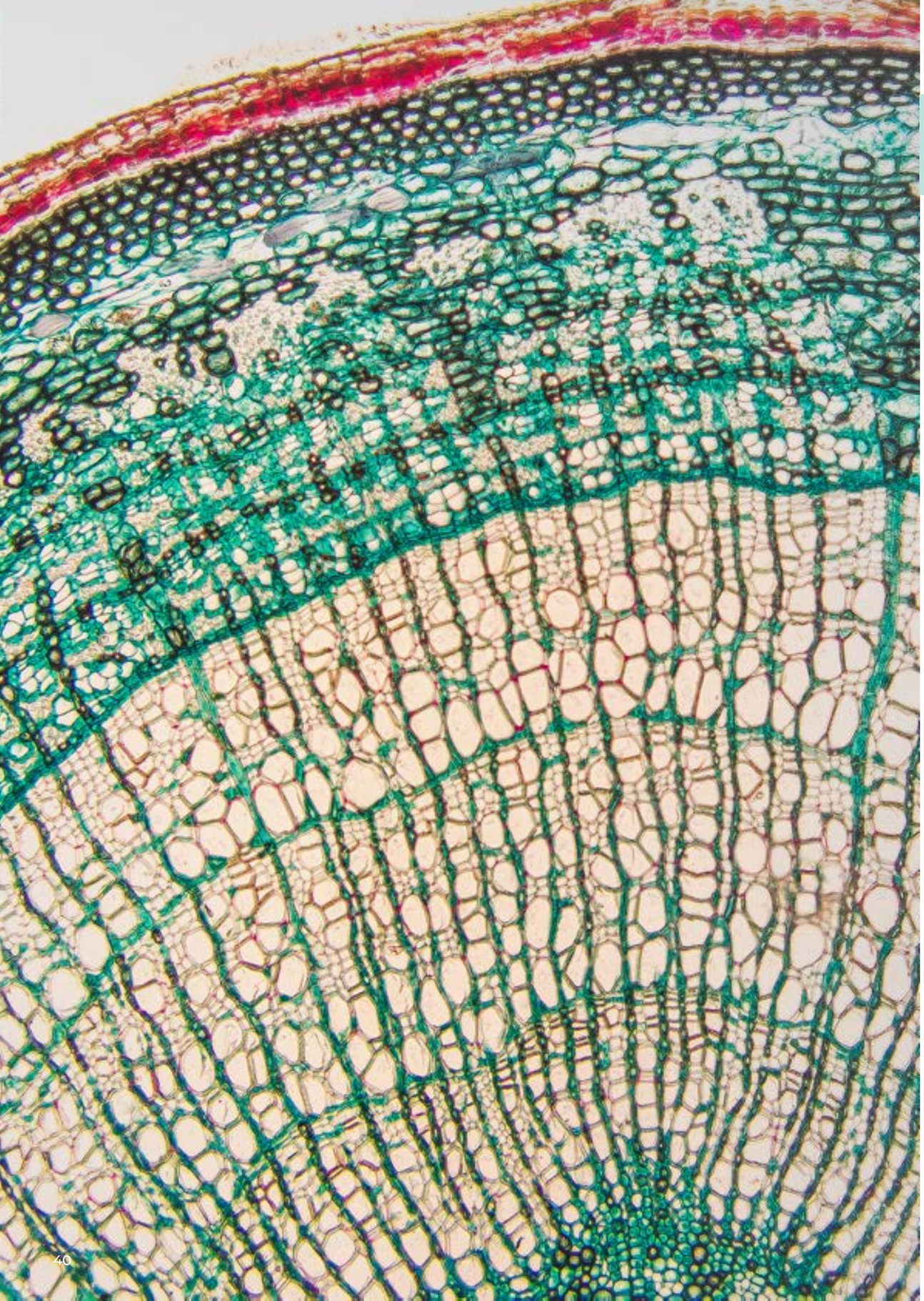
Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where Spanish is spoken. They must select relevant information in Spanish from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

Students may choose a subject linked to one of the themes or sub-themes or to one of the works. However, students must not base their research on the same literary text or film that they refer to in their written assessment.

Careers and Futures

Like French, Spanish is crucial for effective communication and negotiation in a range of international settings, including business, diplomacy, media and tourism. Specific roles that are open to those with proficiency in languages are as follows:

- Translator/Interpreter
- International Relations Specialist
- Business Consultant
- Journalist/Foreign Correspondent
- Marketing
- NGO and Non-Profit Worker
- Foreign Language Teacher
- Tourism and Hospitality Manager
- Cultural Exchange Coordinator
- Customer Service
- Public Relations



BIOLOGY

Exam board: AQA

Why should you study Biology A Level?

Studying Biology at A Level offers numerous benefits beyond the classroom, preparing students for a variety of careers and enriching their understanding of living organisms and their interactions with the environment. It opens doors to higher education opportunities in life sciences, medicine, and veterinary science. Beyond academics and careers, it fosters an appreciation for the natural world and an understanding of issues like sustainability and human health, inspiring meaningful societal contributions. In summary, A Level Biology equips students with a solid scientific foundation, sharpens analytical and practical skills, and provides diverse educational and career opportunities.

Skills gained:

Studying Biology at A Level offers numerous benefits beyond the classroom, preparing students for a variety of careers and enriching their understanding of living organisms and their interactions with the environment. It opens doors to higher education opportunities in life sciences, medicine, and veterinary science. Beyond academics and careers, it fosters an appreciation for the natural world and an understanding of issues like sustainability and human health, inspiring meaningful societal contributions. In summary, A Level Biology equips students with a solid scientific foundation, sharpens analytical and practical skills, and provides diverse educational and career opportunities.

Course outline:

AS Biology is one year long, with exams at the end.
A Level Biology lasts two years, with exams at the end of the second year.
The table below shows the topics you will study in each year.

Course outline:

AS Biology is one year long, with exams at the end.
A Level Biology lasts two years, with exams at the end of the second year.
The table below shows the topics you will study in each year.

AS and first year of A Level

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms

Second year of A Level

- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- Control of gene expression

How is it assessed?

AS level

	Paper 1	Paper 2
What's assessed?	Any content from topics 1-4, including relevant practical skills	Any content from topics 1-4, including relevant practical skills
How?	Written exam: 1 hour 30 mins 75 marks 50% of AS	Written exam: 1 hour 30 mins 75 marks 50% of AS
Questions	65 marks: short answer questions 10 marks: comprehension questions	65 marks: short answer questions 10 marks: comprehension questions

A Level

	Paper 1	Paper 2	Paper 3
What's assessed?	Any content from topics 1-4, including relevant practical	Any content from topics 5-8, including relevant practical	Any content from topics 1-8, including relevant practical skills
How?	Written exam: 2 hours 91 marks 35% of A Level	Written exam: 2 hours 91 marks 35% of A Level	Written exam: 2 hours 78 marks 30% of A Level
Questions	76 marks: mixture of short and long answer questions rks: extended response questions	76 marks: mixture of short and long answer questions 15 marks: extended response questions	38 marks: structured questions, including practical techniques 15 marks: critical analysis of given experimental data 25 marks: one essay from a choice of two titles

Careers and Futures

Science is essential for the future in how it addresses and explains problems, leads to new technologies and allows us to make truly informed decisions. Qualifications in Biology present all sorts of exciting career options, including:

- Doctor
- Clinical Molecular Geneticist
- Nature Conservation Officer
- Pharmacologist
- Dentist
- Physiotherapist
- Prosthetist
- Optician
- Research Scientist
- Vet
- Secondary School Teacher
- Marine Biologist
- Sport and Exercise Scientist
- Osteopath
- Paramedic
- Nurse

CHEMISTRY

Exam board: AQA

Why should you study Chemistry A Level?

Studying Chemistry at A Level offers extensive benefits beyond academics, preparing students for various careers and deepening their understanding of the world. A Level Chemistry is a gateway to numerous higher education opportunities and fosters curiosity and a lifelong passion for learning, making it a valuable and intellectually rewarding subject.

Skills gained:

Studying Chemistry at A Level develops strong analytical and problem-solving skills, applicable in fields like engineering, medicine, and finance. The subject also emphasises practical laboratory skills, essential for scientific research and industry practices. Additionally, it enhances understanding of real-world applications, from pharmaceuticals to environmental sustainability, and improves communication skills, crucial for professional collaboration.

Course outline:

AS Chemistry is one year long, with exams at the end.
A Level Chemistry lasts two years, with exams at the end of the second year.
The table below shows the topics you will study in each year.

AS and first year of A Level

Physical Chemistry
- Atomic structure
- Amount of substance
- Bonding
- Energetics
- Kinetics
- Chemical equilibria
- Redox equations

Inorganic Chemistry
- Periodicity
- Group 2
- Group 7

Organic Chemistry
- Intro to organic chemistry
- Alkanes
- Halogenoalkanes
- Alkenes
- Alcohols
- Organic analysis

Second year of A Level

Physical Chemistry
- Thermodynamics
- Rate equations
- Equilibrium constant
- Electrochemical cells
- Acids and bases

Inorganic Chemistry
- Properties of period 3
- Transition metals
- Reactions of ions in aqueous solutions

Organic Chemistry
- Optical isomerism
- Aldehydes and ketones
- Carboxylic acids
- Aromatic chemistry
- Amines
- Polymers
- Amino acids, proteins and DNA
- Organic synthesis
- Nuclear magnetic resonance spectroscopy

AS Level

	Paper 1	Paper 2
What's assessed?	Physical chemistry topics 1-4, 6 and 7 Inorganic chemistry topics 1 - 3 Relevant practical skills	Physical chemistry topics 2-6 Organic chemistry topics 1-6 Relevant practical skills
How?	Written exam: 1 hour 30 mins 80 marks 50% of AS	Written exam: 1 hour 30 mins 80 marks 50% of AS
Questions	65 marks: short and long answer questions 15 marks: multiple choice questions	65 marks: short and long answer questions 15 marks: multiple choice questions

A Level

	Paper 1	Paper 2	Paper 3
What's assessed?	Physical Chemistry topics 1-4, 6, 8 and 10-12 Inorganic chemistry topic 2 Relevant practical skills	Physical Chemistry topics 2-6 and 9 Organic chemistry - all topics Relevant practical skills	Any content , including any relevant practical skills
How?	Written exam: 2 hours 105 marks 35% of A Level	Written exam: 2 hours 105 marks 35% of A Level	Written exam: 2 hours 90 marks 30% of A Level
Questions	105 marks: mixture of short and long answer questions	105 marks: mixture of short and long answer questions	40 marks: questions on practical techniques and data analysis 20 marks: questions testing across the specification 30 marks: multiple choice questions

Careers and Futures

Chemistry is regarded by top universities as a 'facilitating' subject because choosing it at A Level allows a wide range of options for degree study.
There are a wide range of Chemistry-related degrees available, including:

- Analytical Chemistry
- Environmental Chemistry
- Physical Chemistry and Polymer and Materials Chemistry
- Biochemistry
- Inorganic Chemistry
- Organic Chemistry

These degrees in turn can lead to a range of careers as varied as:

- Medicine
- Dentistry
- Research & Development management
- Petroleum Engineering
- Forensic Chemistry
- Pharmacology
- Chemical Engineering
- Secondary School Teacher
- Perfumery

COMPUTER SCIENCE

Exam board: OCR Computer Science H046, H446

Why should you study Computer Science A Level?

Taking A Level Computer Science opens up a world of opportunities by equipping you with essential skills for the future. It teaches you not only how computers work but also how to solve real-world problems through programming and logical thinking. You'll develop critical problem-solving skills, gain experience with coding languages, and understand the principles behind software, hardware, and algorithms—knowledge that is highly valued in industries like tech, engineering, finance, and beyond. Plus, the subject nurtures creativity and innovation, making it ideal for anyone curious about how technology shapes our world today and in the future.

There is the option to complete the AS and full A Level.

Skills gained:

Problem-solving and analytical thinking: Learn how to break down complex problems and create efficient solutions using logical reasoning and algorithms.

Programming proficiency: Gain hands-on experience with coding languages like Python, Java, or C++, which are essential for software development and Automation" to "Programming proficiency: Gain hands-on experience with coding languages which are essential for software development and Automation

Understanding of computational thinking: Develop the ability to approach problems in a structured way, applying concepts such as abstraction, decomposition, and pattern recognition.

Knowledge of data structures and algorithms: Learn how to organise, store, and process data efficiently, which is fundamental to software development and system optimization.

Insight into computer systems and networks: Understand how hardware, software, and networks interact, providing a solid foundation for fields like cybersecurity, system administration, and IT management.

Course outline:

AS Level	A Level	
Component 1: Computing principles Structure and function or processor Types of processor Input, Output and Storage Operating systems Applications generation Introduction to programming Databases Networks Web Technologies Data Types Data Structures Boolean Algebra Computing related legislation Ethic, moral and cultural issues **Component 2: Algorithms and Problem solving** Thinking abstractly Thinking ahead Thinking procedurally Thinking logically Programming techniques Software development Algorithms	**Component 1: Computer Systems** Structure and Function of the Processor Input, Output, Storage Systems Software Software development Types of programming language Compression, Encryption and Hashing Databases Networks Web Technologies Data Types Data Structures Boolean algebra Computing related legislation Ethic, moral and cultural issues **Component 2: Algorithms and Problem Solving** Thinking abstractly Thinking ahead Thinking logically Thinking concurrently Programming techniques Computation Methods Algorithms	**Component 3: Programming project** Analysis of the problem • Problem identification • Stakeholders • Research the problem • Specify the proposed solution Design of the solution • Decompose the program • Describe the solution • Describe the approach to testing Develop the solution • Iterative development process • Testing to inform development Evaluation • Testing the inform evaluation • Success of the solution • Describe the final product • Maintenance and development

How is it assessed?

AS Level: 2x written exam papers
A Level: 2x written exam papers, 1x coursework (20%)

Careers and Futures:

With the advancement of computer technology in a range of industries, Computer Science qualifications and skills are in high demand and will continue to be so. This subject can lead to careers in many different STEM areas and specific roles open to those with this background are as follows:

- Mechanical Engineer
- Civil Engineer
- Electrical Engineer
- Chemical Engineer
- Physicist
- Chemist
- Geophysicist
- Structural Engineer
- Biomedical Engineer
- Data Scientist
- Software Developer
- Computer Programmer
- Systems Analyst
- Network Engineer
- Cybersecurity Analyst
- Medical Researcher
- Radiologist
- Pharmacist
- Teacher

MATHS

Exam board: Edexcel

Why should you study Maths A Level?

A Level Maths provides a solid foundation for many university courses, especially in fields like engineering, physics, computer science, economics, and mathematics itself. It is often a prerequisite for these courses.

The subject helps develop strong analytical and problem-solving skills. These skills are not only valuable academically but also highly sought after by employers in various industries.

Mathematics is a versatile subject that complements many other fields. Whether you are interested in science, business, or the humanities, the logical and quantitative skills gained from studying maths can be beneficial. For those who enjoy challenges and intellectual stimulation, A Level Maths offers complex and intriguing problems that can be very satisfying to solve.

Skills gained:

Maths teaches logical reasoning and precision, which are essential skills in both academic and real-world contexts. These skills can improve your performance in other subjects and various aspects of life.

The skills developed in A Level Maths, such as critical thinking, attention to detail, and the ability to work systematically, are transferable to many other areas of study and work.

Course outline:

Paper 1: Pure Mathematics 1
Paper 2: Pure Mathematics 2

Each paper is:
2-hour written examination
33.33% of the qualification
100 marks

Content Overview

- Topic 1 – Proof
- Topic 2 – Algebra and functions
- Topic 3 – Coordinate geometry in the (x, y) plane
- Topic 4 – Sequences and series
- Topic 5 – Trigonometry
- Topic 6 – Exponentials and logarithms
- Topic 7 – Differentiation
- Topic 8 – Integration
- Topic 9 – Numerical methods
- Topic 10 – Vectors

Assessment Overview

- Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content.
- Students must answer all questions.
- Calculators can be used in the assessment.

Paper 3: Statistics and Mechanics

- 2-hour written examination
- 33.33% of the qualification
- 100 marks

Content Overview

Section A: Statistics

- Topic 1 – Statistical sampling
- Topic 2 – Data presentation and interpretation
- Topic 3 – Probability
- Topic 4 – Statistical distributions
- Topic 5 – Statistical hypothesis testing

Section B: Mechanics

- Topic 6 – Quantities and units in mechanics
- Topic 7 – Kinematics
- Topic 8 – Forces and Newton's laws
- Topic 9 – Moments

Assessment overview

- Paper 3 will contain questions on topics from the Statistics content in Section A and Mechanics content in Section B.
- Students must answer all questions.
- Calculators can be used in the assessment.

Careers and Futures:

Math enables us to understand the world and make predictions, and is a key part of many technologies and industries. Those with qualifications in this area can look for work in these fields:

- Mechanical Engineer
- Civil Engineer
- Electrical Engineer
- Chemical Engineer
- Physicist
- Chemist
- Geophysicist
- Architect
- Structural Engineer
- Medical Researcher
- Radiologist
- Biomedical Engineer
- Teacher
- Financial Adviser
- Management Consultant
- Business Analyst
- Finance Manager
- Actuary
- Investment Banker
- Economist
- Accountant
- Auditor
- Statistician
- Computer Programmer
- Systems Analyst
- Network Engineer
- Cybersecurity Analyst
- Policy Analyst
- Intelligence Analyst
- Operations Research Analyst
- Logistics Manager

FURTHER MATHS

Exam board: Edexcel

Why should you study Further Maths A Level?

Studying Further Maths offers numerous benefits, particularly for students interested in mathematics, engineering, physics, computer science, or other STEM fields. It deepens understanding of core mathematical concepts like calculus, algebra, and geometry while introducing advanced topics such as complex numbers, differential equations, and linear algebra. This rigorous training enhances problem-solving, logical thinking, and analytical skills, which are invaluable in both academia and the workplace. Further Maths also strengthens a university application, demonstrating a student's commitment and aptitude for challenging mathematical studies, and providing a solid foundation for tackling higher-level courses with confidence.

Skills gained:

Cognitive skills

- Non-routine problem solving – expert thinking, metacognition, creativity.
- Systems thinking – decision making and reasoning.
- Critical thinking – definitions of critical thinking are broad and usually involve general
- cognitive skills such as analysing, synthesising and reasoning skills.
- ICT literacy – access, manage, integrate, evaluate, construct and communicate.

Interpersonal skills

- Communication – active listening, oral communication, written communication,
- assertive communication and non-verbal communication.
- Relationship-building skills – teamwork, trust, intercultural sensitivity, service
- orientation, self-presentation, social influence, conflict resolution and negotiation.
- Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Course outline:

Paper 1: Core Pure Mathematics 1
Paper 2: Core Pure Mathematics 2

Each paper is:
1 hour and 30 minutes written examination
25% of the qualification
75 marks

Content Overview

Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations

Assessment Overview

- Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content.
- Calculators can be used in the assessment.

Further Mathematics Optional Papers

Each paper is a written examination: 1 hour and 30 minutes
25% of the qualification
75 marks

Content Overview

Students take two options from the following eight:

Option 1	Option 2
3A: Further Pure Mathematics 1	4A: Further Pure Mathematics 2
3B: Further Statistics 1	4B: Further Statistics 2
3C: Further Mechanics 1	4C: Further Mechanics 2
3D: Decision Mathematics 1	4D: Decision Mathematics 2

There are restrictions on which papers can be taken together.
Students choose a pair of options, either:
- any two Option 1 papers, or
- a matching pair of Option 1 and Option 2 papers

This makes a total of ten different option pairs.

Assessment Overview

- Students must answer all questions.
- Calculators can be used in the assessment.

Careers and Futures:

Along with the jobs listed in the Maths section, the following jobs require a higher mathematical understanding:

- Academic and Research Careers in Mathematics: Roles such as mathematicians, statisticians, or researchers in academia or specialised research institutions.
- Mathematical Modeling: Positions in fields like climate science, epidemiology, and operations research, where complex mathematical models are developed and analysed.
- Theoretical Physics: Advanced roles in theoretical or computational physics often require a strong mathematical background, typically obtained through a mathematics degree.
- Pure and Applied Mathematics Careers: Jobs that involve solving abstract mathematical problems or applying mathematics to real-world issues, such as optimisation or cryptography.

PHYSICAL EDUCATION

Exam board: OCR

Why should you study Physical Education A Level?

You'll enjoy this course if....

- You have a passion for physical activity and sport
- You are interested in anatomy, exercise physiology, sport psychology, biomechanics, the history of sport and contemporary issues within sport

Studying A Level Physical Education will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach a sport through the non-exam assessment component, you will also develop a wide-ranging knowledge into the how and why of Physical activity and sport. The combination of physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through academic study improve your performance or coaching through the application of the theory. Physical Education is studied through a range of different contexts and the impact it has on both ours and others everyday lives. You will learn the reasons why we do things and why some people outperform others mentally and physically. You will also delve into the ethical considerations behind the use of drugs and the influence that modern technology is having in and on physical activity and sports.

Skills gained:

Students will study Physical Education in an academic setting, enabling them to critically analyse and evaluate their physical performance and apply their experience of practical activity in developing their knowledge and understanding of the subject. They will develop transferable skills including; decision-making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking and acting under pressure.

Course outline:

Paper 1 – Physiological factors affecting performance (30%)
- Anatomy and physiology
- Exercise physiology
- Biomechanics

Paper 2 – Psychological factors affecting performance (20%)
- Skill acquisition
- Sport psychology

Paper 3 – Socio-cultural issues in physical activity and sport (20%)
- Sport and society
- Contemporary issues within sport

Non- Examined Assessment – Practical performances (30%)
- Performance in one activity
- Analysing and evaluating performance for improvement

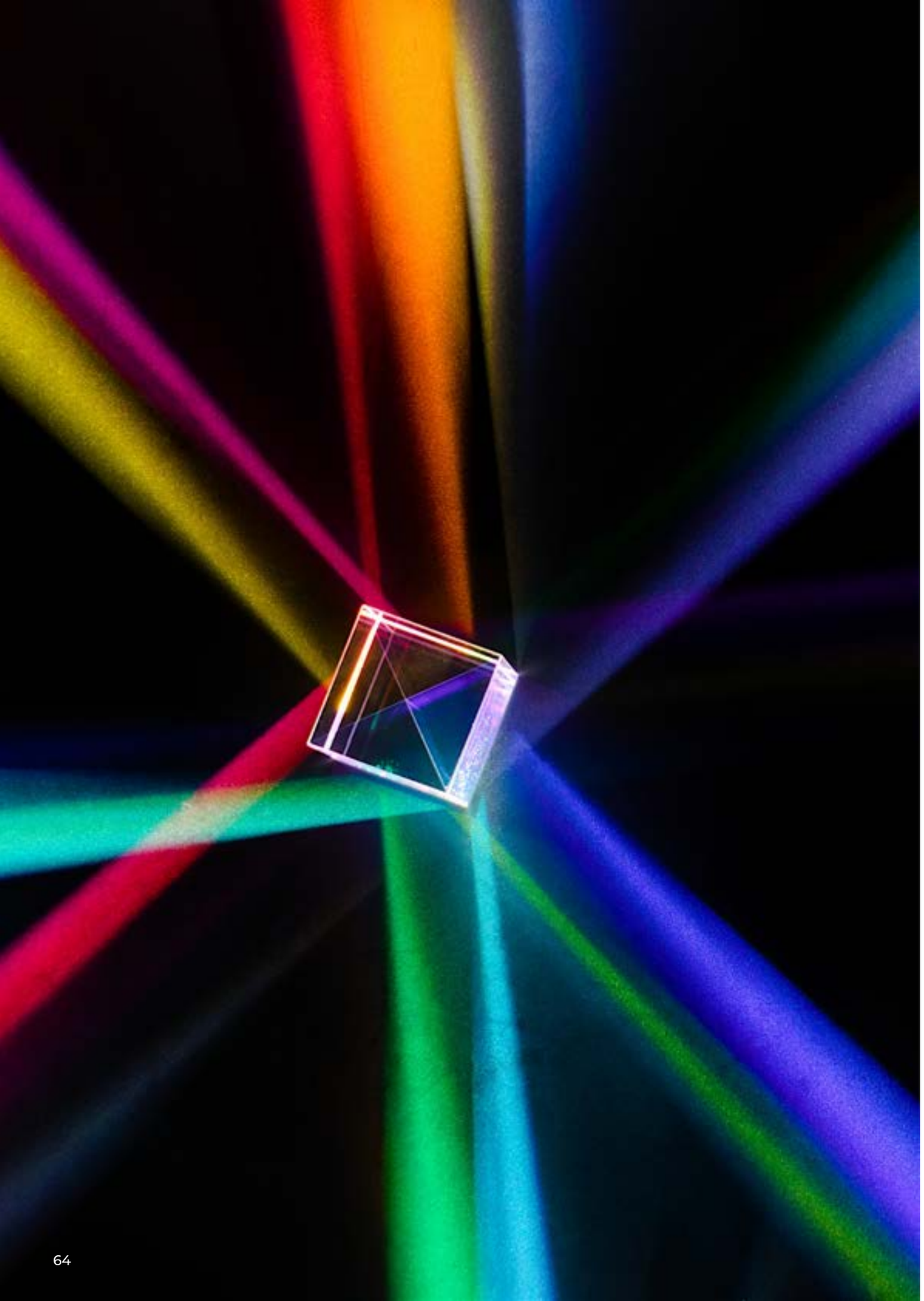
Careers and Futures:

A Level Physical Education is an excellent base for a university degree in sports science, sports management, healthcare, or exercise and health. Physical Education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology and many more.

A Level Physical Education can then open up a range of career opportunities including:

- Competitive Sports
- Sports Development
- Sports Coaching
- Sports and Exercise Scientist
- Physiotherapy
- Personal training
- Teaching
- Sports Writer

The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking are also useful in any career path you choose to take.



PHYSICS

Exam board: AQA

Why should you study Physics A Level?

Studying Physics at A Level offers numerous benefits beyond academics, equipping students with valuable skills for various life aspects and careers. It provides a deep understanding of fundamental principles governing the natural world, essential for STEM fields. It opens doors to many higher education opportunities and is highly regarded by universities. Beyond career prospects, it inspires lifelong curiosity and a passion for understanding the universe, making it an intellectually rewarding subject.

Skills gained:

Studying Physics at A Level sharpens critical thinking and problem-solving abilities, which are transferable to professions like finance and law. Practical and experimental skills are enhanced through hands-on laboratory work, fostering attention to detail and methodical working. Physics also improves communication skills, crucial for any career.

Course outline:

AS Physics is one year long, with exams at the end.
A Level Physics lasts two years, with exams at the end of the second year.
The table below shows the topics you will study in each year.

AS and first year of A Level	Second year of A Level
• Measurements and their errors • Particles and radiation • Waves • Mechanics and materials • Electricity	• Further mechanics and thermal physics • Fields and their consequences • Nuclear physics **Options:** • Astrophysics • Medical physics • Engineering physics • Turning points in physics • Electronics

How is it assessed?

AS level

	Paper 1	Paper 2
What's assessed?	Any content from topics 1-5	Any content from topics 1-5
How?	Written exam: 1 hour 30 mins 75 marks 50% of AS	Written exam: 1 hour 30 mins 75 marks 50% of AS
Questions	70 marks of short and long answer questions split by topic	**Section A:** 20 marks of short and long answer question on practical skills and data analysis **Section B:** 20 marks of short and long answer questions from across all areas of AS content **Section C:** 30 multiple choice questions

A Level

	Paper 1	Paper 2	Paper 3
What's assessed?	Any content from topics 1-5 and 6.1 (periodic motion)	Any content from topics 6.2 (thermal physics), 7 and 8 Assumed knowledge from topics 1 to 6.1	Section A: Compulsory section: Practical skills and data analysis Section B: Students enter for ONE of topics 9, 10, 11, 12 or 13
How?	Written exam: 2 hours 85 marks 34% of A Level	Written exam: 2 hours 85 marks 34% of A Level	Written exam: 2 hours 80 marks 32% of A Level
Questions	60 marks of short and long answer questions and 25 multiple choice questions on content	60 marks of short and long answer questions and 25 multiple choice questions on content	45 marks of short and long answer questions on practical experiments and data analysis 35 marks of short and long answer questions on optional topic.

Careers and Futures:

Like Chemistry, Physics is regarded by top universities as a 'facilitating' subject because choosing it at A Level allows a wide range of options for degree study, and pursuing Physics can lead to excellent employment prospects after university. Even if you don't go on to become a physicist, learning to think like one will equip you with excellent problem-solving skills which are highly valued by employers.

Physics A Level and degree courses not only provide you with excellent career opportunities in the Sciences, Medicine, Engineering, Cosmology, Computing and Geology, but also in a host of other disciplines such as Management, Law, Banking and Finance.

PSYCHOLOGY

Exam board: OCR

Why should you study Psychology A Level?

Psychology is one of the most popular choices for A Level and at undergraduate level. Studying Psychology supports a wide range of careers from medicine to media, business and economics.

The A Level syllabus covers fascinating topics such as developmental psychology, social influence, psychopathology, and biopsychology. In addition, topics such as mental health, stress management, and decision-making are directly applicable to real life, making the subject relatable and practical. Psychology encourages you to evaluate societal norms, media influences, and stereotypes critically. It helps build a more informed perspective on contemporary issues.

By studying A Level Psychology, you gain both academic and practical insights that can shape your personal growth and future career.

Skills gained:

A great deal of psychological content, and the methods taught and used by psychologists, focus on how to think critically. Critical thinking is considered to be essential to being an educated person, and is often a general education requirement. Psychology courses develop the critical thinking skills that are important in business, law, and other professions. Other skills gained include debating, independence in learning and scientific enquiry.

Course outline:

AS Psychology is one year long, with exams at the end.
A Level Psychology lasts two years, with exams at the end of the second year.
The table below shows the topics you will study in each year.

AS and first year of A Level	Second year of A Level
Research methods • Research methods and techniques • Planning and conducting research • Report writing • Practical investigations • Science in Psychology Core studies in psychology • 10 core studies covering social, cognitive, development, biological and individual differences in psychology • Areas, perspectives, issues and debates • Practical applications	Research methods • Research methods and techniques • Planning and conducting research • Report writing • Practical investigations • Science in Psychology Core studies in psychology • An additional 5 core studies covering social, cognitive, development, biological and individual differences in psychology • Areas, perspectives, issues and debates • Practical applications Applied psychology • Mental health • Criminal psychology • Child psychology

How is it assessed?

AS level

	Paper 1	Paper 2
What's assessed?	Research methods	Core studies
How?	Written exam: 1 hour 30 mins 75 marks 50% of AS	Written exam: 1 hour 30 mins 75 marks 50% of AS
Questions	75 marks of short and long answer questions and 10 multiple choice questions on content. At least 15 of the marks available for this component will be for assessment of mathematics in the context of psychology.	3 sections consisting of short and long answer questions.

A Level

	Paper 1	Paper 2	Paper 3
What's assessed?	Research methods	Core studies in psychology	Applied psychology
How?	Written exam: 2 hours 90 marks 30% of A-level	Written exam: 2 hours 105 marks 35% of A-level	Written exam: 2 hours 105 marks 35% of A-level
Questions	90 marks of short and long answer questions and 20 multiple choice questions on content. At least 30 of the marks available for this component will be for assessment of mathematics in the context of Psychology.	105 marks of short and long answer questions on content. Questioning will include synoptic assessment.	Section A (compulsory Mental Health) will consist of short and long answer questions. Students should answer **one** question from each of the **two** topics studied (Criminal and Child Psychology). Each topic will consist of 3 questions.

Careers and Futures:

Psychology already plays a key role in addressing societal issues and is poised to go further in bringing new insights and well-being across a range of areas. Professional roles that are open to those qualified in this field include:

- Educational Psychologist
- Clinical Psychologist
- Sports Psychologist
- Counselling Psychologist
- Forensic Psychologist
- Health Psychologist
- Occupational Psychologist
- Human Resources
- Advertising
- Social Care
- Business Management
- Marketing
- Journalism

BUSINESS STUDIES

Exam board: Edexcel

Why should you study Business Students A Level?

Studying Business Studies at A Level offers numerous benefits, equipping students with a solid understanding of how organizations operate, make decisions, and respond to challenges in dynamic markets. It develops critical skills such as analytical thinking, problem-solving, and decision-making by exploring topics like finance, marketing, operations, and human resources. The subject fosters an entrepreneurial mindset and prepares students for diverse career paths or further education in fields such as business management, economics, and accounting. Additionally, it enhances practical knowledge through case studies and real-world applications, making it both academically rewarding and highly relevant to today's business landscape.

Skills gained:

Studying Business Studies at A Level helps students develop a wide range of valuable skills that are highly applicable to both academic and professional settings. These include critical thinking and analytical skills through evaluating business strategies and decisions. Students learn problem-solving by exploring real-world business challenges and creating viable solutions. Effective communication skills are honed through presenting ideas and constructing persuasive arguments. Numerical and data interpretation skills are strengthened when analyzing financial statements and market trends. Additionally, students gain organizational and time-management abilities while balancing coursework and deadlines, fostering a proactive and strategic mindset essential for future success.

Course outline:

Theme 1: Marketing and people	Theme 2: Managing business activities
Students will develop an understanding of: • meeting customer needs • the market • marketing mix and strategy • managing people • entrepreneurs and leaders.	Students will develop an understanding of: • raising finance • financial planning • managing finance • resource management • external influences.

Theme 3: Business decisions & strategy	Theme 4: Global business
This theme develops the concepts introduced in Theme 2. Students will develop an understanding of: • business objectives and strategy • business growth • decision-making techniques influences on business decisions • assessing competitiveness • managing change.	This theme develops the concepts introduced in Theme 1. Students will develop an understanding of: • globalisation • global markets and business expansion • global marketing • global industries and companies (multinational corporations).

How is it assessed?

All 3 papers are written examination:

- The paper comprises two sections.
- Students answer all questions from both sections.
- Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Duration: 2 hours.

Paper 1: Marketing, people and global businesses

35% of the total qualification

Overview of content

Paper 1 will assess marketing, people and global businesses. Questions will be drawn from Themes 1 and 4, and from local, national and global contexts.

Paper 2: Business activities, decisions and strategy

35% of the total qualification

Overview of content

Paper 2 will assess business finance and operations, business decisions and strategy. Questions will be drawn from Themes 2 and 3, and from local, national and global contexts.

Paper 3: Investigating business in a competitive environment

30% of the total qualification

Overview of content

Paper 3 will assess content across all four themes. Questions will be drawn from local, national and global contexts.

For Paper 3, there will be a pre-released context document issued on our website in November of the previous year. A new context will be given to centres each year and will relate to the examination series for the following summer. The context will focus on a broad context, such as an industry or market in which businesses operate. The question paper will be in two sections.

The first section will focus on the broad context provided. This will be outlined to centres through the pre-released document. Questions will focus on the broad context.

The second section will focus on at least one strand within the context provided, such as a particular business.

Each section will contain unseen stimulus materials comprising quantitative and qualitative evidence. Students are required to apply their knowledge and understanding from Themes 1, 2, 3 and 4 and their understanding of the broad context to this evidence.

Students cannot take any of their research or investigation data carried out as part of the pre-release into the examination.

Careers and Futures:

Business skills are utilised daily, across a huge range of professional areas. Knowledge and qualifications in this area are valuable in understanding consumer behavior and branding, as well as in managing people and understanding workplace dynamics. For those planning to run a business, this provides such a strong start, whether this be within an established company or as an entrepreneur. Those with qualifications in Business Studies work in the following roles:

- Marketing Executive
- Social Media Manager
- HR Manager
- Business Administrator
- Office Manager
- Sales
- Accountant
- Financial Analyst
- Banking Associate
- Recruitment Consultant
- Customer Service
- Retail Management

CLASSICAL CIVILISATION

Exam board: OCR

Why should you study Classical Civilisation A Level?

The A Level in Classical Civilisation can either build on the knowledge, understanding and skills established at GCSE, or provide an introduction to the study of the classical world. It has been designed to provide learners with a broad, coherent and rewarding study of the literature and culture of the classical world. All learners will study material from both Greece and Rome and their surrounding worlds, drawn from diverse time periods ranging from Archaic Greece to Imperial Rome. This material will encompass aspects of literature, visual/material culture and classical thought in their respective social, historical and cultural contexts. Learners will study a range of evidence, and use this to form substantiated judgements and responses. Overall, the A Level will help learners to understand the legacy of the classical world, whilst equipping them to progress to higher education.

Skills gained:

Thinking, Research, and Analytical Skills

- The ability to interpret and evaluate ancient textual, cultural, and historical data and evidence
- Application of analytical and evaluative skills that demonstrate direct and thoughtful engagement ancient texts and material evidence
- Capacity to make an informed personal response to the material studied, using a range of appropriate evidence to formulate coherent arguments with substantiated evidence-based judgements
- Recognition of nuanced interpretation and the construction of well-supported, thoroughly researched argumentation
- Deep skills of critical and literary analysis and independent learning that are immediately transferrable to other academic subjects and professional scenarios

Cultural Competence and Adaptability

- Appreciation of the Greek- and Latin-speaking cultures of the ancient world, fueled by knowledge of their literature and culture through studying a diverse range of ancient material and making connections and comparisons between them
- Understanding of classical literature, thought and material culture in its context; including how issues and values relevant to the society in which they were created are reflected in ancient sources and materials
- Greater adaptability and empathy as global, historically informed citizens

Course outline, and Form of Assessment:

All learners will study the core component The World of the Hero, and two further components, one from each of the two component groups: Culture and the Arts and Beliefs & Ideas.

Content Overview	Assessmet Overview	
The World of the Hero This is a compulsory component consisting of an in-depth study of: • **one** of Homer's *Iliad* or *Odyssey* • **and** Virgil's *Aeneid* This component is solely focused on the study of literature in translation.	**The World of the Hero** H408/11 100 marks 2 hours 30 minutes Written paper	**40%** of total A Level
Component Group 2: Culture and the Arts Learners must study **one** component in this component group, chosen from: • Greek Theatre (H408/21) • Imperial Image (H408/22) • Invention of the Barbarian (H408/23) • Greek Art (H408/24) Components in this group involve the study of visual and material culture. In all except Greek Art this is combined with the study of literature in translation.	**Culture and the Arts** H408/21, H408/22, H408/23, H408/24 75 marks 1 hour 45 minutes Written paper	**30%** of total A Level
Component Group 3: Beliefs and Ideas Learners must study **one** component in this component group, chosen from: • Greek Religion (H408/31) • Love and Relationships (H408/32) • Politics of the Late Republic (H408/33) • Democracy and the Athenians (H408/34) Components in this group involve of an area of classical thought, in combination with either the study of literature in translation or visual/material culture.	**Beliefs and Ideas** H408/31, H408/32, H408/33, H408/34 75 marks 1 hour 45 minutes Written paper	**30%** of total A Level

Careers and Futures:

The analytical and critical literary skills developed in studying Classical Civilisation can facilitate conversion into a wide range of modern professional streams such as law, teaching, technology, finance, librarianship, and accountancy. Deep knowledge of the ancient world can be a gateway to work in museums, curatorship, records and archive management, and many other vocations in text and artefact handling and preservation. It can also lead to work as a Diplomat, Politician or International Relations Specialist, as the skills of studying and interpreting the literature and culture of an entire civilisation transfer vitally to cross-cultural communication, understanding, and negotiation in our modern, globalised world. Students with this qualification could look to work in the following areas:

- Lecturer or teacher
- Archivist
- Museum Curator
- Gallery Manager
- Banking
- Financial Management
- Accountant
- Diplomat
- Political Assistant
- Government Officer
- Barrister
- International Relations

ECONOMICS

Exam board: Edexcel

Why should you study Economics A Level?

Studying Economics A Level provides a deep understanding of how societies function and the forces shaping global markets, from inflation and unemployment to globalization and environmental challenges. It equips you with valuable skills such as analytical thinking, numeracy, critical reasoning, and effective communication, which are essential for academic and professional success. The subject's versatility makes it highly relevant to fields like business, politics, and finance, and it pairs well with other disciplines like mathematics, history, and geography. Furthermore, Economics A Level opens doors to diverse career opportunities in areas such as banking, public policy, and law, while also providing an excellent foundation for university study in economics, business, or related fields. Additionally, it offers practical insights into decision-making for individuals and businesses, helping you understand concepts like budgeting, taxes, and market dynamics.

Skills gained:

Studying economics equips you with a diverse set of valuable skills that are applicable to many career paths and real-life scenarios. These skills include:

Quantitative and Statistical Skills

- Interpreting data, graphs, and charts.
- Applying mathematical and statistical methods to analyze economic trends.
- Working with tools like spreadsheets and economic models to perform calculations.
- Handling numerical data with confidence.
- Understanding percentages, ratios, and elasticity measures.
- Using numbers to support arguments and predictions.

Critical and Analytical Thinking

- Evaluating arguments, policies, and theories.
- Identifying biases and assumptions in economic reasoning.
- Comparing different perspectives to arrive at well-reasoned conclusions.
- Analyzing how various factors interact within an economic system.
- Using logical reasoning to assess potential solutions or outcomes.

Problem-Solving

- Finding solutions to real-world economic issues, such as unemployment, inflation, or trade deficits.
- Applying theoretical concepts to practical scenarios.
- Assessing costs, benefits, and risks of different choices.
- Understanding trade-offs and opportunity costs in personal, business, or policy decisions.

Course outline:

Theme 1: Introduction to markets and market failure

This theme focuses on microeconomic concepts. Students will develop an understanding of:

- nature of economics
- how markets work
- market failure
- government intervention.

Theme 2: The UK economy – performance and policies

This theme focuses on macroeconomic concepts. Students will develop an understanding of:

- measures of economic performance
- aggregate demand
- aggregate supply
- national income
- economic growth
- macroeconomic objectives and policy.

Theme 3: Business behaviour and the labour market

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of:

- business growth
- business objectives
- revenues, costs and profits
- market structures
- labour market
- government intervention.

Theme 4: A Global Perspective

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of:

- international economics
- poverty and inequality
- emerging and developing economies
- the financial sector
- role of the state in the macroeconomy.

How is it assessed?

Overview of both assessments:

- **Written examination.**
- **The paper comprises three sections. Students answer all questions from**
- **Section A and Section B, and one from Section C.**
- **Section A comprises a range of multiple-choice and short-answer questions.**
- **Section B comprises one data response question broken down into a number of parts.**
- **Section C comprises a choice of extended open-response questions; students**
- **select one from a choice of two.**
- **Duration: 2 hours.**
- **100 marks available.**

Paper 1: Markets and business behaviour

35% of the total qualification

Overview of content

Paper 1 will assess microeconomics and questions will be drawn from Themes 1 and 3.

Paper 2: The national and global economy

35% of the total qualification

Overview of content

Paper 2 will assess macroeconomics and questions will be drawn from Themes 2 and 4.

Paper 3: Microeconomics and Macroeconomics

30% of the total qualification

Overview of content

Paper 3 assesses all the content from both microeconomics and macroeconomics studied in the rest of the course. This paper has two sections, either on microeconomics or microeconomics, with a choice of essay questions which test application of the concepts from both previous papers.

Careers and Futures:

Economics opens doors in a range of areas, including Finance and Banking, Business and Management, Accountancy, Auditing and Law, even before you get to economics specific roles like Economist, Policy Advisor and Economic Consultant working in settings such as banks, consultancies, insurance and accounting firms, and the civil service. Students with this qualification could look to work in the following areas:

- Investment Banker
- Financial Analyst
- Stockbroker
- Risk Analyst
- Marketing Manager
- Data Analyst
- Actuary
- Business Analyst
- Management Consultant
- Operations Manager
- Market Research Analyst
- Chartered Accountant
- Auditor
- Law

ENGLISH LITERATURE

Exam board: Edexcel

Why should you study English Literature A Level?

If you're passionate about exploring thought-provoking ideas and discovering the power of storytelling, studying English Literature at A Level is an excellent choice. This course allows you to engage with some of the greatest contemporary and classic texts - works that have stood the test of time because they remain deeply relevant today. Literature is about life, about humanity - about you. It invites you to delve into questions about what it means to be human, how we define good and evil, the impacts of discrimination, and how gender, sexuality, and power are understood and manipulated. You will also consider how critical movements such as feminism and post-colonialism shape our interpretation of these works and their contexts.

English Literature embraces many other fields of interest, including history, philosophy, art, and psychology, making it a rich and interdisciplinary subject. Alongside sharpening your analytical skills, this course enhances your creativity and imagination as you discuss and explore authorial craft, illuminating deeply influential texts from both the past and present. If you are passionate about reading and eager to explore ideas that continue to shape societies and cultures, English Literature is the ideal choice.

Skills gained:

Studying English Literature will equip you with valuable skills for higher education and future careers. You will develop critical analytical abilities, independent thinking, and strong written communication, enabling you to construct well-structured arguments and respond thoughtfully to complex texts. The course will also enhance your understanding of different cultures, histories, and perspectives, fostering empathy and a broader worldview.

Course outline and assessment:

Unit 1: Drama (Tragedy)
- Exam: 2 hours and 15 minutes
- Open book
- 30% of A Level

Students study:
- One Shakespeare play
- Choices include: *Othello, Anthony and Cleopatra, King Lear, Hamlet, Measure for Measure, Twelfth Night, A Midsummer Night's Dream*
- One other drama from either tragedy or comedy
- Choices include: *A Streetcar Named Desire (Tennessee Williams), The Importance of Being Earnest (Oscar Wilde), The Duchess of Malfi (John Webster), Doctor Faustus (Christopher Marlowe)*
- Critical essays related to the selected Shakespeare play

Unit 2: Prose
- Exam: 1 hour and 15 minutes
- Open Book
- 20% of A Level

Students study:
- Two prose texts from a chosen theme
- Themes include: Childhood, Colonisation and its Aftermath, Crime and Detection, Science and Society, The Supernatural and Women and Society
- At least one of the prose texts must be pre-1900

Unit 3: Poetry
- Exam: 2 hours and 15 minutes
- Open book
- 30% A Level

Students study:
- Unseen poems
- Collection of post-2000 poetry
- Collection of poetry from a specific literary period or a named poet from within a literary period
- Literary periods include: the Medieval period, Metaphysical poetry, the Romantic period, the Victorian period, the Modernism period and The Movement

Unit 4: Coursework
- 1 coursework essay comparing 2 texts
- 2,500-3,000 words
- 20% of A-leve

Careers and Futures:

The transferable skills gained through the study of English Literature are highly prized by universities and employers, providing a solid foundation for success in fields ranging from the arts and humanities to media, law, and education. Specific roles that follow on from study in this area include:

- Copywriter
- Editor
- Content Creator
- Lawyer
- Journalist
- Author
- Screenwriter
- Teacher/Tutor
- English as a Foreign Language Teacher
- Librarian
- Paralegal
- Proofreader
- Publishing Assistant
- Researcher

GEOGRAPHY

Exam board: Edexcel

Why should you study Geography A Level?

Geography offers a unique blend of scientific and social studies, providing students with a comprehensive understanding of our world. By studying geography, you'll develop a deep appreciation for the intricate relationships between people and their environments. You'll learn to analyze complex issues from multiple perspectives, fostering critical thinking and problem-solving skills. The skills you'll acquire in geography, such as data analysis, research, and communication, are highly transferable to various fields. Geography helps you develop a global perspective, understanding the interconnectedness of different cultures, economies, and environments. A geography degree can open doors to a wide range of careers, including environmental consultancy, urban planning, international development, and teaching. Geography graduates are sought after for their ability to think critically and solve complex problems. Studying geography can be a rewarding experience, allowing you to explore your interests and develop a passion for understanding the world around you.

Skills gained:

By analyzing complex geographical phenomena and evaluating diverse perspectives, you'll learn to question assumptions, identify patterns, and draw evidence-based conclusions. You'll also develop the ability to think critically about global issues, such as climate change and urbanization, and propose creative solutions. These skills are essential for success in higher education and various professional fields, as they'll prepare you to approach challenges with a thoughtful and analytical mindset.

Course outline:

This course will encourage you to gain enjoyment, satisfaction and a sense of achievement as you develop your knowledge and understanding of the subject. This A Level course will enable you to be inspired by your geographical understanding, to engage critically with real-world issues and places, and to apply your geographical knowledge, theory and skills to the world around you. Students will grow as independent thinkers and as informed and engaged citizens, who understand the role and importance of geography as one of the key disciplines relevant to understanding the world's changing peoples, places and environments

In Year 12, you will study the following topics:
Tectonic Hazards
Landscape: Processes and Systems (subtopic: Glaciers)
Globalisation
Shaping Places (subtopic: Regenerating Places)
The Water Cycle and Water Insecurity
The Carbon Cycle and Energy Security

In Year 13, you will study the following topics:
Superpowers
Global Development and Connections (subtopic: Migration, Identity and Sovereignty)
Independent Investigation / Paper 3 Preparation

How is it assessed?

There are three papers and an independent fieldwork project as part of the A Level. Two papers will be focused on content studied in class, and the third will link to synoptic themes across all areas of study, based on an unseen resource booklet given to you in the exam.

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Careers and Futures

The wide range of skills developed by studying Geography means that students are highly valued by employers, and Geographers are usually near the top of graduate employment tables. Geography degrees lead to a BSc or a BA degree depending on the balance of Physical or Human Geography involved (BA is normally more human Geography). Some related degree areas could include Anthropology, International Development, International Relations and Earth Sciences. Job roles in this sector can be found in the following areas:

- Teaching
- Environment
- Energy and Sustainability
- Geographical Information Systems
- Sustainability Consultant
- Planning and Development Surveying
- Logistics and Distribution Manager
- Market Researcher
- Tourism

Those wanting to research careers and wider progression options in this area could look to the Royal Geographical Society.

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HISTORY

Exam board: OCR

Why should you study History A Level?

Studying History at A Level offers students a deep understanding of the complex forces that have shaped the world we live in today. By exploring a diverse range of historical periods and events, students develop critical thinking skills, the ability to analyse and interpret evidence, and an appreciation for different perspectives. History A Level encourages a comprehensive understanding of cause and effect, continuity and change, and the interconnectedness of global events. These skills are not only academically enriching but also highly transferable, benefiting students in various fields such as law, politics, journalism, and education.

Moreover, History A Level fosters a sense of informed citizenship and cultural awareness. It equips students with the knowledge to engage thoughtfully with current issues, drawing lessons from the past to understand present challenges. The subject promotes empathy and a deeper appreciation for the struggles and achievements of diverse peoples and societies. This holistic educational experience helps students become well-rounded individuals who can contribute meaningfully to society, making informed decisions and participating actively in democratic processes. Overall, studying History A Level is an invaluable investment in personal and intellectual growth, providing a strong foundation for both further education and future careers.

Skills gained:

Studying History at A Level requires the development of several key historical skills:

- Critical Thinking: The ability to evaluate sources and arguments, identifying biases and assessing the validity of different perspectives.
- Analytical Skills: Breaking down complex events and trends into understandable components, examining causes and consequences.
- Research Skills: Conducting thorough research using primary and secondary sources, and synthesising information from various texts.
- Source Analysis: Interpreting and evaluating primary and secondary sources for reliability, usefulness, and context.
- Essay Writing: Constructing clear, coherent, and well-structured essays that present a balanced argument supported by evidence.
- Historical Interpretation: Understanding and comparing different historical interpretations and theories.
- Chronological Understanding: Placing events in a timeline and understanding the sequence of historical developments.
- Argumentation: Developing and presenting well-reasoned arguments, both orally and in writing.
- Empathy and Perspective-Taking: Appreciating the viewpoints and experiences of people from different historical periods and cultures.
- Communication: Effectively conveying complex ideas and historical narratives both verbally and in writing.

These skills collectively help students analyse historical events in depth and prepare them for a wide range of academic and professional pursuits.

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There are three exam papers		
Paper 1: British Period study and enquiry Anglo-Saxon England and the Norman Conquest 1035-1107 1 hour 30 mins 50 marks 25% of A Level AO1, AO2	Paper 2: Non-British period study The French Revolution and the rule of Napoleon 1774–1815 1 hour 30 marks 15% of A Level AO1	Paper 3: Thematic study & Historical interpretations From Colonialism to Independence: The British Empire 1857-1965 2 hours 30 mins 80 marks 40% of A Level AO1, AO3
Coursework: Topic Based Essay 3000-4000 words 20% of A Level AO1, AO2, AO3		
AO1: Knowledge & Understanding	AO2: Evaluating sources	AO3: Evaluating historical interpretations

Careers and Futures

The skills developed in History, such as critical thinking and research, as well as an understanding of tolerance and politics, can open the door to a variety of diverse and rewarding professional opportunities, including:

- Teaching/Lecturing
- Historical Researcher
- Archivist
- Museum Curator
- Archaeologist
- Conservation Officer
- Journalist
- Historical Writer/Author
- Policy Adviser
- Lawyer
- Civil Servant
- Diplomat

THEOLOGY & PHILOSOPHY

Exam board: OCR (Religious Studies): H573

Why should you study Theology & Philosophy A Level?

Theology & Philosophy is an intellectually stimulating and academically rigorous A Level course that gives students the opportunity to explore some of the big questions of life, such as “How ethical is AI?”, “Are science and religion compatible?”, and “What is the meaning of life?”

In Theology & Philosophy, students study ancient and modern philosophy, ethical theories and their implications in the 21st century, and developments in Christian theology. The Theology & Philosophy A Level is highly regarded by top universities due to its emphasis on critical thinking, essay writing and argument construction. It provides a firm foundation for further studies in humanities, social sciences, and business.

The Theology & Philosophy department delivers the A Level course in a knowledge-rich, discursive format akin to a university seminar-style environment. Students are encouraged to engage directly with scholars and to, in turn, develop in the art of academic scholarship themselves. A high priority is given to developing advanced writing skills that put students in good stead for undergraduate study.

All students of Theology & Philosophy are encouraged to read widely around the subject. The school library is well-resourced with a wide range of theological and philosophical resources, and there is a departmental reading / watching list to guide students in their enrichment endeavours.

Books on the extended reading list include works such as:

- *Christian Theology:* An Introduction (A. E. McGrath)
- *Mortal Questions* (T. Nagel)
- *Sophie's World* (J. Gaarder)
- *The Puzzle of Ethics* (P. Vardy)
- *Utilitarianism* (J. S. Mill)
- *The Blind Watchmaker* (R. Dawkins)

The Theology & Philosophy department is committed to offering a variety of enrichment opportunities to deepen students' knowledge and understanding far beyond the A Level curriculum. These enrichment opportunities include:

- Cambridge Faculty of Divinity: Theology Subject Masterclass
- Philosophy, Ethics & Religion A Level Conference
- Possible visit to New York to support students in their studies of Philosophy and Ethics
- Notable speakers invited to deliver thought-provoking lectures
- Theology & Philosophy clubs and societies
- Philosothon competition
- Ethics Cup competition
- The John Locke Institute of Philosophy essay competition
- The Royal Institute of Philosophy essay competition
- The University of Sheffield philosophy prize

Skills gained:

Across the A Level course in Theology & Philosophy, students will develop in the following skills:

- Source analysis
- Essay writing
- Communication
- Research
- Critical thinking
- Information handling
- Argument construction
- Reflexivity
- Empathy

Course outline and assessment:

Year 1:

Component 1: Philosophy of Religion

- Ancient philosophical influences: Plato and Aristotle
- Soul, mind and body: Substance dualism and materialism
- Arguments for the existence of God: The teleological argument, cosmological and ontological arguments
- The problem of evil and theodicies
- The validity of religious experiences

Component 2: Religion & Ethics

- Aquinas' natural law
- Fletcher's situation ethics
- Kantian ethics
- Utilitarianism
- Euthanasia
- Business ethics

Component 3: Developments in Christian Theology

- Augustine's teaching on human nature
- Death and the afterlife
- Knowledge of God's existence
- The person of Jesus Christ
- Christian moral principles
- Christian moral action

Year 2:

Component 1: Philosophy of Religion

- The nature and attributes of God
- Religious language: Negative, Analogical or Symbolic
- Twentieth-century perspectives and philosophical comparisons
- Logical positivism
- Wittgenstein's views on language games and forms of life

Component 2: Religion & Ethics

- Meta-ethical theories: naturalism, intuitionism, emotivism
- Aquinas' theological approach to conscience
- Freud's psychological approach to conscience
- Sexual ethics

Component 3: Developments in Christian Theology

- Religious pluralism and theology
- Religious pluralism and society
- Gender and theology
- Gender and society
- The challenge of secularism
- Liberation theology and Marx

How is it assessed?

The A Level is assessed by three written examinations at the end of the course, each of which constitutes ⅓ of the final A Level grade.

- **Paper 1:** Philosophy of Religion (2 hours)
- **Paper 2:** Religion & Ethics (2 hours)
- **Paper 3:** Developments in Christian Theology (2 hours)

Careers and Futures

Theology & Philosophy is a multi-disciplinary course which provides an excellent foundation for further study at degree level and beyond. Theology & Philosophy helps towards degree courses in:

- Law
- Politics
- History
- International Relations
- Business & Management
- Sociology
- Psychology
- Anthropology
- Philosophy, Politics & Economics (PPE)

Those with these qualifications could then look toward careers in:

- Diplomacy
- Law
- Journalism
- AI
- Politics
- Finance
- Education
- The Arts
- Psychology
- Counselling

ART

Exam board: AQA

Why should you study Art A Level?

Studying Art is more than just developing artistic skills—it's about discovering your voice, honing creativity, and building confidence in expressing unique perspectives. This course allows you to interpret the world around you while fostering critical thinking, problem-solving, and innovation. Art cultivates individuality and prepares you for creative challenges in a variety of fields.

"Creativity is critical thinking and without it how are you going to open up and ask harder questions? Art opens up those possibilities to think beyond what we already know." - Catherine Opie, Artist

Skills gained:

By studying Art, you will:

- Record experiences and observations using diverse visual methods, including drawing and other media.
- Conduct thorough research to gather, select, and organise visual and contextual information.
- Explore and critically evaluate resources, including images, objects, and artefacts.
- Develop independent judgements informed by the work of other artists, designers, and craftspeople.
- Experiment with materials and techniques to generate and refine ideas.
- Create images and artefacts, revisiting and refining your work based on evaluations.
- Present ideas and responses using a range of visual, tactile, and sensory forms.

Areas of Study

Students will be expected to demonstrate skills in the context of their chosen areas of study:

- **Fine Art:** Drawing, painting, mixed media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation), photography.
- **Graphic Communication:** Interactive media (web, app, and game design), advertising, packaging, print design, branding, multimedia, motion graphics, film and television design.
- **Textile Design:** Fashion, costume design, digital and printed textiles, domestic and interior textiles, constructed and art textiles.
- **Three-Dimensional Design:** Ceramics, sculpture, exhibition design, theatre/ film/television design, product design, architectural design, jewellery, 3D digital design.
- **Photography:** Portraiture, landscape, still life, documentary, photojournalism, fashion photography, experimental imagery, multimedia, and moving image (video, film, animation).

Course outline:

Component 1: Personal Investigation (96 marks | 60%)

- Practical exploration using a sketchbook to document experiments, contextual research, and art-making.
- An independent investigation into a theme, issue, or concept of your choice.
- Development of ideas informed by artists, designers, or craftspeople.
- A sustained progression from initial ideas to a final piece or series of related works.
- Supporting Written Element: A 1,000–3,000 word essay demonstrating research and critical analysis, using specialist vocabulary, supported by a bibliography.

Component 2: Externally Set Assignment (96 marks | 40%)

- **Preparatory Period**: Select one of eight questions provided by AQA. Develop a sketchbook with experiments, contextual research, and planning for a final piece.
- **15-Hour Supervised Exam:** Create a finished outcome (or series of outcomes) based on your preparatory work.

Careers and Futures

This course is ideal for those seeking creative expression or pursuing careers in the arts, design, and beyond. Whether you are inspired by traditional methods or cutting-edge technology, A Level Art and Design provides a solid foundation for your creative journey. An A Level in Art equips you with versatile skills that open doors to a range of creative careers, such as:

- Fine Artist
- Printmaker
- Illustrator
- Ceramics Designer
- Glass Designer
- Fashion Designer
- Interior Designer
- Jewellery Designer
- Visual Merchandiser
- Art Teacher
- Art Therapist
- Community Arts Worker
- Photographer
- Graphic Designer
- Product Designer
- Textile Designer
- Game Artist
- Concept Artist
- Animator
- Production Designer (Theatre/ Television/ Film)
- Art Director
- Curator
- Exhibition Designer
- Medical Illustrator
- Make-Up Artist

DESIGN AND TECHNOLOGY

Exam board: AQA

Certification: A Level

Why should you study Design and Technology A Level?

DT teaches life skills. Students are given opportunities to explore and make mistakes in a controlled environment, overcoming issues independently and understanding how to avoid problems in the future. They are encouraged to avoid thinking in a linear fashion, or replicating design solutions already in their environment. Instead they are taught to evaluate, make decisions and understand people, how they use products and client briefs.

For young people coming of age in our current dynamic technological environment, design technology empowers them to contextualise the products around them and consider environmental and societal impacts. Students gain insights enabling them to orient themselves appropriately in a changing world where innovative products and technologies bring great benefits but also unexpected consequences.

Students on this course can expect to experience a wide range of research environments, from internationally recognised museums, to workshop and factory visits.

Skills gained:

Critical Thinking and Analytical Skills
- Ability to analyse and evaluate products and systems.
- Capability to research and understand user needs.
- Skills to research comparable/related products and conduct broad market analysis.
- Build the understanding to place user needs within a social, environmental and economic context.
- Students develop the ability to draw on and apply a range of skills and knowledge from other subject areas, particularly maths, science and art, to inform their decisions in design and the application or development of technology.

Core technical principles for designers.
- Ability to generate multiple ideas in response to a problem and then edit and refine ideas.
- Build the skills to communicate ideas, through presentations, drawings and digital media.
- Learn to express ideas and describe products, materials and techniques using correct technical language.
- Make fully informed ethical design choices and approach design issues as global citizens.
- Write detailed and professional creative briefs and specifications.
- Learn to thoroughly evaluate your own products and those of others.

Specialist technical skills for designing and making.
- Employ a range of traditional skills with hand tools.
- Use digital CAD/CAM systems, including CSM router, laser cutter and 3D printer.
- Work with Adobe Creative Suite.
- Understand the properties of diverse materials and make appropriate choices for materials and processes.
- Understand applications in industry

Course outline:

Yr12 Michaelmas term
Students explore the performance characteristics of materials through setting up materials and product testing whilst undertaking a series of small, skills based projects to hone their practical and technical skills.

Through this they also learn to select the appropriate tools, equipment and processes, work accurately and critically evaluate their work. In addition they cover the basics of design theory.

Yr12 Lent term
Students experiment with designing ethically and responsibly and designing for manufacture to scale. Further small projects take us through processes where material is formed, redistributed and subject to addition, as well as finishing techniques and processes.Correct procedures for health and safety are explored along the way.

Enterprise and marketing studies are undertaken and modern and industrial design and manufacturing practices explained.

Yr12 Summer term
Students test their knowledge so far with mock examinations and start their NEA portfolio. They are coached in sketch modelling and other techniques for prototype development and professional level presentation of their ideas. They explore the impacts of technology on society and culture and begin to examine the work of current and past designers in a contextually informed manner and in the light of design theory.

Yr13 Michaelmas term
Students will by now have developed a focus for their NEA portfolio projects. They will be ready to learn about national and international standards so that they may apply these to their making. They are now in a position to test possible materials for their individual projects, applying the knowledge earned in Yr1 Michaelmas term. We return to study performance characteristics of materials in more depth as students set up individualised tests for materials, finishes and modes of manufacture.

Yr13 Lent term
Students receive support in further making and testing on their individual projects and learn to protect their designs and intellectual property. They explore product life cycles, from raw materials through to manufacture, use, repair and disposal, and ensure they have applied this knowledge to their own designs.

We move to detailed feasibility studies for enterprise and in depth analyses and studies of products and comparisons between products. They complete their portfolios.

We also prepare for the examinations later in the year, ensuring we optimise exam techniques and technical knowledge to prepare for the challenges ahead.

Yr13 Summer term
We focus on revision and exam technique, but also find time for some mini making, reinforcing memory of key principles and techniques

How is it assessed?

The A Level assessment is divided equally between written examination papers completed in the summer of yr13, and an extended design and make project submission, work for which commences in Yr12.

Paper 1: Technical Principles
This paper tests students' understanding of core and specialist skills for designing and making through a range of highly technical questions, covering development of exact materials specifications through to specialist processes and techniques across a broad range of areas.

Paper 2: Designing and Making Principles
Technical knowledge is practically applied through a series of in depth product analyses, and knowledge of processes used in commercial manufacture at scale is assessed, along with the impacts of those processes.

NEA (non examination assessment)
Students must identify a design context or a key question which is of interest to them. They then research to identify needs, explore design possibilities, develop a brief and a specification and produce and evaluate a series of prototypes. The journey to a final prototype is fully recorded and evidenced by producing a detailed design portfolio.

Careers and Futures

Talented students go on to enjoy careers as architects, designers, engineers, innovators and entrepreneurs. Leadership roles across many careers require the high level problem solving skills and insights into materials technology that DT provides. Some directly related careers include:

- Product Designer
- Graphic Designer
- Engineer
- Architect
- Systems Engineer
- Quality control in manufacturing
- Fashion designer
- Garden Designer
- Electrician
- Civil Engineer
- Interior Designer
- Automotive Engineer
- Games Designer
- Robotics Engineer
- Civil Engineer
- Aeronautical Engineer
- Electrical Engineer

DRAMA

Exam board: Edexcel

Why should you study Drama A Level?

Taking A Level Drama offers significant practical and professional advantages. Creative learning at A Level enhances cognitive abilities and language skills, providing students with a deeper understanding of society and theatre history that can improve their overall communication and leadership skills. The practical and written study required at this level fosters critical thinking and problem-solving abilities, which are valuable across all academic disciplines.

Participation in Drama opens up numerous career opportunities in various fields such as journalism, teaching, and management. Employers often view candidates with practical skills as more versatile and capable of engaging in collaboration and thinking outside the box.

Lastly, studying A Level Drama builds confidence and an appreciation of the arts.

It allows students to explore literature, films, history, and theatre design, broadening their horizons and fostering a greater understanding of different perspectives and cultures. This cultural competence is not only personally rewarding but also increasingly important in a globalised world, enhancing both social and professional interactions.

Skills gained:

Literacy Proficiency
- Advanced reading, writing, listening, and speaking skills
- Deep understanding of complex grammar and vocabulary
- Improved ability in public speaking

Critical Thinking and Analytical Skills
- Ability to interpret and evaluate texts, films, and media
- Recognizing nuanced meanings and constructing well-supported arguments
- Transferable skills for other academic subjects and professional scenarios

Cultural Competence and Adaptability
- Appreciation and understanding of different cultures
- Enhanced ability to interact respectfully and effectively in diverse environments
- Greater adaptability and empathy as global citizens

Course outline:

Part 1 - Devising theatre and practitioner exploration
- Students are given a range of opportunities, including practical sessions, to develop their underpinning knowledge, understanding and skills.
- Students begin the exploration of an extract from a performance text in light of a practitioner. Students work on a group performance of the extract, applying the methods of the selected practitioner.
- Students then create their director's concept of the text reimagined for a contemporary audience using the ideas of the practitioner.
- Finally, as a group students devise their own piece of work based on the extract and practitioner.

Practitioners: Bertolt Brecht, Frantic Assembly, Steven Berkoff, Knee High

- Students begin their portfolio of evidence detailing their exploration of the text and practitioner and the creation of their performance. They analyse and evaluate the exploration process and the performance in their portfolio. This is moderated in school.

Part 2 - Script performance
- Students select and develop a monologue/ duologue performance or design from an extract from a different performance text. The monologue /duologue performances /design realisations are
- Finalised.
- This is assessed by a visiting examiner who will come and observe the performances and grade all performers or designers.

Part 3 - Text exploration and written exam
- Students to be introduced to the first set text (from List A) that will be practically explored for
- their external script performance examination. Students explore the text as
- theatre makers, including performer and designer considerations
- Students are introduced to the set text that will be explored for their external
- examination (from List B) and repeat the analysis and exploration.
- Visit to the theatre to analyse the design and performance elements to shape a live theatre review.

Careers and Futures

As well as work in acting and theatre, Drama gives key skills in creative communication, discipline and organisation that are attractive to employers. For example, high proficiency in this subject enables accurate reviewing skills and facilitates clear communication in an engaging way that leads to success in journalism. It also develops public speaking skills that are crucial for effective communication and it enables you to think with an individual mindset, work as part of a team and be able to adapt and improvise. Drama students could find work in any of these areas:

- Teaching and Education
- Acting and Performer
- Drama Director
- Producer
- Theatre Designer
- Business Manager
- Journalist
- Foreign Correspondent

Studying Drama enables a wider cultural understanding of the world around us and those who study it build a deeper level of connection and empathy for others so would also be well suited to work in charities and non-profit organisations.

MUSIC

Exam board: Edexcel

Why should you study Music A Level?

Music A Level is an enriching and versatile subject that develops a wide range of valuable skills. Through performance, composition, and analysis, students cultivate creativity, discipline, and critical thinking. It offers the opportunity to delve into diverse musical styles and traditions, honing technical ability and expanding artistic expression.

Music also complements other disciplines, fostering transferable skills like teamwork, time management, and problem-solving. Whether you're aiming for a career in the arts or seeking a balanced academic profile, Music A Level provides a platform to showcase dedication and originality. It's a rewarding journey for passionate musicians and aspiring creatives alike.

Skills gained:

- Performance Skills: Develops confidence, technical ability, and expressive artistry through solo and ensemble performances.
- Composition: Encourages creativity and problem-solving by crafting original works and composing to a brief.
- Music Analysis: Enhances critical thinking and attention to detail by evaluating set works and exploring diverse musical genres.
- Time Management: Balances the demands of performance, composition, and theoretical study effectively.
- Teamwork and Communication: Collaborating with peers in ensembles and sharing musical ideas.
- Cultural Awareness: Broadens understanding of different styles, traditions, and historical contexts.
- Resilience and Adaptability: Builds perseverance through practice and responding to constructive feedback.

Course outline:

Component 1: Performing

How it's assessed

- Non-examined assessment: externally assessed
- 30% of the qualification
- 60 marks

A public performance of one or more pieces, performed as a recital. Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology. The total performance time across all pieces must be a minimum of eight minutes. Performances must be recorded after 1 March in the year of certification and all materials for assessment submitted to arrive by 15 May in the year of certification.

Component 2: Composing

How it's assessed

- Non-examined assessment: externally assessed
- 30% of the qualification
- 60 marks

Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief. One composition must be from either a list of briefs related to the areas of study, or a free composition, carrying 40 marks for this component. This composition must be at least four minutes in duration.

One composition must be from a list of briefs assessing compositional technique, carrying 20 marks for this component. This composition must be atleast one minute in duration, unless the brief specifies a longer minimum Duration. Total time across both submissions must be a minimum of six minutes.

Component 3: Appraising (*Component code: 9MU0/03)

How it's assessed

- Written examination: 2 hours 10 minutes
- 40% of the qualification
- 100 marks

Content overview

Knowledge and understanding of musical elements, contexts and language. Application of knowledge through the context of six areas of study, each with two set works, with the exception of Popular Music and Jazz, which has three setworks.

- Vocal Music,
- Instrumental Music,
- Music for Film,
- Popular Music and Jazz,
- Fusions,
- New Directions,
- Application of knowledge to unfamiliar works.

The areas of study are: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, New Directions.

One written paper of 2 hours 10 minutes, with a total of 100 marks.

- Audio files with the extracts to accompany questions on the paper will be
- provided to each student.
- This paper comprises two sections: A and B.
- Section A: Areas of study and dictation (50 marks)
- Three questions related to the set works (audio and skeleton score provided).
- One short melody/rhythm completion exercise.
- Section B: Extended written response
- Two essay questions – essay one (20 marks) and essay two (30 marks)
- Essay one asks students to draw links from their study of the set works to the
- music heard as an unfamiliar extract.
- Essay two gives a choice of four questions that ask students to evaluate the
- musical elements, context and language of one set work. Each option will be
- from a different area of study.

Careers and Futures

Like Drama, Music installs in you a variety of skills that are transferable to a range of careers. Musicians have strong technical skills, are good communicators and work well with others. As such employment opportunities in this area go beyond those specifically focussed on music and performance. Students with this qualification could look to work in these areas:

- Musician
- Composer
- Music Producer
- Audio Engineer
- Music Therapist
- Music Journalist
- Music Director
- Record Producer
- Events Manager
- Performance Agent
- Production Assistant
- Teacher
- Arts Administrator
- Editorial Assistant
- Copyist

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