

Sixth Form Information Booklet



Ermysted's Grammar School

For entry September 2024



A-Level Subjects

- ART & DESIGN
- BIOLOGY
- CHEMISTRY
- CLASSICAL CIVILISATION
- COMPUTER SCIENCE
- DESIGN & TECHNOLOGY
- ECONOMICS
- ENGLISH LITERATURE
- FRENCH
- GERMAN
- GEOGRAPHY
- HISTORY
- LATIN
- MATHEMATICS
- FURTHER MATHEMATICS
- MUSIC
- PE
- PHILOSOPHY, ETHICS & THEOLOGY
- PSYCHOLOGY
- PHYSICS
- POLITICS

WELCOME

As one of England's oldest and highest achieving schools, Ermysted's Grammar School is a well-regarded educational establishment with a long and distinguished history of helping pupils fulfil their potential.

The School is renowned for its scholarship and takes great pride in the achievements of its pupils, but our Sixth Form programme seeks to do more than just secure the top grades. Academic success is important but so too is the development of character, resilience and self-confidence: this philosophy underpins all that we do.

SIXTH FORM ENTRANCE REQUIREMENTS

For entry into Year 12, a pupil is required to achieve a minimum of Grade 5 in at least five GCSE subjects including at least Grade 5 in GCSE Mathematics and English Language. In addition, a pupil must reach the published requirements for entry onto his proposed course of study, which are set out on the subject pages below.

For pupils who fail to achieve these requirements, the Admissions Committee will consider any extenuating circumstances before deciding whether or not to offer a place in the Sixth Form.

SIXTH FORM CURRICULUM

Typically pupils select **three A-Level subjects** to study in the Sixth Form. The list of potential subjects is shown opposite. Pupils who achieve a GCSE average points score of 7.0 or higher (GCSE points awarded as per grade) are able to select a **fourth** A-Level subject.

Please note that if an insufficient number of pupils choose a subject for it to be viable, the School may decide to withdraw the course; if too many pupils apply for a course, the over-subscription criteria will be made clear to those affected. Please also note that due to timetabling restrictions not all combinations are possible.

In order to offer the broadest curriculum possible, some of the subjects listed opposite may be run off-site, in collaboration with Skipton Girls' High School, or may be co-taught alongside Year 13 students.



ACADEMIC LIFE

There is an even stronger emphasis in the Sixth Form on scholarship and a significant number of Sixth Form students pursue this through the Extended Project Qualification (EPQ).

There are also compulsory non-examined courses in PSHCE and RSE, and an enrichment programme which includes careers and preparation for higher education. Many of these courses are delivered through a carefully planned tutor and lecture programme, where students will have the opportunity to explore topics such as personal finance and healthy relationships. More details on the PSHCE and RSE programmes can be found on our website.

Physical education is part of the core curriculum in the Sixth Form; alternatively, Sixth Form students may opt to participate in the volunteering programme.

In addition to the Sixth Form lecture and tutor group PSHCE programme, Year 12 students participate in a day of Religious/Philosophy and Ethics workshops.

These workshops are provided by a range of voluntary external providers. Students are able to choose from a selection of workshops. In recent years these have included topics such as:

- The role of Oxfam
- 'Is it possible to find meaning in life?'
- Addressing misconceptions about women and Islam
- Law and Ethics
- Humanism
- Military Ethics



UCAS

Most of our pupils apply for university, and they are ably supported by their form tutors and the Sixth Form Leadership Team. Personal Statements will be drafted and redrafted until they are of a sufficient standard. University staff come into school to help explain the process to both pupils and their parents, as well as representatives from Student Finance. Students are encouraged to explore course requirements via the Unifrog platform and attend Open Days to get a real 'feel' for their university choices before applying.

CAREERS

Our Sixth Formers have full access to our own careers advisor as well as external agencies. They will assist with apprenticeship applications and interview techniques. They can also offer advice regarding subject combinations. For example, A-level chemistry is essential for the study of medicine, and A-level mathematics is helpful when applying for economics.



CAREERS

The Ermysted's Grammar School careers education programme provides our students with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby Benchmarks and conforms to statutory requirements.

The Gatsby Benchmarks

Careers education will focus on the eight Gatsby benchmarks:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance.

Careers education is an important part of the curriculum at Ermysted's Grammar School. Careers lessons are offered during the Integrated Studies, form time and PHSCE programme. The aim of the programme is to provide information, advice and guidance to help pupils make decisions about learning, training and work. All students in Years 12-13 have access to the online Unifrog platform where they can follow and record their careers journey throughout their school years. It allows them to make smart choices when searching for future careers.

Year 12 students attend work experience linked to their chosen career. The weekly career lecture programme provides an opportunity to talk to a range of employers, Higher Education and apprenticeship providers.

Year 13 focus is on exploring post 18 pathways. Students are guided through the UCAS applications process to universities and/or searches for apprenticeship. This is supported by the careers lecture programme. The university application process is followed by pre-university interviews with professionals from various fields. We offer bespoke support: for example, our Dentistry, Medicine and Veterinary Sciences Coordinator takes students interested in and applying for these courses through a carefully designed programme.

Click on the link to see the [Careers Curriculum Map](#).

Apprenticeship levels explained

Intermediate (level 2) apprenticeships are equivalent to GCSEs

Advanced (level 3) are equal to A-levels.

Higher (level 4 and 5) lead to a qualification that is equivalent to a higher education certificate, higher education diploma or a foundation degree.

Degree (level 6 and 7) result in a Bachelors or Master's degree.

Career Events in Key Stage 5

Enrichment lessons, Biennial Careers Fair, Apprenticeship show, Sixth Form Lecture programme, University visits, subject specific visits from employers, work experience week (Year 12 only).

Our SharePoint [Careers page](#) provides information on careers with links to local employers and apprenticeship information. It also offers recorded presentations about possible pathways into various careers.

Apprenticeships

Apprenticeships opportunities and events are advertised to students and parents internally via email and posters in the Careers area of the Library. Links to virtual events are posted on SharePoint Careers page. For further information about apprenticeships, including local and national opportunities, please visit www.apprenticeships.gov.uk.

Careers Team

Ms P Davies – Careers Leader and Deputy Headteacher

Ms N Rose – Careers Coordinator and Assistant Head of Middle School

Mr G Barrett – Head of Sixth Form (Head of Year 13)

EXTRA-CURRICULAR LIFE

A number of groups and societies exist, often meeting at lunch times. They include

- The Debating Society
- The Political Society
- Ecological Society
- Various Sporting activities, e.g. Basketball, Badminton, Rugby
- The Bar Mock Trial
- Sport
- Medics Society
- Music Groups (e.g. Swing Band, Light Orchestra, Choir)
- Student Advisors (Our Peer-to-Peer Support Group)
- The Reason, a student-led school newspaper

Every week, students will attend a lecture or seminar during which a speaker or staff member will deal with such topics as the legal system, personal finance, mental health, developments in science, current affairs, politics and sex education. Previous visitors to have included our local MP, a member of the House of Lords, a former British Ambassador, a journalist and a doctor.

THE HOUSE SYSTEM

There are four houses:

- **Toller** (blue), named after Peter Toller, the original fifteenth-century founder of the school sometime before 1492.
- **Hartley** (red), named after Edward Hartley, the dynamic nineteenth-century Headmaster who transferred the school to its present site in 1876.
- **Petyt** (green), named after William Petyt, one of the school's seventeenth-century benefactors (he gave the school a valuable collection of books called the Petyt Library.)
- **Ermysted** (yellow), named after William Ermysted, who re-founded the school after Edward VI closed it, in 1548.

Two senior students from each House are appointed House Captains each year, and are expected to supervise House activities. Teaching staff are attached to Houses.

Students will join one of the Houses. House activities are extensive: Rugby, Cricket, Athletics and Field Sports, Drama, Cooking competitions, Music and Quizzes. Sixth formers run many of these activities.

ETHOS

Ermysted's is a great place to spend the years immediately prior to university or employment. Students will be offered rigorous and effective teaching as well as opportunities to shine out of the classroom, be they on the sports field, the debating chamber or volunteering in the community. Although we have our own building, we are very much a part of main school life.

PASTORAL CARE

We are not an exam factory; our students are not mere numbers. They are people, and we look after them. We do everything we can to support new entrants to the school, and there will always be a listening ear if there are problems in or out of school.

SIXTH FORM STAFF

Sixth Form students are surrounded by a well-established support network. Individual members of staff provide specialised support, ranging from Work Experience Advisors to UCAS experts.

This network becomes invaluable during the university and apprenticeship application season. Post-18 applications are an area in which Ermysted's has enjoyed fantastic success.

- **Mr G Barrett** is Head of Sixth Form. He can be contacted on gbarrett@ermysteds.uk
- **Mr T Hodgson** is Deputy Head of Sixth Form. He can be contacted on thodgson@ermysteds.uk.
- **Ms J Lindsley** is Assistant Head of Sixth Form. She coordinates the community volunteer and the work experience programmes. She can be contacted on jlindsley@ermysteds.uk
- **Ms N Rose** is the Careers Coordinator. She helps manage the UCAS logins and apprenticeship applications. She can be contacted on nrose@ermysteds.uk

Sixth Formers are also strongly supported by other staff who manage and support applicants to medicine, dentistry and veterinary science. **Mr Speak**, our Assistant Headteacher, manages Sixth Form Admissions, options and the EPQ.

PREFECTURE

Some students are chosen to be prefects each year. This is a particular honour and a recognition of their smartness, manners and leadership qualities. We particularly welcome prefect applications from students who are new to the school.

Entry Requirements

Applicants will require at least a **Grade 6** in GCSE Art & Design.

Specification

[AQA Art and Design – 7241-7201](#)

Curriculum Map

[Art & Design Curriculum Map](#)

* Please note that this subject may be held at SGHS, in which case places are strictly limited.



ART & DESIGN

INTRODUCTION

The creative industries are now Britain's greatest export.

'There are currently over 1.9 million people working in the creative industries. The government expects this figure to skyrocket, with an additional 1.3 million new jobs in the private sector alone.'

'Our creative industries are still the envy of the world and are possibly the last area where we can still genuinely claim to be undisputed market leaders.'

(The Guardian Newspaper)

WHY STUDY THIS SUBJECT AT A-LEVEL?

The skills developed during the A-Level course will equip students for careers in the creative industries including film, theatre design, architecture, animation, advertising, game design, photography, 3D digital modelling, interior design, animatronics, special effects, fashion and graphics to name but a few. It also provides a sound background for other less obvious careers, where the ability to think differently and creatively gives our students the edge on the competition.

SUMMARY OF THE COURSE

Students should possess a genuine interest in the subject and must also be well-motivated critical thinkers. They must be prepared to look beyond the obvious! For the duration of the course they will explore and develop ideas, whilst experimenting with a wide range of materials and working methods, including digital photography, video and installation, alongside other more traditional art practices. The ability to think critically and analyse is actively encouraged through the study of artists, craftspeople and designers as well as regular group critiques.

The A-Level course builds upon the skills developed at GCSE level, and candidates will ideally have achieved a minimum of Grade 6. The course follows the AQA Art and Design (Fine Art) specification. Students will be given the opportunity to contextualise what they are doing in lessons with gallery visits. Our previous visits have included a residential trip to London and the Venice Biennale, the world's biggest international Contemporary Art fair.



ART & DESIGN

In the second year of the course our students complete a Personal Investigation, a unit of coursework in which they explore an aspect of art making they have chosen to investigate in more depth.

The unit consists of both practical artwork and a written component. We encourage students to investigate an area that will help support their university applications or other chosen career paths.

HOW IS THE QUALIFICATION ASSESSED?

Component 1 - Coursework - Personal Investigation

60% of the total A-Level marks (96 marks)

Candidates are required to develop personal investigation based on an idea, issue, concept or theme, supported by a written element of no less than 1000 words and no more than 3000 words, leading to a finished piece or pieces. Candidates should be selective when deciding what to submit for this unit. All the work produced for this unit will be marked as a whole. It is set and marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

Component 2 - Externally set assignment

Preparatory period + supervised time 15 hours

40% of the total A-Level marks (96 marks)

A2 Externally Set Assignment

Candidates select one of eight starting points. The externally-set assignment period will last from 1 February until the deadline for receipt of marks. Candidates should produce preparatory work and a finished piece or pieces. Candidates should be selective when deciding what to submit for this unit. Towards the end of this period candidates complete 15 hours of unaided, supervised time, the first 3 hours of which should be consecutive. Work produced during the examination period, including that produced during the 15 hours, will be marked as a whole. It is set by AQA, marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

CAREER PROGRESSION

Art degree at university, careers in creative industries, fine art, fashion, design, graphic design, product design, architecture, film, animation, 3D modelling.

Component 1 (60%)

Coursework

Component 2 (40%)

Preparatory period plus supervised time

15 hours

Entry Requirements

Applicants will require at least a **Grade 6** in GCSE Biology or Grade 6-6 in Combined Science e.g. AQA Trilogy).

Specification

[AQA A-Level Biology 7402](#)

Curriculum Map

[Biology Curriculum Map](#)

BIOLOGY

INTRODUCTION

Biology is an exciting and rapidly developing science. Being such a broad subject, you are bound to find a specific area of interest, plus it opens the door to a fantastic range of interesting careers. Biologists have a vital role to play in exciting developments for the future, working to produce new and innovative technologies in a variety of fields from medicine to climate change. Following a career in biology means you could help to tackle some of the big problems facing our society and help to improve our quality of life for the future.

WHY STUDY THIS SUBJECT AT A-LEVEL?

A-Level Biology is a very diverse course and encompasses all aspects of the Biological Sciences from Biochemistry to Behaviour. There is a clear progression of knowledge and skills from GCSE to A-Level. Students who study A-Level Biology develop a wide range of important and transferable skills including practical, analytical, mathematical and presentation skills. They experience use of a wide variety of apparatus and techniques from chromatography to electrophoresis. An important aspect of the course is the ability and willingness to work independently when required, and read around the subject to develop a depth and breadth of knowledge that goes beyond the specification. Taking A-Level Biology offers students a variety of opportunities from undertaking ecology field work to competing in national competitions such as the Biology Olympiad.

As an A-Level subject, Biology complements several other A-Level courses, including Chemistry, Mathematics, Psychology and Geography.

In addition to being a very interesting course, studying A-Level Biology gives you all sorts of exciting career options, including; Doctor, Clinical molecular geneticist, Nature conservation officer, Pharmacologist, Research scientist, Vet, Marine biologist or Dentist.

SUMMARY OF THE COURSE

The A-Level course is divided into 8 topics.

The Year 1 topics are:

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





BIOLOGY

In Year 2 the topics covered are:

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

Biology, like all sciences, is a practical subject. Throughout the course you will carry out many practical activities including:

- using microscopes to see cell division
- dissection of animal or plant systems
- aseptic technique to study microbial growth
- investigating activity within cells
- investigating animal behaviours
- investigating distributions of species in the environment

These practicals will give you the skills and confidence needed to investigate the way living organisms behave and work. It will also ensure that if you choose to study a Biology-based subject at university, you will have the practical skills needed to carry out successful experiments in your degree. The Biology Department is well-resourced and is supported by skilled and highly qualified technicians, allowing us to offer exciting and challenging practical activities.

HOW IS THE QUALIFICATION ASSESSED?

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

There are three exams at the end of the two years for A-level, all of which are two hours long. At least 15% of the marks for A-level Biology are based on what you learned in your practicals. The exams include a range of different question styles from structured short answer questions to a synoptic essay bringing together different areas of the specification. At least 10% of the marks will require use of maths skills. These will be applied in the context of biology and will be at the standard of at least Higher Tier GCSE maths.

CAREER PROGRESSION

Molecular genetics, medicine, pharmacology, research scientist, technician, microbiology, ecology.

Component 1

2 hours

Component 2

2 hours

Component 3

2 hours

Entry Requirements

Applicants will require at least a **Grade 6** in GCSE Chemistry or Grade 6-6 in Combined Science (e.g. AQA Trilogy). Due to the mathematical rigour in Chemistry, a grade 6 or above in maths GCSE is preferable.

Specification

[AQA GCE Chemistry](#)

Curriculum Map

[Chemistry Curriculum Map](#)

CHEMISTRY

INTRODUCTION

Chemistry is a challenging and rewarding discipline that will allow access to many wider fields of study. It combines aspects of theoretical and practical science to develop understanding of the material world.

This is a demanding course, aimed at a fairly high academic level. While support is made available throughout the course there is an expectation that students are reading around subject material and developing their knowledge independently.

WHY STUDY THIS SUBJECT AT A-LEVEL?

Chemistry is an essential component of many allied vocations and is compulsory for chemical engineering, pharmacy, medicine and veterinary science. Students also go on to study pure and applied chemistry at university. This leads to careers in scientifically-related fields or careers in management and finance.

SUMMARY OF THE COURSE

Delivery of the content of the specification will involve ten periods per fortnight in both Year 12 and Year 13. This will be shared equally by two teachers. Practical work forms an important part of the course and a minimum of one lesson each week is used for experiments.

In each year three theoretical areas will be studied together with all relevant practical skills.

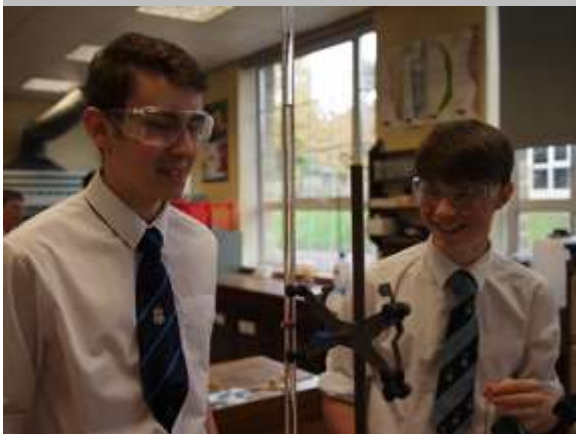
In Year 12 we will study:

Physical Chemistry – including atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria and Le Chatelier's principle, oxidation, reduction and redox equations.

Inorganic Chemistry – including periodicity, Group 2 (the alkaline earth metals), and Group 7 (the halogens)

Organic Chemistry – including an introduction to organic chemistry, alkanes, halogen alkanes, alkenes, alcohols and organic analysis.





CHEMISTRY

In Year 13 we will study:

Physical Chemistry – including thermodynamics, rate equations, equilibrium constant (K_c) for homogeneous systems, electrode potentials and electrochemical cells, acids and bases.

Inorganic Chemistry – including properties of period 3 elements and their oxides, transition metals and reactions of ions in aqueous solutions.

Organic Chemistry – including optical isomerism, aldehydes, ketones, carboxylic acids and their derivatives, aromatic chemistry, amines, polymers, amino acids, proteins and DNA, organic synthesis, NMR spectroscopy and chromatography.

Component 1 (35%)

2 hours

Component 2 (35%)

2 hours

Component 3 (30%)

2 hours

HOW IS THE QUALIFICATION ASSESSED?

<u>Paper 1</u>	2 hours	35% of total A-Level
<u>Paper 2</u>	2 hours	35% of total A-Level
<u>Paper 3</u>	2 hours	30% of total A-Level

Throughout the course, practical activities are assessed towards a practical skills endorsement. At least 15% of the marks for A-Level Chemistry are testing the knowledge and skills gained from undertaking the practicals. At least 20% of the marks will require the use of maths skills. These will be applied in the context of chemistry and will be at least the standard of Higher Tier GCSE maths.

CAREER PROGRESSION

Chemical engineering, pharmacology, medicine, veterinary science.

Entry Requirements

Applicants will require at least a **Grade 6** in GCSE English Language or Literature.

Please note that Latin is NOT required to study this subject.

Specification

[OCR ADVANCED GCE in Classical civilisation H 408](#)

CLASSICAL CIVILISATION

INTRODUCTION

The study of Classical Civilisation is a unique A-Level. It takes a multi-disciplinary approach to study and appreciate key aspects of ancient civilisation. You will engage in literary discussion, art appreciation, archaeological analysis, philosophical enquiry and historical evaluation throughout the course.

The new OCR classical specification has been designed to provide a sound understanding of key aspects of the ancient world and is useful support to other A-Levels such as English Literature, History and Religious Studies/Philosophy.

It may be possible to study Latin and Classical Civilisation within the same option slot resulting in two qualifications. Please ask for details.

WHY STUDY THIS SUBJECT AT A-LEVEL?

You should choose this subject because you have an interest in the ancient world and would like to evaluate key areas, which have influenced western society and our own lives.

You may understand that your favourite subject area has some relationship to the ancient world and would like to see what this is.

You may have chosen a Science subject and would like to broaden your study by a general arts qualification.

You may enjoy visiting ancient sites abroad and have become fascinated by the civilisations which produced them.

You will find that the subject gives you some truly cross curricular and marketable skills.





CLASSICAL CIVILISATION

SUMMARY OF THE COURSE

1. The World of the Hero
Homer's Odyssey and Virgil's Aeneid
2. Culture and Arts: Greek Theatre
Drama and the theatre in ancient Athenian society
Nature of tragedy
Nature of (old) comedy
Literary techniques, structure, and dramatic conventions
Social, political and religious themes in tragedy
Social, political and religious themes in comedy
Study of three plays and a variety of artefacts
3. Beliefs and Ideas: Democracy and the Athenians
Solon and his reforms
Cleisthenes and his reforms
5th Century Developments
Democracy Idealised
Democracy Critiqued
Democracy and comedy

HOW IS THE QUALIFICATION ASSESSED?

Three examination papers to cover each of the themes studied.

CAREER PROGRESSION

Teacher, archivist, barrister, museum curator, heritage manager.

Entry Requirements

Applicants will require at least a **Grade 6** in GCSE Computer Science or a **Grade 6** in GCSE Mathematics.

Specification

[OCR GCE A-LEVEL in COMPUTER SCIENCE](#)

Curriculum Map

[Computer Science Curriculum Map](#)

COMPUTER SCIENCE

INTRODUCTION

The Computer Science course has been designed for students who wish to go on to higher education courses or employment where knowledge of computing would be beneficial (this includes careers in medicine, law, business, economics, politics or any type of science). Programming is taught through a focus on problem-solving scenarios, whilst computer fundamentals, are taught alongside.

The emphasis is on computational thinking, which means abstract thinking, general problem-solving, algorithmic and mathematical reasoning and scientific and engineering-based thinking. This course is not just about learning to use tools or training in a programming language, but will focus on the fundamentals of computer science.

WHY STUDY THIS SUBJECT AT A-LEVEL?

The Computer Science course will help you learn to think computationally, which means general problem-solving, algorithmic and mathematical reasoning and scientific and engineering-based thinking – all skills which are highly valued by top employers and universities. Most of our students have pursued computer science to degree level at top universities and then go on to well paid careers.

SUMMARY OF THE COURSE

Details of the course content can be found overleaf in the summary of content assessed within each component, or in detail within the specification online at the website listed. If you can think logically and creatively, are prepared to apply yourself to solving problems using a computer and will work hard, then this is the course for you.

Whilst having studied GCSE Computer Science is not compulsory for this course, having done it will give you a huge advantage. If you haven't studied GCSE Computer Science you need to be prepared to work hard for the first few months to catch up with those who have.





COMPUTER SCIENCE

HOW IS THE QUALIFICATION ASSESSED?

The A-Level assessment comprises of three components, with the exams sat at the end of Year 13.

Component 1: Computer Systems (40% 2 hr 30 minutes written exam)

This component investigates the characteristics of contemporary processors, input and output devices, software and software development, exchanging data, data types, data structures and algorithms, and legal, moral, cultural and ethical issues.

Component 2: Algorithms and Programming (40% 2 hr 30 minutes written exam)

This component investigates elements of computational thinking, problem solving, programming and standard algorithms.

Component 3: Programmed Solution to a Problem (20% Non-exam assessment – coursework)

Candidates discuss, investigate, design, prototype, refine and implement, test and evaluate a computerised solution to a problem chosen by the candidate which must be solved using original code (programming).

This is a substantial piece of work, undertaken over an extended period of time.

The project topic could involve a computer solution to:

- a data processing problem of an organisation;
- a scientific or mathematical problem;
- a simulation of a real-life situation;
- a computer-aided learning system.

CAREER PROGRESSION

Computer software engineering, games and systems developer, app developer, cyber security, IT consultancy.

Component 1 (40%)

2 hours 30 mins

Component 2 (40%)

2 hours 30 mins

Component 3 (20%)

Coursework

Entry Requirements

Applicants will require at least a **Grade 6** in GCSE Design Technology.

Specifications

[Design Engineering – H404](#)

[Product Design – H406](#)

Curriculum Map

[Design & Technology Curriculum Map](#)

Please note that these subjects may be taught concurrently .

DESIGN & TECHNOLOGY:

DESIGN ENGINEERING / PRODUCT DESIGN

INTRODUCTION

Design and Technology is an inspiring, rigorous and practical subject. OCR's GCE Design Engineering and Product Design, supports progression beyond A level into higher education or apprenticeship programmes. There is a focus on ensuring the content reflects authentic practice, giving an insight into the way that creative, engineering and/ or manufacturing industries function. The OCR specifications require you to apply mathematical and scientific knowledge, understanding and skills and reflects the importance of Design and Technology as a pivotal STEM subject.

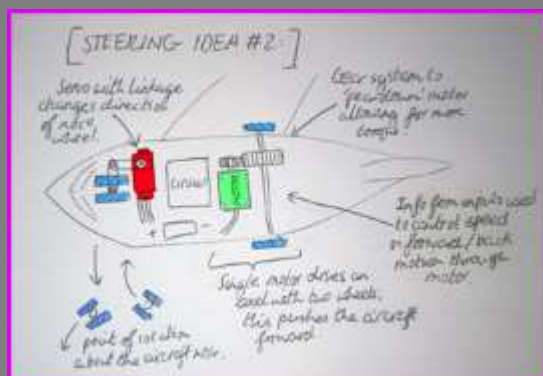
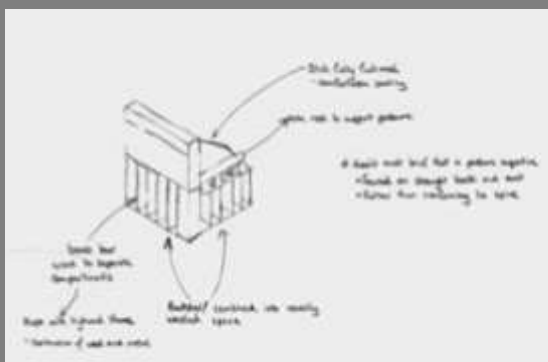
HAVE YOU EVER WONDERED?

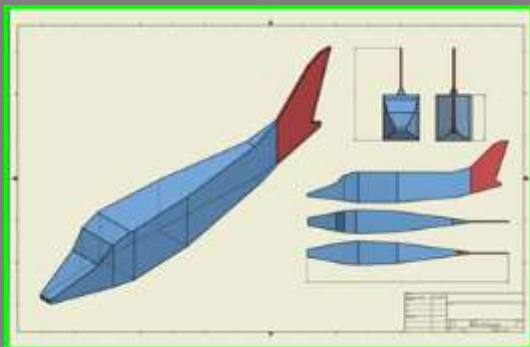
- What designers actually do?
- How things move or work?
- How you can design products to be good for the environment?
- How a product continues to stay popular in the market place?
- How products are designed with the user in mind?

If so, then studying one of the two A Level courses on offer at Ermysted's is the right choice for you.

WHY STUDY THIS SUBJECT AT A-LEVEL?

- The course will strengthen your critical thinking and problem solving skills within a creative environment, enabling you to develop and make prototypes that solve real world problems, considering your own and others' needs, wants, aspirations and values
- You will develop intellectual curiosity of the design and manufacture of products and systems, and their impact on daily life and the wider world, making you a more discriminating purchaser
- It will help you to be creative in your approach to work and develop your sketching ability and use of digital technologies in designing and creating quality products
- You will learn about a range of materials and, components and manufacturing methods to help create functional products
- You will learn to work collaboratively to develop and refine your ideas, responding to feedback from users, peers and expert practitioners
- You will gain an insight into the creative, engineering and/or manufacturing industries and learn about the iterative design practices and strategies they use
- You will learn about important issues that effect design in the wider world such as sustainability, globalisation and inclusive design; in order to become an empathetic and successful designer who can consider wider social implications of products





Component 1 (26.7%)

1 hour 30 minutes

Component 2 (23.3%)

1 hour 45 minutes

Component 3 (50%)

Coursework



DESIGN & TECHNOLOGY: DESIGN ENGINEERING

Why choose Design Engineering? If you are the type of person who doesn't take how things work for granted come and talk to us about Design Engineering. The course has been designed to encourage you to take a broad view of design and technology. It also helps you to participate in and think about tomorrow's rapidly changing technologies, and to intervene creatively to improve their quality.

HOW IS THE QUALIFICATION ASSESSED?

Principles of Design Engineering - Written examination
(26.7% 1 hour 30 minutes written examination—80 marks)

An examination component in which knowledge and understanding skills of both 'core' and 'in-depth' content are externally assessed.

Problem Solving - Written examination
(23.3% 1 hour 45 minutes written examination—70 marks)

An examination component in which the ability to apply higher level thinking, reflection and critical thinking to contextual design solutions is externally assessed.

Iterative Design Project non-exam assessment (NEA)

The Iterative Design Project is a single task component, worth 50% of the qualification, giving learners the opportunity to demonstrate their knowledge, understanding and skills over time in order to realise a valid outcome that reflects real-world design considerations. The component is internally assessed and externally moderated.

CAREER PROGRESSION

Fashion, engineering, architecture, information technology, product design.



Component 1 (26.7%)

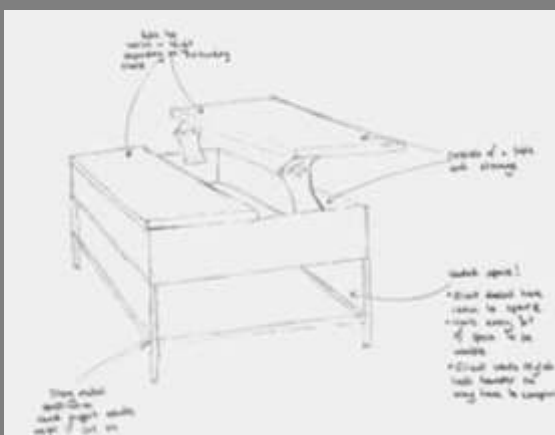
1 hour 30 minutes

Component 2 (23.3%)

1 hour 45 minutes

Component 3 (50%)

Coursework



DESIGN & TECHNOLOGY: PRODUCT DESIGN

Why choose Product Design? If you are the type of person who likes to rethink how everyday products can be improved, then come and talk to us about Product Design. The course has been designed to encourage you to take a broad view of design and technology. It also helps you to participate in and think about tomorrow's rapidly changing world of design and manufacture, and to design sustainable, functional and aesthetically pleasing products.

HOW IS THE QUALIFICATION ASSESSED?

Principles of Product Design - Written examination

This is a single externally assessed examination component with questions covering both 'core' and 'in-depth' content.

26.7% of A-Level

1 hour 30 minutes

Drawn and written paper 80 marks

Problem Solving - Written examination with drawing

23.3% of A-Level

1 hour 45 minutes

Drawn and written paper 70 marks

An examination component in which the ability to apply higher level thinking, reflection and critical thinking to contextual design solutions is externally assessed.

Iterative Design Project non-exam assessment (NEA)

The Iterative Design Project is a single task component, worth 50% of the qualification, giving learners the opportunity to demonstrate their knowledge, understanding and skills over time in order to realise a valid outcome that reflects real-world design considerations. The component is internally assessed and externally moderated.

CAREER PROGRESSION

Fashion, engineering, architecture, information technology, product design.

Entry Requirements

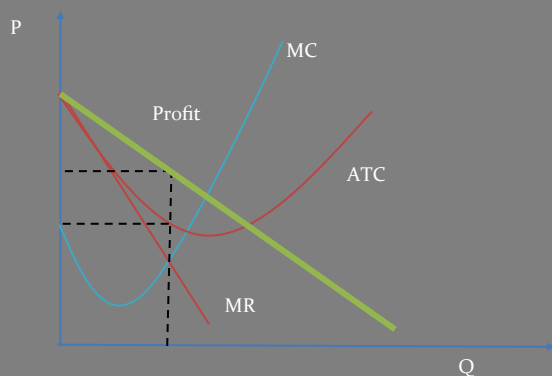
Applicants will require at least a **Grade 6** in GCSE English Language or Literature or a **Grade 6** in GCSE Mathematics.

Specification

[Economics 7135/7136](#)

Curriculum Map

[Economics Curriculum Map](#)



ECONOMICS

INTRODUCTION

Economics is a social science. It is a study of human behaviour, looking at the production and consumption of scarce resources in national and international economies. The course is split into two main parts.

MICROECONOMICS: This is the study of individuals and firms operating in a variety of markets. In particular, we study the profit-maximising behaviour of firms and learn about costs, revenues and profits.

MACROECONOMICS: This is the study of the British and International economy and covers many of the important issues that dominate the news on television and in the newspapers and magazines. These topics include:

- Is Brexit benefiting or harming the UK economy?
- How will the UK be affected by war in Ukraine?
- How can the UK afford the actions required to combat global warming?
- Why is the UK's productivity and wage growth lower than other developed countries?
- Will raising the minimum wage to a 'living wage' cause unemployment?
- Should we introduce higher taxes on alcohol to curb binge drinking among the young?

All of these issues are taught in the context of relevant economic theory and students are encouraged to read as widely as possible around the subject to enhance their understanding and knowledge. The department offers students an opportunity to subscribe to relevant magazines (Economics Today and the Economic Review) and recommends that quality newspapers are read regularly. Students are encouraged to use the internet to research sites such as the BBC news pages and The Guardian to find up to date information about issues such as the budget deficit and the climate emergency.

WHY STUDY THIS SUBJECT AT A-LEVEL?

Universities want students who can show good skills of analysis and evaluation, students who can build solid arguments based on evidence and defend their opinions and viewpoints, students who are knowledgeable about current affairs and confident to explain and express themselves. Economics, for this reason, is one of the stronger subjects for university applications.



ECONOMICS

There are many different career paths open to students of Economics: Students with an Economics background tend to be among the highest paid workers in the country. Other areas where Economics students can find work is as economists, statisticians and actuaries, business management, marketing and sales, accountancy, investment advisers and analysts, journalism, the Civil Service, financial services, banking and insurance.

[Watch 'A Level Economics v3' | Microsoft Stream](#)

SUMMARY OF THE COURSE

The course is split in to two significant areas. Unit One considers microeconomic elements, including economic decision making, markets and market failure. In this unit you will study the following ideas. a) economic methodology and the economic problem b) individual economic decision making c) price determination in a competitive market d) production, costs and revenue e) perfect competition, imperfectly competitive markets and monopoly f) the labour market g) the distribution of income and wealth: poverty and inequality h) the market mechanism, market failure and government intervention in markets.

The second unit is titled “The national and international economy” and considers the macroeconomic principles of Economics. a) the measurement of macroeconomic performance b) how the macroeconomy works: the circular flow of income, AD/AS analysis and related concepts c) economic performance d) financial markets and monetary policy e) fiscal policy and supply-side policies f) the international economy.

HOW IS THE QUALIFICATION ASSESSED?

Assessment consists of three exam papers all taken at the end of the second year, and therefore students will need to remember all two years’ work for this final exam.

- **Paper 1: Markets and Market Failure**
- **Paper 2: National and International Economy** both involve a written exam lasting 2 hours, split in to two sections: Section A - data response questions requiring written answers, choice of one from two, Section B - essay questions requiring written answers, choice of one from three.
- **Paper 3: Economic Principles and Issues** includes a written exam lasting 2 hours, Section A: 30 multiple choice questions and Section B - a case study with three questions worth 10, 15 and 25 marks.

Component 1

2 hours

Component 2

2 hours

Component 3

2 hours

Entry Requirements

Applicants will require at least a **Grade 6** in GCSE English Literature or English Language.

Specification

[AQA English Literature 7717](https://filestore.aqa.org.uk/resources/english/specifications/AQA-7716-7717-SP-2015.PDF)

Further Information:

<https://filestore.aqa.org.uk/resources/english/specifications/AQA-7716-7717-SP-2015.PDF>

Curriculum Map

[English Curriculum Map](#)

ENGLISH LITERATURE

INTRODUCTION

Student outcomes and value-added in A-Level English Literature are consistently among the highest in the school.

INTENTION

The A Level English Literature course builds emphatically on many of the skills and subject knowledge you have gained at GCSE. It is designed to stimulate your enjoyment and interest in a variety of texts from different genres. The texts have been chosen to support your study in an incremental way that supports your understanding and learning of new concepts which are critical and contextual in nature.

The selection of texts and learning approaches have been designed to develop your interest in and enjoyment of literature and literary studies. During the course you will have the opportunity to read widely and independently. You will develop your confidence in responding to texts you read by engaging creatively with them through your classroom study. You will be given the opportunity to learn about literary analysis and critical study and you will be supported in your practise of this both in your spoken and written responses to texts. You will also explore how contexts inform understanding and interpretation of texts.

This course is structured to enable you to explore how literature helps us to understand the world around us. The first year of the course is designed to offer you the opportunity to read more challenging and interesting texts so that you become more confident in working with both modern and pre-1900 texts, and to equip you with the language and terminology with which to express your ideas and understanding.

As the course develops, you will be introduced to ideas about how contexts inform understanding and how meaning has changed as society and cultures change. The course structure is designed to further an understanding of literary approaches and terminology so that you can communicate your understanding using a written academic register.

As your understanding of literary texts broadens, you will begin an independent study at the start of the second year of this course where you will conduct an independent study of texts using the skills you have acquired through the course thus far. This will give you an insight into how to read and interpret independently and how to construct a written essay to effectively convey your ideas and interpretations. This will support any further studies you may do that involve independent reading and analysis.



ENGLISH LITERATURE

WHY STUDY THIS SUBJECT AT A-LEVEL?

As with English Language A-Level, anyone considering a career in law, journalism, marketing, advertising, the media, education or business would be likely to benefit from the course.

SUMMARY OF THE COURSE

A-Level English Literature course is divided into **3 components**. In the first term you will work through a bridging Unit compliant with the requirements of the AQA English Literature course.

Component 1: Aspects of Tragedy

William Shakespeare's Othello: Othello, an African general in the Venetian army, is tricked into suspecting his wife of adultery.

Death of a Salesman: Arthur Miller's 1949 play addresses loss of identity and a man's inability to accept change within himself and society.

John Keats' Poetry: Isabella, Lamia, The Eve of St Agnes and La Belle Dame Sans Merci: Whilst these poems were not written explicitly as tragedies, we can still analyse the heroes, victims, villains as tragic tales.

Component 2: Elements of political and social protest writing

The Kite Runner: Published in 2003, this is Afghan-American author Khaled Hosseini's first novel about the rise of the Taliban regime.

The Handmaid's Tale: published in 1985, Margaret Atwood's science-fiction dystopia explores a patriarchal society which exploits women.

William Blake's Songs of Innocence and Experience: a collection of illustrated poems amidst the backdrop of the French Revolution.

Component 3: Theory and Independence (Non-examined assessment)

This component is designed to allow students to read widely, to choose their own texts and to understand that contemporary study of literature needs to be informed by the fact that different theoretical and critical methods can be applied to the subject. Supported by AQA's Critical anthology which includes accessible extracts on the following critical methods and ideas: In this component, students write about two different literary texts. One of the texts must be a poetry text and the other must be prose. Each text must be linked to a different section of the Critical anthology.



Entry Requirements

Applicants will require at least a **Grade 6** in the relevant GCSE Language.

Specification

[AQA A-Level French 7652](#)

[AQA A-Level German 7662](#)

Curriculum Maps

[French Curriculum Map](#)

[German Curriculum Map](#)

MFL: FRENCH & GERMAN

INTRODUCTION

A-Level French and German build on the knowledge and skills which you acquired in the first five years of study.

You will have four double lessons per week with the two teachers of the language.

German A-Level is taught at Ermysted's but students from Skipton Girls' High School also attend lessons at Ermysted's.

There is a Foreign Language Assistant for each language and you will have conversation classes with them on a weekly basis.

WHY STUDY THIS SUBJECT AT A-LEVEL?

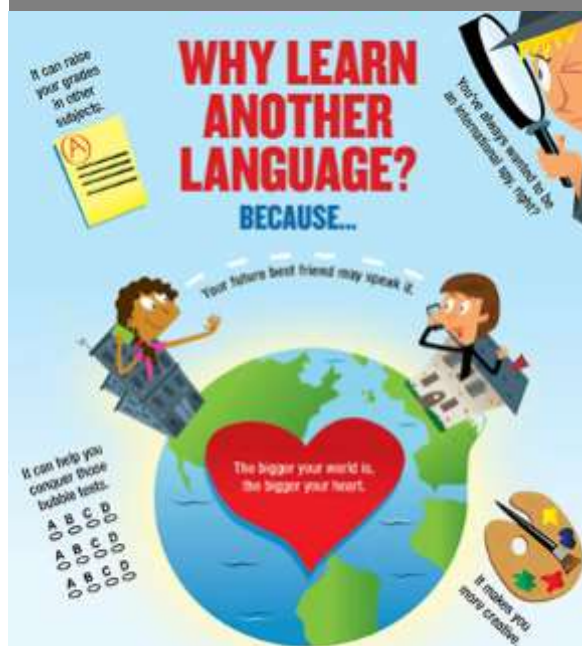
Learning a language to a high standard is an enriching activity; developing academic rigour, attention to detail, sensitivity to nuance, developing thinking skills and improving communication skills.

British students who speak a foreign language to this standard are increasingly rare.

An A-Level in a foreign language will often give you an advantage in the jobs market. Universities look upon a foreign language at a good grade as indicative of academic ambition and ability.

Foreign languages complement many other subjects and a number of students have successfully combined them with the sciences recently. They are available at many universities as an accompaniment to other, unrelated, subjects.

They are important in their own right, giving you the ability to communicate with other people in Europe, to appreciate other cultures and to widen your horizons. They will accompany through your life and be your flexible friend, surprising you throughout life with their usefulness.



Learning another language is like becoming another person.

Haruki Murakami

meetville.com

Component 1 (50%)

2 hours 30 minutes

Component 2 (20%)

2 hours

Component 3 (30%)

c. 20 minutes

MFL: FRENCH & GERMAN

SUMMARY OF THE COURSE

French and German follow the same format:

- Cultural aspects e.g. film, literature, art and architecture, festivals and traditions
- Social Trends e.g. the digital world, youth culture, family and relationships
- Political Culture e.g. immigration and integration
- A research topic of your own choice

At the forefront of these topics is the language learning itself.

HOW IS THE QUALIFICATION ASSESSED?

- Paper 1 – Listening, Reading and Translation (2hrs 30 mins) = 50% of A-Level
- Paper 2 – Writing 2 essays on film and literature (2 hrs) = 20% of A-Level
- Paper 3 – Speaking (16-18 mins) = 30% of A-Level

CAREER PROGRESSION

Translation, business, writing, teaching, diplomatic service officer, international aid worker.

Entry Requirements

Applicants will require at least a **Grade 6** in a GCSE Humanities subject or a **Grade 6** in GCSE English Language or Literature.

Specification

[AQA A-Level Geography 7073](#)

Curriculum Map

[Geography Curriculum Map](#)

GEOGRAPHY

INTRODUCTION

A-Level Geography provides the opportunity to study many of the world's current issues. From the local scale of the Yorkshire Dales - wind turbines, fracking and affordable housing, to the Global issues of global warming, economic change and migration – as geographers we can help to develop and explain sustainable solutions.

WHY STUDY THIS SUBJECT AT A-LEVEL?

This course will appeal to those students who:

- have an interest in and concern for the environment
- are interested in current affairs
- enjoy studying a subject that is relevant to their own lives and experiences
- want the opportunity to carry out practical work outdoors as well as classwork
- enjoy finding out their own answers – not just being taught
- want to broaden their A-Levels to cover both 'sciences' and 'humanities'
- enjoy travel and finding out about new people, places, landscapes and events
- want to keep their options open – A-Level Geography is an appropriate qualification for a very wide range of higher education or career choices.

Students with Advanced GCE Geography have access to a wide range of possible career and higher education opportunities. You will learn and use a variety of transferable skills throughout the course. These include collecting, analysing and interpreting data, communicating your findings in different ways, and identifying and developing the links between different parts of the subject. These skills are in great demand and recognised by employers and universities as being of great value.

During Year 12 & 13 we will carry out group fieldwork to:

- examine the urban Geography of Leeds
- study the drainage basin systems of a local river
- complete three days of fieldwork to collect data for the geographical fieldwork
- optional field week to Iceland (subject to costs)





GEOGRAPHY

SUMMARY OF THE COURSE

Year 12

- Hazards
- Changing places
- Water & carbon cycles
- Start Coastal Systems and Global Systems & Governance
- Planning & fieldwork for the geographical fieldwork investigation

Year 13

- Continue Coastal Systems
- Continue Global Systems & Governance
- Urban/Population/Energy
- Writing up the Geographical Fieldwork Investigation

HOW IS THE QUALIFICATION ASSESSED?

- Unit 1: Physical Geography
Written exam 2hr 30 minutes
40% A-Level
- Unit 2: Human Geography
Written exam 2hr 30 minutes
40% A-Level
- Unit 3: Geographical fieldwork investigation
An individual fieldwork base
Written investigation 3-4000 words
20% A-Level

During Year 12 & 13 we will carry out group fieldwork to:

- examine the urban Geography of Leeds
- study the drainage basin systems of a local river
- examine the coastal processes of Walney Island
- optional field week to Iceland (subject to costs)

CAREER PROGRESSION

Town or transport planning, surveying, conservation, sustainability, waste management.

Component 1 (40%)

2 hours 30 minutes

Component 2 (40%)

2 hours 30 minutes

Component 3 (20%)

Entry Requirements

Applicants will require at least a **Grade 6** in a GCSE Humanities subject or a **Grade 6** in GCSE English Language or Literature.

Specification

[Edexcel AS and A level History 2015 | Pearson qualifications](#)

Curriculum Map

[History-Curriculum-Map.pdf \(ermysteds.uk\)](#)

HISTORY

INTRODUCTION

The A-Level History course is designed to introduce you to British and European/World history and periods going back at least 200 years.

There will be studies in breadth and depth, and a personal study focused on different interpretations of a significant historical event.

WHY STUDY THIS SUBJECT AT A-LEVEL?

Through the study of History we develop a more balanced outlook on the world. History also sharpens our critical thinking abilities by improving the following skills: analysis, research, essay writing, communication, problem solving and debating.

The course will contain a variety of learning experiences including lectures, debates, role play, films, decision-making exercises, student presentations, ICT, trips and university conferences.

With a Historical Enquiry featuring in the coursework, independent learning and study skills are expected and developed

SUMMARY OF THE COURSE

Edexcel History consists of four units of assessment. For the full A-Level award three papers are examined at the end of Year 13 and a personal study is internally assessed.

CAREER PROGRESSION: WHERE COULD A-LEVEL HISTORY TAKE YOU?

History is a 'facilitating subject' (a subject most commonly preferred by university courses). In recent years A-Level students have gone on to study subjects like Politics, Law, Medicine, Chemistry, and (of course) History at a range of universities.

The subject supports careers in journalism, business, law, politics, finance, academia, research, archaeology, PR, marketing, teaching and many others.





HISTORY

HOW IS THE QUALIFICATION ASSESSED?

Component 1 (30%)

2 hours 15 mins

Component 2 (20%)

1 hour 30 mins

Component 3 (30%)

2 hours 15 mins

Component 4 (20%)

Historical enquiry

Paper 1 Germany and West Germany, 1918-89

- Political and governmental change, 1918-89 (includes Weimar Germany, Nazi Germany and Federal Republic of Germany); Opposition, control and consent, 1918-89; Economic development and policies, 1918-89; Aspects of life in Germany and West Germany, 1918-89.
- Historical interpretations: How far was Hitler's foreign policy responsible for the Second World War?

Paper 2 The rise and fall of Fascism in Italy, c. 1911-46

- The liberal state, c.1911-18; The rise of Mussolini and the creation of fascist dictatorship, 1919-26; The fascist state, 1925-40; Challenges to, and the fall of, the fascist state, c.1935-46.

Paper 3 Protest, agitation and Parliamentary reform in Britain, c. 1780-1928

- Aspects in breadth: Reform of Parliament; Changing influences in parliament: impact of parliamentary reform.
- Aspects in depth: mass protest and agitation; Radical reformers, c.1790-1819; Chartism, c.1838-1850; Contagious Diseases Act and the campaign for their repeal, 1862-86; The Women's Social and Political Union, 1903-14; Trades union militancy, 1917-27.

Paper 4 Historiographical enquiry – the study of 3 contrasting historical interpretations

Causes of World War One or Russian Revolution 1917 or An Aspect of the British Empire.

Entry Requirements

Applicants will require at least a **Grade 6** in GCSE Latin.

Specification

[OCR Latin H433](#)

Curriculum Map

[Latin Curriculum Map](#)

LATIN

INTRODUCTION

Latin will teach you how to read and appreciate original works written by Romans two thousand years ago.

You will develop your understanding of the language and look at the wide variety of ways the Romans used to express their most important ideas.

WHY STUDY THIS SUBJECT AT A-LEVEL?

You will be motivated by a love of language and a desire to see how Latin works at a higher level. You will have an interest in Roman civilisation and a love of literature. You may simply love the logic of the language. You will aim to develop the precision required to master this amazing language and can see how Latin helps you to expand your word power and to understand grammar in all languages.

The worlds of industry, commerce, national and local government are always seeking to employ young people of proven intellectual ability, regardless of specific subject background. The skills and qualities required by all these and other employers are, amongst others, the ability to communicate accurately and effectively in writing and verbally and to approach problem-solving in a logical and analytical way. Employers have always recognised that students in possession of an A-Level in Latin are well trained in exactly these skills and they look very favourably upon such applicants.





LATIN

SUMMARY OF THE COURSE

Most lessons will be spent reading and discussing prose and verse authors in Latin. Some of these lessons will centre on the preparation of set texts (similar to set text preparation for GCSE). Other lessons are for more general reading of a wide variety of literary genres (e.g. comedy, history, elegy, epic) to prepare for the unseen comprehension and translation papers which form an important element of the course. There is no requirement for translation of English to Latin but we may do work in this area to consolidate your understanding of the language.

For the literature papers we will be studying the Pro Caelio of Cicero, which is a speech written in defence of Marcus Caelius Rufus. Caelius was charged with inciting riots, damage to property, assault, and murder. We will also be reading Book 2 of Virgil's Aeneid which describes the fall of Troy.

HOW IS THE QUALIFICATION ASSESSED?

There will be four papers:

1. Unseen Translation
2. Comprehension
3. Prose Literature
4. Verse Literature

CAREER PROGRESSION

Scientific or medical careers, history and classical studies.

Component 1 (33%)

Component 2 (17%)

Component 3 (25%)

Component 4 (25%)

Entry Requirements

Applicants for Mathematics will require at least a **Grade 7** in GCSE Mathematics.

Applicants for Further Mathematics will require at least a **Grade 8** in GCSE Mathematics.

Specification

[Edexcel Mathematics 9MA0](#)

[Edexcel Further Mathematics 9FM0](#)

Curriculum Map

[Mathematics Curriculum Map](#)

MATHEMATICS & FURTHER MATHEMATICS

INTRODUCTION

Mathematics is a very popular A-Level subject, with over half of students choosing Mathematics as one of their options in the Sixth Form at Ermysted's. The A-Level is a big step up from GCSE and will require commitment and dedication. With consistent effort and regular practice good grades are obtainable at A-Level by all students.

WHY STUDY THIS SUBJECT AT A-LEVEL?

Mathematicians like to have definite answers. Sometimes that answer is unique (as in "What is x if $2x=6$?"). Sometimes there are no answers (e.g. "What real number satisfies $x^2=-1$?"). Other times there are more than one answer (as in "What is x if $x^2=4$?"). The question "Why should you study mathematics at A-level?" certainly has more than one answer!

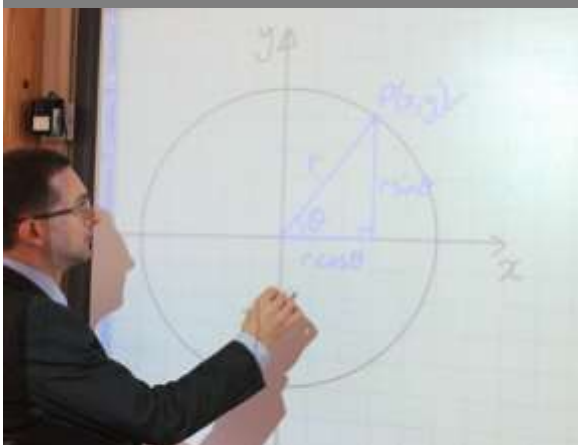
Indeed, one of the many reasons to study mathematics at A-level is that there is a multitude of options open to you afterwards. For example, careers in science, engineering, computing, medicine and finance all rely on mathematics. The main reason to study mathematics should be that you enjoy it. Some people enjoy the problem solving aspect, others like the fact that questions have definite and absolute answers, while for many others it's their best/favourite subject.

For more information about studying mathematics in the sixth form see the leaflet 'Maths: Opening the door to your future' at:

<https://amsp.org.uk/students/literature>

SUMMARY OF THE COURSE

The course is the standard A-Level Mathematics course consisting of Pure Mathematics and Applied (both Mechanics and Statistics). A-Level Further Mathematics involves Further Pure Mathematics and two Further Mathematics Options. Students choosing Further Mathematics must do so in addition to Mathematics, and will sit two A-Levels (in Mathematics and Further Mathematics). Details of the course content can be found below in the summary of content assessed within each exam paper, or in detail within the specification online at the website above.





MATHEMATICS & FURTHER MATHEMATICS

HOW IS THE QUALIFICATION ASSESSED?

Paper 1: Pure Mathematics 1 : Proof, Algebra and functions, Coordinate geometry in the (x,y) plane, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Vectors.

Paper 2: Pure Mathematics 2: Proof, Algebra and functions, Coordinate geometry in the (x,y) plane, Sequences and series, Trigonometry, Differentiation, Integration, Numerical methods

Paper 3: Statistics and Mechanics:

- Statistics Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions, Statistical hypothesis testing
- Mechanics Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Moments

The Pearson Edexcel Level 3 Advanced GCE in **Further Mathematics** consists of four externally examined papers, each 1.5 hours in length and equally weighted. Students must complete all assessment in May/June at the end of Year 13.

Paper 1: Further Pure Mathematics 1 Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors

Paper 2: Further Pure Mathematics 2 Complex numbers, Further algebra and functions, Further calculus, Polar coordinates, Hyperbolic functions, Differential equations

Paper 3 & 4: Further Mathematics Options

- Further Mechanics 1 - Momentum and impulse, Collisions, Centres of mass, Work and energy, Elastic strings and springs;
- Further Statistics 1 - Linear regression, Statistical distributions (discrete), Statistical distributions (continuous), Correlation, Hypothesis testing, Chi squared tests

CAREER PROGRESSION

Insurance, finance, marketing, and information technology, data science, engineering.

The Pearson Edexcel Level 3 Advanced GCE in Mathematics consists of three externally examined papers, each 2 hours in length and equally weighted.

Students must complete all assessment in May/June at the end of Year 13.

Entry Requirements

Applicants will require at least a Grade 6 in GCSE Music and play to at least Grade 5 standard on at least one instrument.

Students who have successfully passed at least Grade 5 practical AND Grade 5 theory will be considered as an alternative to GCSE Music.

The ability to play a keyboard instrument to at least Grade 3 level is extremely useful. Fluent knowledge of treble and bass clef is essential.

Students must be in receipt of instrumental lessons throughout the course (in school or external)

Specification

[Eduqas A Level Music](#)

Curriculum Map

[Music Curriculum Map](#)

MUSIC

INTRODUCTION

The Eduqas A level in Music offers a broad and coherent course of study which encourages learners to:

- Develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation, and expression
- Develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions
- Recognise the interdependence of musical knowledge, understanding and skills, and make links between performing, composing and appraising, underpinned by attentive listening.
- Develop knowledge and understanding of a variety of instruments and styles, and of relevant approaches to both performing and composing
- Appraise contrasting genres, styles and traditions of music, and develop understanding of musical contexts and a coherent awareness of musical chronology
- Reflect critically and make personal judgements on their own and others' music
- Engage with, and extend appreciation of, the diverse heritage of music to promote personal, social, intellectual, and cultural development.

WHY STUDY THIS SUBJECT AT A-LEVEL?

This course give you an opportunity to demonstrate your commitment to and enjoyment of music. You will need an ability to work independently and to a deadline.

A-level music is also a recognised A-Level for almost every degree courses (including Medicine, Law and Oxbridge degrees).





MUSIC

SUMMARY OF THE COURSE

- **Performing**—In conjunction with instrumental teachers
- **Composition**
 - Year 12: Term 1—Harmony; Term 2—Composition tasks; Term 3—Free composition. Year 13: Free composition and composition to a brief set by the exam board.
- **Listening/Appraisal**
 - Western Classical Tradition: The Symphony 1750-1900
 - Jazz: 1920-1960 (Ragtime, Dixieland, Early Jazz, Big Band (inc. Swing), Be-Bop, Cool Jazz)
 - Into the Twentieth Century: 1895-1935 (Impressionism, Expressionism (inc. Serialism), Neo-Classicism)

HOW IS THE QUALIFICATION ASSESSED?

Performing (live recital, external examiner visits the school)

- 25% Option: 6-8min live recital, minimum 2 pieces
- 35% Option: 10-12 minute live recital, minimum 3 pieces

Composing (sent away to be assessed)

- 25% option: 4-6mins of composition. One composition to a brief set by the exam board, one 'free' composition
- 35% Option: 8-10mins of composition. One composition to a brief set by the exam board, one 'free' composition, one composition relating to another area of study

Listening/Appraising 40%

- Written/listening exam taken at the end of Year 13.

CAREER PROGRESSION

Creative careers like performing arts, music production, music technology, recording engineering, teaching, stage management, video games composer, events production.

Performing (25% or 35%)

Composition (25% or 35%)

Listening/Appraising

Entry Requirements

Applicants will require at least a **Grade 6** in a GCSE Humanities subject or a **Grade 6** in GCSE English Language or Literature.

Specification

[OCR H573](#)

Curriculum Map

[Religious Studies Curriculum Map](#)

RS: PHILOSOPHY, ETHICS & THEOLOGY

INTRODUCTION

Philosophy: deep questions about existence.

Ethics: The right way to live

Theology: critical study of religion

The philosophy of religion specification asks these questions:

Can the existence of God be proved?

How do we make moral decisions?

Are my mind and body separate?

What do we mean by theodicy?

These questions are fundamental and the material covered in the specification not only provides students with a good understanding of how these debates have, so far, been framed, but also acts as a springboard for consideration and discussion of students' own ideas.

WHY STUDY THIS SUBJECT AT A-LEVEL?

Religion, Philosophy and Ethics have been taught for millennia and have a strong academic background. The course will have covered a wide range of current issues.

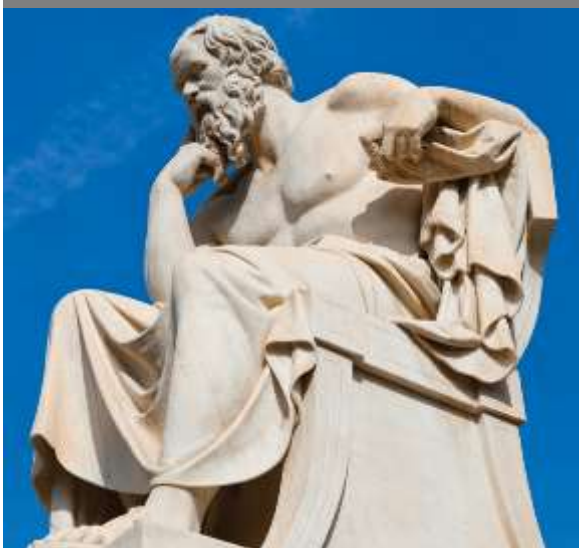
There are no standard answers for many of these, and each person must think them through for themselves. The skills of reasoning and the appreciation of the breadth of opinion are relevant to many jobs and areas of further study.

The course lends itself well to journalism, teaching, law, and much more. Those wishing to pursue a career in medicine also find the medical ethics sections useful and advantageous.

Those with an enquiring mind into the fundamental questions and issues that are raised should find the approaches of ethics, religion and philosophy a fascinating and taxing combination.

SUMMARY OF THE COURSE

A-level philosophy comprises four topic areas: Philosophical language of thought. The existence of God. God and the World. Ethical theories.





RS:PHILOSOPHY, ETHICS & THEOLOGY

Course content:

- Ancient Philosophy
- The Existence of God
- Religious Experience
- The Problem of Evil
- Situation Ethics and Euthanasia
- Kantian Ethics and Utilitarianism
- Liberation Theology
- Business Ethics
- Social Ethics
- Feminist Theology

Component 1 (33.3%)

2 hours

Component 2 (33.3%)

2 hours

Component 3 (33.3%)

2 hours

You not just develop your knowledge and understanding of the content but also develop the use of philosophical analysis (conceptual analysis and argument analysis). You will become skilled in analysis and evaluation of philosophical arguments within the subject to form reasoned judgements. Contained within each topic is a list of texts. You will learn to demonstrate an understanding of, and the ability to make a reasoned evaluation of, the arguments set out in those texts.

HOW IS THE QUALIFICATION ASSESSED?

Paper 1: Philosophy

- What's assessed: Section 1. How it's assessed: Written exam, 2hrs 33.3%

Paper 2: Ethics

- What's assessed: Section 2. How it's assessed: Written exam, 2hrs 33.3%

Paper 3: Developments in Christian Thought

- What's assessed: Section 3. How it's assessed: Written exam, 2hrs 33.3%

CAREER PROGRESSION

RE teacher, theology lecturer, social or youth work, politics and policy planning or museum work.

Entry Requirements

Applicants will require at least a **Grade 6** in GCSE English Language or Literature and Mathematics.

If you do not achieve this grade then you will need to convince the Course Leader of your suitability for the course.

Specification

[AQA Psychology 7182](#)

Curriculum Map

To be confirmed

PSYCHOLOGY

INTRODUCTION

Psychology is the scientific study of the human mind and behaviours. If you have ever wondered why people act as they do or if you have questioned the extent to which behaviour is determined by our genes then Psychology may be for you. Studying Psychology is a fascinating adventure into the motivations and reasons behind a range of our behaviours.

Throughout the two year course you will develop an understanding of key approaches in psychology including Behaviourism, Cognitive Psychology, Psychoanalytical and Humanist perspectives. You will also study Biopsychology and investigate the pivotal role that our biology has on thinking and behaviour.

Additional topics to be studied include Memory, Social Psychology, Psychopathology and Child Development. Forming a firm foundation for further study in this area you will develop your research skills and an awareness of the difference between experimental and non-experimental research methods. You will extend your use of descriptive and inferential statistics within research methods.

In your second year of study you will also have the opportunity to choose from such topics as: Cognition & Development, Gender, Relationships, Schizophrenia, Eating Behaviour, Stress, Aggression, Forensic Psychology and Addiction.

Throughout the two years you will develop the ability to engage in Psychological debate to discuss core issues affecting our understanding and analysis of human behaviour.

WHY STUDY THIS SUBJECT AT A-LEVEL?

This course offers a unique insight into aspects of human behaviour and will be useful to anyone planning a career that involves working with people.

These include education, medicine, the emergency services, social work, prison work, personnel, the armed forces, advertising, the media, HR, sport and business management.





Component 1—2 hours

Component 2—1 hour

Component 3—1 hour

PSYCHOLOGY

SUMMARY OF THE COURSE

We follow the AQA GCE Psychology Specification. This is a linear examination specification where you will be examined at the end of the two years of study. The content of the papers and examination requirements are detailed below:

Paper 1

Introductory Topics in Psychology

33.3% of the total A Level marks

2 hour exam

Paper 2

Psychology in Context

33.3% of the total A Level marks

2 hour exam

Paper 3

Issues and Options in Psychology

33.3% of the total A Level marks

2 hour exam

CAREER PROGRESSION

?

Entry Requirements

Applicants will require at least a **Grade 6** in GCSE Physical Education.

Students who have not studied GCSE PE can still be accepted onto the course, but should have achieved a **Grade 6** in GCSE Biology and a **Grade 6** in GCSE English Language or Literature.

Specification

[OCR Physical Education H555](#)

Curriculum Map

[Physical Education Curriculum Map](#)

PHYSICAL EDUCATION

INTRODUCTION

The course, which is multi-disciplinary, offers students the chance to study many aspects of Physical Education and Sport. The emphasis of the specification is based on the interaction between the theory and practice of sporting principles. The course is mainly theoretical with 70% of the final mark being exam orientated. The remaining 30% is derived from practical coursework.

It will be expected that all students have a keen interest in sport and the issues surrounding it, as well as being accomplished athletes. You will be expected to be competing in regular fixtures/performances in at least one sporting activity from the practical activities listed by the exam board, either at School or at a local club.

WHY STUDY THIS SUBJECT AT A-LEVEL?

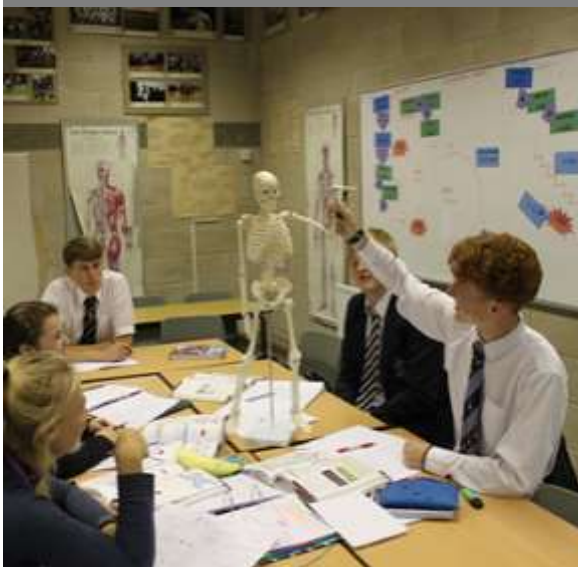
An excellent platform – Students receive a well-rounded and full introduction to the world of PE, sport and sports science. This complete grounding in the subject provides a fantastic base from which to build when they move on to higher education, employment or further training.

Open up the world of sport – The course encourages students to immerse themselves in the world of sports and PE with the chance to perform or coach a sport (through the non-exam assessment component), and delve into the how and why of physical activity and sport.

Skills for a modern world – Students can develop a range of practical skills, including communication using appropriate language, dealing with pressure, split second decision-making, analysing and evaluating performance, and more.

SUMMARY OF THE COURSE

A-Level PE includes the compulsory study of: Applied Anatomy and Physiology, Exercise Physiology, Biomechanical Movement, Skill Acquisition, Sports Psychology, Sport and Society and the Role of Technology in Physical Activity and Sport. Alongside this are the skills of PE which are assessed practically on performance.





Component 1—2 hours

Component 2—1 hour

Component 3—1 hour

PHYSICAL EDUCATION

1. Physiological Factors Affecting Performance This group of topics focuses on key systems of the human body involved in movement and physical activity. Candidates will develop their knowledge and understanding of the changes within these body systems prior to exercise, during exercise of differing intensities, and during recovery. Application of this theoretical knowledge will enable candidates to understand how changes in physiological states can influence performance in physical activities and sport.

2. Psychological Factors Affecting Performance This component focuses on the psychological factors affecting physical activities and sports, including: models and theories that affect learning and performance in physical activities; how different methods of training and feedback work and why their effectiveness differs from person to person; group dynamics and the effects of leadership and stress on performers.

3. Socio-cultural and Contemporary Issues This component focuses on the sociological and contemporary factors that influence and affect physical activity and sport for both the audience and the performer and how sport affects society. It includes the emergence and evolution of modern sport and how social and cultural factors shaped the characteristics of sports and pastimes in pre-industrial and post-industrial Britain. The impact of the modern Olympic Games will be understood as well as the impact on society of hosting global sporting events. The ever-evolving modern technology and its influence on sport performers and spectators will be understood and practical examples will be used by candidates to show the effect of modern technology.

4. Performance within Physical Education Students will be required to undertake two parts within this component. Part 1: Performance/coaching of a sport or activity. Part 2: The Evaluation and Analysis of Performance for Improvement (EAPI) of a sport or activity. This does not have to be the same sport or activity that was undertaken in part 1.

CAREER PROGRESSION

PE teachers, physiotherapy, sport psychology, sport analysis, healthcare, personal training, sport coaching, sport nutritionist.

Entry Requirements

Applicants will require at least a **Grade 6** in GCSE Physics or Grade 6-6 in Combined Science (e.g. AQA Trilogy).

Due to the lack of some subject material, those entering with Combined Science should *ideally* have at least a **Grade 7-7** in these qualifications.

Specification

[AQA Physics 7407 7408](#)

Curriculum Map

[Physics Curriculum Map](#)

PHYSICS

INTRODUCTION

It is strongly recommended that those studying Physics also pursue Mathematics beyond GCSE. Not doing so may restrict your post-A-Level options. If you are considering going on to study for a degree in Physics or engineering you MUST study Mathematics to a full A-Level.

Physics encompasses the study of the universe from the largest galaxies to the smallest subatomic particles. It relies on mathematical and experimental data to formulate the laws of nature that govern the world around us. Moreover, it's the basis of many other sciences, including chemistry, oceanography, seismology, and astronomy (and can be applied to biology or medical science).

WHY STUDY THIS SUBJECT AT A-LEVEL?

Physics is an intellectually challenging, but rewarding subject in which students apply logical thought to develop problem solving skills. The analytical skills developed will last a lifetime and make physicists versatile and adaptable.

The A-Level course allows flexibility of interest for those who may go on to further study in Physics and also to those who go on to study Chemistry, Medicine, Engineering and other allied subjects. It is designed to provide a broad scientific base.

ENRICHMENT

Beyond the classroom there are a wide range of opportunities: we have run several trips to CERN in Geneva and advanced masterclasses at Lancaster University.

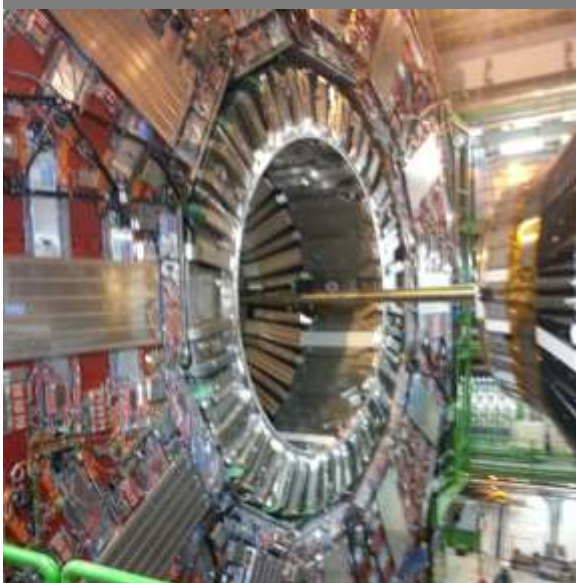
In addition, there are many lectures provided by local universities and students are encouraged to attend. We also prepare students for the Physics Olympiad papers and have had great success in recent years.

SUMMARY OF THE COURSE

Year 12

In Year 12 we will build on some of the ideas encountered at GCSE and introduce new ideas and concepts not covered before.

The year 12 course will cover:





PHYSICS

- Measurements & their errors;
- Particles & radiation;
- Waves;
- Mechanics & materials;
- Electricity

Year 13

The A-Level course will continue in year 13 where the following topics will be studied:

- Further mechanics & thermal physics
- Fields & their consequences
- Nuclear physics

Students will also study ONE of the following options:

- Astrophysics
- Medical physics
- Engineering physics
- Turning points in physics
- Electronics

HOW IS THE QUALIFICATION ASSESSED?

At the end of year 13 students will then sit three written examinations, each 2 hours long.

- Paper 1 (34% A-level) will examine sections 1-5 and the first part of section 6
- Paper 2 (34% of A-level) will examine the second half of section 6, together with sections 7 & 8
- Paper 3 (32% of A-level) will examine practical skills & data analysis, together with whichever option topic they have studied.

Students going on to the full A-Level will also be required to complete 12 practical tasks, as set out by AQA, throughout the two years of the course.

CAREER PROGRESSION

Astronomy, climate science, teaching, research, physicist, electrical, civil and mechanical engineering.

Component 1 (34%)

2 hours

Component 2 (34%)

2 hours

Component 3 (32%)

2 hours

Entry Requirements

Applicants will require at least a **Grade 6** in a GCSE Humanities subject or a **Grade 6** in GCSE English Language or Literature.

Specification

[AQA Politics 7152](#)

Curriculum Map

[Politics Curriculum Map](#)

POLITICS

INTRODUCTION

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 each country is run and develops research, written communication and debate skills. It also helps grow your confidence.

WHY STUDY THIS SUBJECT AT A-LEVEL?

It's ideal if you're considering studying politics, sociology, history, advertising or journalism at university and is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

Considering A-Level Politics? Why not watch our interactive guide?

<https://sway.office.com/Cm7VQGxLcvcQYT1o?ref=Link>





Component 1 (33%)

2 hours

Component 2 (33%)

2 hours

Component 3 (33%)

2 hours

POLITICS

SUMMARY OF THE COURSE

Unit 1 – Government and Politics of the UK includes:

- The government of the UK including the nature and sources of the British Constitution; the structure and role of Parliament; the PM & Cabinet; the judiciary; and devolution.
- The politics of the UK including democracy & participation; elections and referendums; political parties; pressure groups; and the EU.

Unit 2 – Government and Politics of the USA includes:

- The government of the USA including the constitutional framework; Congress; the Presidency; and the Supreme Court
- The politics of the USA including the electoral process and direct democracy; political parties; pressure groups and civil rights.
- Comparative approaches to politics following the three theoretical approaches – structural, rational and cultural.

Unit 3 – Political Ideas includes:

Students will study the three core ideologies of Liberalism, Conservatism and Socialism and then Nationalism.

HOW IS THE QUALIFICATION ASSESSED?

It is assessed in three 2 hour exams:

- Paper 1: The Government and Politics of the UK
- Paper 2: The Government and Politics of the USA
- Paper 3: Political Ideas

Each is accorded the same weighting towards the final A-Level and is a mixture of medium length 'explain' and essay style questions.

CAREER PROGRESSION

Business, human resources, local government, political risk analysis, public relations, public affairs, social research.

STUDENT TESTIMONIALS

"The staff here are all very supportive and passionate about what they teach. "

"The transfer from another school was scary to begin with but I can safely say that it is well worth it. From the first day of Year 12, I have been thrilled by how friendly both the staff and students were ... I would recommend the school to anyone ."

"The support you get for university or apprenticeships is really helpful. We know we're in good hands."

"At first, the pace of work took me by surprise. The boys already here were not cleverer than me, but they were used to working harder."

"You are never short of help if you are struggling."

Comments made by Ermysted's Sixth
Form Students



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