



Sixth Form Academic Information
2023-25

Queenswood

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The Sixth Form at Queenswood

The Sixth Form should prove to be the happiest and most rewarding years of your school career as you specialise in the subjects you have enjoyed the most, or experience others for the first time. You will begin to manage your own time more independently, and to set your own priorities, balancing the demands of academic, sporting and social activities. Independent study is a crucial part of learning in the Sixth Form, as for the first time, a significant proportion of your timetable will feature study periods. Your Tutor will help you achieve your aims and make the most of your studies, acting as a guide, advocate and mentor throughout the Sixth Form. Life in the Sixth Form helps develop, and requires, the qualities of independence and responsibility, as well as opening up a wealth of new opportunities and interests.

You can, of course, continue to take part in all co-curricular activities as before – sport, music, drama, and all sorts of others – as well as some societies reserved for the Sixth Form: the Young Enterprise and Global Young Leaders schemes, for example. In addition to their academic study, pupils are enrolled onto Column Q, our enrichment programme, which brings together a wide-ranging lecture course; tuition in the academic research skills that are necessary for success at university, and that give access to the Extended Project Qualification; community service; and a choice of elective courses that cover topics of academic enrichment, general interest and wellbeing. Study skills courses, careers advice and work experience opportunities are all available. All will be given leadership opportunities in the Upper Sixth year.

Almost all of you will go on from Queenswood to a degree course, and we enjoy remarkable success in applicants gaining places due to the knowledge of you that we have built up and the expertise of our staff in advising you, and working with you to achieve your first choice. However, Sixth Form work can be demanding and, in your own interests, the school must be convinced that you have both the academic potential and motivation to make a success of the two years. We therefore expect that you will meet the minimum requirement of six GCSE or IGCSE passes at 6 or above (including Mathematics and English Language). You would normally be expected to have gained at least a 7 in any subject chosen for A-Level, and similar requirements exist for subjects not studied below the Sixth Form.

This booklet provides details of all the courses which are available as well as describing some other aspects of Sixth Form life. Read it carefully, but remember that your best understanding will be gained by talking to staff and especially to current Sixth Formers about their courses, their responsibilities and their other interests. Selection of subjects for study takes place in the Spring Term.

The recent reform to A-Levels is now complete, and all courses that we offer will be two-year qualifications assessed by terminal examinations at the end of the course. We do not offer the intermediate AS-Level qualification; of much greater value is the continuity of teaching throughout the summer of the Lower Sixth.

Can you rise to the challenge of the Sixth Form at Queenswood? I wish you every encouragement and success.

Ian Sheldon, Senior Deputy Head
October 2022

Please note: Examination fees vary by subject and will be charged to parents.

From the Head of Sixth Form

The Sixth Form experience is undoubtedly a challenge, but it is also, without question, an enormously exciting time! You will find the experience very different from what you have been used to so far at Q. For example, your relationships with your teachers will begin to change as you find yourself operating in a more adult environment. You are no longer restricted to wearing a school uniform, but are instead able to attend in ‘business dress’.

You will also notice more leadership opportunities arise once you become a Sixth Former, whether it’s becoming an elected House representative in Year 12 or putting in an application to be a member of the twelve-strong Senior Prefect Team, which, of course, includes the coveted positions of Head Girl and her two Deputies. There are also opportunities for Sixth Formers to help mentor younger pupils who might be struggling with their subjects, and many of our Sixth Formers find this experience a particularly rewarding one.

Our aim is to provide a rich and stimulating environment in which you can thrive and continue your educational and personal growth. Very academic pupils will be able to enjoy the wealth of stretch and challenge activities provided through our Scholars’ Programme, which reaches its pinnacle in the Sixth Form. There are many clubs and societies, such as the Feminism Club, that Sixth Form pupils not only partake in, but run as leaders and role models for the younger students. Indeed, there is no ‘typical’ Sixth Former at Q; each pupil’s unique perspectives and interests are encouraged and fostered, and add to the enriching and diverse atmosphere that we all enjoy at our school.

When it comes to study, most pupils will take three A-Levels and the Extended Project Qualification, which will serve as ideal preparation for university applications. We also aim to enrich you with our bespoke programme of stimulating Electives (known as Column Q), which includes such courses as ‘The Week in Politics’, ‘Oxbridge and Elite Applications’, and the exciting ‘Tenner Challenge’.

Choosing courses

In choosing your A-Level courses there are four important factors to consider:

- Academic interests
- Abilities, aptitudes and skills
- Career significance and university/college requirements
- The balance and breadth of your courses

We know it can be daunting when it comes to selecting your options, but fear not – we are here to help you! As you begin to decide on the combination that is right for you, Mr Sheldon (Senior Deputy Head), Mrs Reid (Careers and Futures co-ordinator) and I will be able to offer you our expert guidance. You will also be able to seek advice from your tutor, who will get to know you extremely well during your time in the Sixth Form.

Combinations

There are many ways to choose your Sixth Form subjects. Some will already have their eye on a particular university course and will need to study one or more subjects to access it. Do not worry if you have not yet decided as most students naturally proceed from A-Levels to a related course: in choosing your favourite or best subject, you give yourself every opportunity of success later down the line. We also recognise that hindsight is a wonderful thing and that students may feel they have made the wrong choice a few weeks into the Lower 6. In such cases, it will be possible to change subjects (where subject blocking allows this) in the first few weeks of the Autumn Term. It is also possible to trial a fourth subject if the aim is to eventually reduce down to three. The key is to seek advice from the people mentioned above, who will help you make your final decisions.

In addition to A-Level subjects, the EPQ and Column Q, there are also two periods of General Studies, which predominately involves a programme of outside speakers including MPs, leaders in business and people with interesting life stories to tell. There are also four PE periods per week, where a wide choice of activities, including golf, squash, shooting and weights are on offer. These are available in addition to the main school-based PE activities.

Tutoring

Each pupil is assigned to a tutor group run by their personal tutor. This tutor group helps support the pupils through their studies, both academically and pastorally. Their personal tutor gets to know each pupil's individual passions and strengths and so is ideally placed to offer advice and guidance throughout the Sixth Form. Tutors also deliver the study skills programme during their tutor time sessions, which helps guide the pupils through the UCAS process. They also write their university references.

Chris Fox, Head of Sixth Form
October 2022



From the Head of Careers and Futures

In the Sixth Form, the focus for most students will be on University (usually through UCAS) or other higher education applications. Information is also regularly provided on school leaver Apprenticeships and routes directly into the workplace. Tutors work individually and in groups with pupils to discuss their thoughts, choices and future applications and help them progress with applications. The role of the Tutor working individually with each student to consider their best choices is key. The Head of Careers is available for one-to-one meetings with all pupils for specific advice and guidance and provides regular information and advice to the whole sixth form cohort. Our well-stocked Careers room and information bank supplies information on University choices in the UK, the USA, Canada and elsewhere, as well as guidance about vocational and professional careers. An annual briefing is offered for parents and pupils considering University in the USA, and subject tutors, the Head of Careers, the Head of Sixth Form and the Personalised Learning Centre staff support applications that will require specific additional elements, including, but not limited to, those for which the early application deadline applies.

Sixth Formers are offered the opportunity to attend externally delivered Oxbridge and other Universities' information and briefing events and the Careers department take the year group to one of the annual UCAS public exhibitions and University fairs. The Head of Sixth Form and the Senior Deputy Head also meet with every pupil to discuss their future options and are another source of input and guidance.

The Careers Department runs the 'My Future Choices' higher education profiling system with all Lower Sixth pupils to provide additional information and structure regarding potential choices. This provides recommendations on specific institutions, relevant courses, taster day sessions and available open days. Pupils are encouraged to research their choices and attend University open days and taster sessions.

The Sixth Form enrichment programme offers a diverse and stimulating series of weekly external speakers, trips and events and is a value-adding, important contributor to forming the pupils' profile, as is the experience of community engagement, personal leadership and volunteering opportunities offered.

In addition to the in-school programme, a series of trips, events, seminars and experiences occur across the school year, utilising the extensive and helpful Queenswood alumnae and parent network. Trips into the City of London, guest speakers and alumnae mentors all build the pupils' profiles and help shape their choices.

Queenswood's rich and personalised approach to Careers, Higher Education and future choices means that pupils can leave school confident in themselves, their choices, and successful in their future chosen paths.

Pippa Reid, Head of Careers and Futures
September 2022

BIOLOGY (OCR: A-Level H420)

Why study A-Level Biology?

Biology is the study of living things. In the 21st century, in almost every area of our lives, the biological sciences are changing the present and shaping the future. The greatest challenges in health, genetics, medicine, agriculture, conservation, climate change and the environment can only be met with a sound grasp of Biology. A huge variety of careers, in these areas of knowledge, become open to anyone with good qualifications in Biology. Other careers include veterinary science, medicine, nursing, forensic science, psychology, horticulture, sports physiology, pharmacology, ophthalmology, dentistry and physiotherapy. A qualification in Biology is a good admission to courses in law, journalism, design, art and numerous other disciplines.

What you need

- GCSE Core and Additional Science (or IGCSE Sciences) or the three separate GCSE sciences, ideally at grade 7, 8 or 9
- A genuine enthusiasm for Biology
- A good command of written English with sound skills in Mathematics and Chemistry
- An enjoyment of practical work in the laboratory
- A fascination with the natural world and how it works
- A willingness to work hard with motivation and self-discipline

A-Level topics include

- Foundation topics such as Cell Structure, Biological Molecules, Enzymes, Cell Division
- Exchange and Transport
- Biodiversity, Evolution and Disease
- Communications, Homeostasis and Energy
- Genetics, Evolution and Ecosystems

There will also be development of practical skills and students will work towards a separate Practical Endorsement Award throughout the A-Level course.

Just as the late 20th century was an era of extraordinary advances in computer technology, so the 21st century will witness developments in biotechnology and genetics that are hard to imagine now and that are likely to affect all our lives.



WHERE NEXT?

Gigi L

Biomedical Science at King's College London

Studied Biology, Chemistry, Mathematics and Psychology

BUSINESS (Edexcel: A-Level 9BSo)

Business A-Level examines a wide range of topics. There is plenty to learn about how a business is set up and run successfully. Small, large, local, national and multinational businesses are used to provide examples of the concepts learnt and students are expected to use examples from their own experiences and knowledge.

The course will examine the factors that influence business decisions, both internal and external, the core business functions of marketing, finance, operations and people management and students will learn a range of analytical techniques and models. Ten percent of the marks available will be assessed through numerical methods so it is essential that candidates are comfortable with calculations, graphs and ratios. Ideally you will have Grade 6 in GCSE Mathematics. Lessons involve a wide range of teaching and learning methods to engage all students and study is enhanced by trips and the opportunity to take part in the Young Enterprise company scheme.

The A-Level course will be taught over two years. It is examined at the end of the Upper Sixth by three written exams, each approximately 2 hours long. There is no coursework.

The course has been designed to encourage candidates to acquire a range of important and transferable skills:

- presenting arguments and making judgments and justified recommendations on the basis of the available evidence
- recognising the nature of problems, solving problems and making decisions
- data skills – candidates will be expected to manipulate data in a variety of forms and to interpret their results
- challenging assumptions using available evidence

During the course, a willingness to study independently and awareness of business in the news will help you develop the skills and knowledge necessary for success.

Why Business?

Business is obviously of interest if you are considering a career in this field, but almost all occupations require an understanding of how a business operates and the skills you develop, including the process of decision-making. Business is a course which combines well with many other subjects, such as Law, Psychology, Maths, Physics and Engineering and will increase your understanding of the world in which we live and the contribution made by businesses to our economic wellbeing.



WHERE NEXT?

May H

International Business Management at the University of Bristol

Studied Business, Chemistry and Mathematics

CHEMISTRY (OCR Chemistry A: A-Level H432)

Chemistry is *the* central science and impacts on all facets of our lives. An understanding of chemistry is necessary to all other sciences from astronomy to zoology. All of the materials used by engineers and technologists are made by chemical reactions and we all experience chemical reactions continuously, whether it be breathing or baking a cake, driving a car or listening to a battery driven iPod. We are all faced with challenges that will shape the future of our world. How are we to keep our planet clean, generate sustainable fuel and food resources for an expanding population, keep the atmosphere safe and eradicate killer diseases? We don't yet have all the answers to these important questions but we do know that chemistry will provide some of the answers. The success of future technologies such as hydrogen fuel cells, nanotechnology and photovoltaic devices all rely on the ingenuity of chemists to devise new materials.

What you need

- GCSE Combined Science (or IGCSE Sciences) or the three separate GCSE sciences, ideally at grade 7, 8 or 9
- A genuine enthusiasm for Chemistry
- A good command of written English with sound skills in Mathematics
- An enjoyment of practical work in the laboratory
- A willingness to work hard with motivation and self-discipline

The A-Level qualification will be assessed by three written papers which will all be taken at the end of the course. Practical skills will be developed throughout the course and a portfolio of work will be kept leading to a separate 'Practical Endorsement for Chemistry'.

Topics covered during the first year of the course include – Foundations of Chemistry, the Periodic table, Energy and Core Organic Chemistry. During the second year of A-Level you will study Further Organic Chemistry (including analytical techniques such as spectroscopy) as well as Physical Chemistry and the Transition Elements.

You need to be prepared to think around problems and to extend your study skills beyond simple recall of information. We aim to make this development enjoyable and stimulating, not least by stressing the relevance of Chemistry to areas such as the environment, society and the economy. The specification has links with related subjects such as Biology, Geography and Physics.

Chemistry is not only interesting in itself but is also an essential core subject for many University courses and career paths. These include medicine, dentistry, veterinary science, pharmacy and pharmacology, food science, cosmetic science, biological sciences, oceanography and meteorology. Agricultural and environmental sciences, forensic sciences and aspects of engineering also draw on Chemistry skills.

A Chemistry student is seen as numerate, analytical, and practical with good problem solving, presentation and communication skills. In short, an A-Level in Chemistry is a highly regarded qualification.



WHERE NEXT?

Gretchen K

Engineering at Imperial College London

Studied Chemistry, Physics, Mathematics and Further Mathematics

CLASSICAL CIVILISATION (OCR: A-Level H408)

Classical Civilisation is one of the broadest subjects which you can study for A-Level. Through our study of Greece and Rome, our exciting course gives you an excellent basis in many different disciplines, encompassing literature, history, art and archaeology, and philosophy. A subject well respected by universities, and an excellent companion to subjects of all types, you will leave the sixth form with a range of transferrable skills which can help you with a variety of degrees.

Whilst it is excellent if you have studied GCSE Classical Civilisation, you are able to take this subject without it. All you need is a passion for the Ancient World, and a desire to learn about the ever changing landscape of Greece and Rome over two thousand years ago.

In our study of the OCR Classical Civilisation course, we complete three modules with varying focuses.

Content overview

The World of the Hero (40%)

- Exploring the greatest epic poems of the Ancient World, from the Odyssey to the Aeneid, and considering what makes someone a true hero.

Greek Art (30%)

- Looking at the art and architecture of the Greece and Rome, and seeing what we can learn about the people and societies from the visual sources which remain.

Love and Relationships (30%)

- A study of love poetry, tragedy, philosophy, and other historical sources which explore the topic of love and relationships in Greece and Rome.

A Level Classical Civilisation is a wonderful subject choice for anyone who likes variety and wants to know why our society has developed the way it has. The course we teach gives you the skills which you would acquire in History, English Literature, Philosophy, Art History, and Drama all rolled into one, and as such it is loved by universities. If you are curious about the world around you, and enjoy learning brand new very old things, then Classical Civilisation is the place for you.

Also if you choose to study a Classical subject (Latin or Classical Civilisation) at A-Level, you will hopefully have the opportunity to attend one of our international trips in the next two years. We alternate our trips between Sorrento, Rome and Athens, and give pupils the opportunity to experience the wonderful archaeological sites and location which they are studying in class.



WHERE NEXT?

Maddie B

Classics at the University of St Andrews

Studied Classical Civilisation, Latin and History

COMPUTER SCIENCE (AQA: A-Level 7517)

The course enables development and understanding of how computers work on a technical level. The course is focused on the fundamental aspects of computer architecture and has an emphasis on the use of programming languages to write programs and applications for real world use. Tuition is split between classroom based theory and computer-based practical skills to prepare the student for a substantial coursework project in Year 13. The course is split into the following 3 modules:

The course is split into the following three modules:

Module 1 – Programming

- Fundamentals of programming
- Fundamentals of data structures
- Fundamentals of algorithms
- Theory of computation
- Assessed by a 2.5 hour practical programming test (40%) focused on a pre-learnt skeleton program

Module 2 – Computer Systems

- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of communication and networking
- Big Data
- Fundamentals of functional programming
- Assessed by a 2.5 hour written paper theory paper (40%)

Module 3 – Programming project (coursework / Non-exam assessment)

- User-driven systems lifecycle project
- Analyse a problem and design a solution
- Implement the solution
- Test and evaluate the solution
- Assessed by a practical programming project (20%) where students choose their own project scenario.

Expectations of Students and Career Implications

The ability to work independently; the ability to keep up with current trends in ICT and computing; the ability to work to deadlines; a technical interest in computing and programming. Students will be expected to have at least a B grade in both Computer Science and Mathematics at GCSE.

With current growth in the requirement for computing specialists (such as software developers and network administrators) across industry this course should enhance career opportunities and provide an excellent platform for a specialist computing role in future.



WHERE NEXT?

Imogen F

Electronic and Electrical Engineering at the University of Bath

Studied Computer Science, Physics, Maths and Further Maths

DANCE (AQA: A-Level 7237)

Dance is an exciting, predominately practical course that allows candidates to acquire performance and choreography experience in state-of-the-art facilities. Students will participate in high quality Dance performances and have a wonderful studio environment to develop their own creative work. Candidates will engage in critical thinking about Dance and are therefore encouraged to watch as much live theatre as possible. Regular theatre trips will be offered as part of the A-Level specification as well as visits to watch Dance companies. This course is suitable for confident, creative performers who have some previous Dance experience.

The course is split into the following two components:

Component 1 : Performance and choreography

- Solo performance based on a practitioner
- Performance in a quartet
- Group choreography
- Practical Dance will be assessed with a live externally moderated examination.
- Practical examination (50% of A-Level). Practical Dance will be assessed with a live externally moderated examination.

Component 2 : Critical engagement

- Knowledge, understanding and critical appreciation of 'Rooster' Christopher Bruce 1991
- Knowledge, understanding and critical appreciation of one set work chosen from a prescribed list by the candidate
- Knowledge, understanding and critical engagement of the professional repertoire and history of Rambert Dance Company
- Knowledge, understanding and critical engagement of the Independent Contemporary Dance Scene and key practitioners within this genre.
- 2 hour 30 minute written examination (50% of A-Level)



WHERE NEXT?

Daniella R

Musical Theatre with Foundation at the University of West London

Studied Dance, Drama and Theatre Studies, English Literature and Music

DRAMA AND THEATRE STUDIES (AQA: A-Level 7262)

Drama and Theatre Studies is an exciting and popular choice at A-Level. Students participate in high quality performances using our state-of-the-art facilities and take ultimate responsibility for producing cutting-edge theatre. They are encouraged to attend the theatre as much as possible. Lower Sixth students may wish to participate in the Edinburgh Festival Theatre Studies Trip in August, although this is not compulsory. This course is for confident and bold performers, energised and dynamic team workers and innovative and creative thinkers.

Queenswood School won the Good Schools Guide Award for the best results at A-Level Drama in 2006.

The A-Level comprises three components:

Component 1: tests your knowledge and understanding of theatre through:

- Written exam – 3 hours – 80 marks
- 40% of the A-Level
- The written exam will feature questions on two set-texts and the work of theatre makers in a single live theatre production.

Component 2: invites you to create an original, devised drama and includes:

- Working notebook – 40 marks
- Devised performance – 20 marks
- 30% of the A-Level

Component 3: requires a practical exploration and interpretation of extracts taken from three different plays:

- Performance of extract 3 – 40 marks
- Reflective report – 20 marks
- 30% of the A-Level
- Component 3 is marked by the examination board

WHERE NEXT?

Eva C

Drama, Applied Theatre and Education at the Royal Central School of Speech and Drama, University of London

Studied Drama and Theatre Studies, English Literature and Psychology



ECONOMICS (Edexcel: A-Level 9ECO)

What is Economics?

Economics is about the fundamental problems of scarcity and choice and any economics course usually begins by introducing these key ideas and explaining how different societies adopt different approaches to solving these problems. The subject also looks at what motivates us as consumers and how we make choices. Recently the exciting new field of behavioral economics has been added to the syllabus to analyse why people make certain decisions or behave in a certain way. It is an analytical subject that provokes us to think about how and why things happen in our world. You will soon come to realise that many of the things that we do are driven by economic choice.

A-Level

Introduction to markets and market failure

This examines how individual consumers, producers and workers make decisions about how to allocate their scarce resources and to answer such questions as

What goods shall I buy?	What goods shall I make?
How much shall I buy?	How much shall I make?
How many hours shall I work?	What job shall I do?

The UK economy – performance and policies

This studies the economy as a whole, how the productivity of our economy is measured and determined, the role of money, fiscal and monetary policy, international trade, exchange rates, the balance of payments, economic development and the role of government in all areas of the economy. It explains all those economic topics that you read about in the papers, like economic growth, money, financial crises, unemployment and inflation. By the time you complete this unit, many of the issues that are debated every day in the media will become much more clear to you.

In the second year of your course, the range of study broadens and we will look at two main themes:

Business behaviour and the labour market

This focuses on the UK economy and the role that business and industry has to play in the production of goods and services.

A global perspective

This looks at the place of the UK economy from a global perspective, looking at issues like international trade and economic development. It also examines recent economic history and the lessons that could be learnt for the credit crunch and other financial crises.

What is studying Economics like?

Economics involves some formal teaching where you will make notes from lectures given by the teacher, watch videos and presentations and listen to presentations and discussions initiated by others in your group. You will be expected to research topics online and to use other resources to make your presentations and to produce your formal assessments. We also try to take part in inter-school conferences and lectures and debates held at central London venues.

Lessons normally occur every day of the week, so a different range of activities take place from day to day so that a variety of methods of teaching and learning take place. From one day to the next you will be expected to have read a newspaper and listened to economics and business news on the radio and TV. Frequently, one or two students are asked to report back to the group on current issues. Inevitably, there will be some formal exercises to complete in class and also as study; these will all be based upon past exam questions so that you are always preparing for your final assessments.

Assessment

The A-Level assessment comprises three papers:

Markets and business behaviour

The national and global economy

Microeconomics and macroeconomics

All of these papers are composed of some shorter answer and some longer answer data response questions that require well-reasoned and well-analysed responses.

Why Economics?

Economics is a very useful A-Level for those considering a financial career, politics and law, or a managerial position career. Economics is highly regarded by university admissions tutors as it bridges arts and science subjects and promotes an analytical and critical mind set. It may be combined with many subjects: Sciences, Mathematics, Statistics and Languages. As a subject which is normally categorised as a “Social Science”, Economics is often taught alongside Psychology, Sociology, Politics and Law, and there are aspects of these separate disciplines within Economics itself. A new area of study that is emerging within Economics and which is being taught at many universities is “Behavioural Economics” which merges the disciplines of Economics and Psychology. Some university Economic courses are taught with a very mathematical bias, while others are taught as a more traditional “Political Economy” which focuses on the inter-relationship of political and economic thinking.



WHERE NEXT?

Sienna W

Philosophy, Politics and Economics at the University of Oxford

Studied Economics, Mathematics, History and Computer Science

ENGLISH LITERATURE (AQA: A-Level 7712)

Why should I study English Literature?

If you've ever been inspired by a poem, a play or a story, you're interested in creative writing, and you're curious about ideas and people, A-Level English Literature will appeal to you. It's a challenging subject, but a rewarding one. It's also a subject highly regarded by universities, because it develops your ability to think critically and to argue persuasively, which is relevant to a wide range of disciplines, from Marketing to Law.

By studying English Literature at A-Level, you won't just grow intellectually, you'll grow as a person. Inevitably, the topics we consider will have relevance to your own life and experiences, and you'll bring your own unique perspectives to the table. You'll also learn from your fellow students, as well as your teachers and the critics you read; exchanging ideas is a key part of the process.

You'll progress in your writing skills, learning to communicate fluently using sophisticated vocabulary. You'll prepare to build an argument, using details from the text to support your case. You'll become confident in discussing the ways literary texts are a product of their social and cultural context. Most importantly, you'll develop the ability to analyse writers' methods, and appreciate how they shape meaning, and convey powerful messages across time.

We begin the course with two iconic works of literature, *Othello*, and *The Great Gatsby*, each of which you'll study with a different teacher. During Year 12, you'll also be introduced to a range of love poetry, and you'll go on to study the dystopian novel *The Handmaid's Tale*, the classic drama *A Streetcar Named Desire*, and Carol Ann Duffy's collection of poetry *Feminine Gospels*. You'll read extracts from novels such as *The God of Small Things* and *The Color Purple*, and you'll be encouraged to discover your own literary interests. 20% of the A-Level is coursework, which means you choose your own texts and tasks.

The A-Level comprises three components:

Paper 1: Love through the ages

Study of three texts: *The Great Gatsby*, *Othello*, and Love Poetry before 1900. Examination will include two unseen poems.

- Written exam: 3 hours
- Open book in Section C only
- 75 marks
- 40% of A-Level

Paper 2: Texts in shared contexts

Option 2B: Modern times: literature from 1945 to the present day. Study of three texts: *A Streetcar Named Desire*, *Feminine Gospels*, and *The Handmaid's Tale*. Examination will include an unseen prose extract.

Examination will include an unseen prose extract.

- Written exam: 2 hours 30 minutes
- Open book
- 75 marks
- 40% of A-Level

Non-exam assessment: Independent critical study: texts across time

Comparative critical study of two texts, at least one of which must have been written pre-1900. One extended essay (2500 words) and a bibliography.

- 50 marks
- 20% of A-Level
- assessed by teachers
- moderated by AQA



WHERE NEXT?

Erina M

English at the University of Bristol

Studied English Literature, Drama and Theatre Studies and History



ART & DESIGN (FINE ART) (AQA A-Level 7202)

The two-year A Level Fine Art course introduces students to a variety of experiences that explore a range of traditional and contemporary media, techniques and processes. Students will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples, which is integral to the investigating and making processes. Students' responses to these examples will be explored through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

Students will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students will use traditional methods and/or digital techniques to produce artwork, or in combination. Students should produce practical and critical/contextual work in one or more areas of fine art, such as drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media or land art. They may explore overlapping areas and combinations of areas.

Students are required to participate actively in their course of study, recognising and developing their own strengths in the subject and identifying and sustaining their own lines of enquiry.

Scheme of Assessment

There is synoptic assessment in both components of the A-level that provide stretch and challenge opportunities for students as follows:

Component 01: Personal investigation (60% of overall marks)

Students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.

Component 02: External task (15 hours with a preparatory period) (40% of overall marks)

Students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes. Incorporates two major elements: preparatory studies and the 15-hour period of sustained focus. Work must cover all four Assessment Objectives.

Assessment Objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level Art and Design specifications and all exam boards.

The assessments will measure how students have achieved the following assessment objectives:

- AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
- AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops
- AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress
- AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

Students are encouraged to initiate their own gallery visits to enrich their practical investigations.

Possible Career Pathways

- Ceramics artist
- Sculptor
- Make-up artist/special effects make-up
- Digital artist
- Illustrator
- Photographer
- Architect
- Designer
- Collage artist
- Painter
- Cartoonist
- Games Designer
- Art Director
- Film Maker
- Glass artist
- Art Assistant
- Teacher/Lecturer
- Fashion Designer
- Interior Designer
- Web Designer



WHERE NEXT?

Grace C

Art Foundation at UAL Camberwell

Studied Art, English Literature and Drama

FRENCH (AQA: A-Level 7652)

The A-Level in French builds on the skills and knowledge acquired at GCSE. The aim of this course is to enable students to communicate confidently in both spoken and written French, as well as to provide an insight into the culture of French-speaking countries, while developing positive attitudes to language learning. The content of A-Level in modern languages provides depth of knowledge, understanding and intercultural competence and fosters a range of transferable skills such as communication skills, critical thinking, autonomy, resourcefulness, creativity, and linguistic, cultural and cognitive flexibility; all of which are of value to the individual, to wider society, to higher education and to employers. Students explore and develop aspects of the society and culture of France, using the four skills of Reading, Listening, Speaking and Writing. They also learn to understand and apply the grammatical system and a wide range of structures appropriate to the tasks. All source material is taken from French magazines, newspapers and websites.

Independent study is most important and students must be prepared to read and listen to the language extensively and regularly during the course. For this purpose, the department is well resourced with films, books and subscriptions to magazines. Pupils are provided with other materials and have access to online resources that complement the course to improve their listening and reading skills through independent study. We encourage them to join the French clubs offered as co-curricular activities. The school fosters an interest in the country of the language studied by encouraging students to take part in study visits (going on cultural visits and language events in London). The objectives of the French A-Level exam are to understand and respond in speech to spoken language including face-to-face interaction, but also to understand and respond in speech and in writing to written language drawn from a variety of sources.

Content of the course:

Aspects of French-speaking society

- Family in the process of change (La famille en voie de changement)
- Cyber society (La cyber-société)
- The role of volunteers (Le rôle du bénévolat)

Artistic culture in the French-speaking world

- A culture proud of its heritage (Une culture fière de son patrimoine)
- Contemporary francophone music (La musique francophone contemporaine)
- Cinema (Le septième art)

Literature and film

- L'étranger (Albert Camus)
- La haine (Mathieu Kassovitz)

Current issue in the French-speaking society

- A diverse society (Les aspects positifs d'une société diverse)
- Marginalised groups (Quelle vie pour les marginalisés?)
- Crime and punishment (Comment on traite les criminels)

Aspects of political life in the French-speaking world

- Youngsters and politics (Les ados, le droit de vote et l'engagement politique)
- Demonstrations (Manifestations, grèves – à qui le pouvoir?)
- Politics and immigration (La politique de l'immigration)



WHERE NEXT?

Amaka O

History and French at the University of Bristol

Studied French, History and Latin

GEOGRAPHY (AQA: A-Level 7037)

“Geography at Queenswood offers a stimulating insight into politics, economics, sociology, natural systems and world issues.”

Geography at A-Level appeals to the student with an enquiring mind who is interested in the world beyond the classroom, and wants to acquire skills which are varied and transferable to the 21st-century international workplace. This is an exciting new syllabus: students build on their GCSE knowledge to explore relevant contemporary themes such as global climate change and the implications of economic globalisation. There has never been a better or more important time to study Geography.

Expectations of independent study

At A-Level all students will complete tasks set after every lesson. They will also be expected to write up a field work investigation after practical field work. Extensive reading of articles and newspapers will enable access to the higher grades.

Course Components

Course components

Component 1

- Section A: Water and Carbon Cycle
- Section B: either Hot Desert Systems and Landscapes or Coastal Systems and Landscapes or Glacial Systems and Landscapes
- Section C: either Hazards or Ecosystems under Stress
- Written exam: 2 hours 30 minutes; 40% of A-Level

Component 2

- Section A: Global Systems and Global Governance
- Section B: Changing Places
- Section C: either Contemporary Urban Environments or Population and the Environment or Resource Security
- Written exam: 2 hours 30 minutes; 40% of A-Level

Component 3

- Students complete an individual independent investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.
- 3,000-4,000 words; 20% of A-Level

Why study Geography?

In what other subject could you study topics as relevant, diverse and engaging as population and migration, AIDS and development, decision making related to sustainable coastal protection and the management of natural hazards such as hurricanes and wildfires?

Geography at Queenswood is taught interactively using a variety of methods, such as researching with technology and the extensive use of media and visual aids in lessons. Fieldwork plays a key part in supporting teaching, with opportunities for visits to North Yorkshire, London, Cambridge, and an international trip every two years. There is also the option to attend A-Level study days at the Royal

Geographical Society (RGS) in London, or other providers. Here the pupils will learn from examiner experts how to achieve top grades in exams and will have access to unique case study material on issues relevant to the Geography course.

Students will become independent enquirers with strong cartographic, ICT, statistical, and graphical skills. They will have the ability to work with their peers out in the field collecting primary data as well as making use of wider research options. They will be able to communicate geographical evidence, ideas and arguments. Students will become empathetic global citizens.

Students are also encouraged to explore beyond the syllabus and take part in academic essay competitions and other opportunities run by the RGS, Geographical Association and universities such as Cambridge.

What career pathways are open to me if I study this subject?

Queenswood students frequently opt to study Geography at University. Geography is relevant to many professions and is recognised by the Russell Group as one of the most rigorous and robust A-Levels that facilitates a path into the world of work. Geographers work in a wide range of professionally and financially rewarding environments such as Finance, Property, Investment, Planning, Travel, Tourism, Government and Aid Agencies.

Whatever your passion for the world – fascination with landscapes or concerns about inequality – Geography will provide you with knowledge and transferable skills that will reward you personally and advance you professionally.



WHERE NEXT?

Colette B

Geography at the University of Durham

Studied Geography, English Literature and Mathematics



HISTORY (AQA: A-Level 7042)

What will I study?

The AQA syllabus offers you the chance to study three broad areas of History selected from a span of at least 200 years. There are two examined modules: Tudor England and Modern America. You will be able to enjoy investigating some of the most colourful, flamboyant and dynamic characters in history, from Henry VIII and Elizabeth I to Martin Luther King and President Bill Clinton. The third area of study is a piece of Coursework on Germany from 1890-1990. This spans the move from the Kaiser, through republic, the dictatorship of the Nazis, and a divided nation at the centre of the Cold War and ends with re-unification. By the end of the course you should have a greater understanding of the nature of political power, national identities and religious and racial conflict that run across the three very different historical contexts. You will also have a very good idea why much of the world is currently the way it is.

Which skills will I develop?

History develops specific skills, such as analysing source evidence, using evidence to reach judgements and understanding historians' interpretations of the period. These are developed through the methods of teaching that are used, including the ability to work in groups and to communicate ideas in essay form, presentations and through debate and discussion. There are frequent opportunities to develop beyond the curriculum. The department encourages and manages entry to some of the top essay competitions at Oxford and Cambridge which draw the best historians in the land and we have had several commendations in recent years. This is an opportunity to research History like an undergraduate in a topic of your own interest and we have seen papers as wide ranging as – The significance of Machiavelli's *The Prince*, The extent of the concept of female Kingship in Medieval Europe, 'To what extent was Christianity to blame for the Fall of the Roman Empire?' and 'What does History owe to Marxism?'

Why should I study History?

The skills which are developed in History teach you how to get to the heart of matters, to see the key issues, to be persuasive and decisive over the cause and answer to problems. It is no surprise therefore that most politicians, journalists, lawyers and those with careers in the media, publishing and management studied History to a high level. The course content is fascinating; studying History helps you to understand the similarities to, and differences from, peoples' lives in the past to your own, and the events that shaped our modern world. History can be studied with any combination of subjects and complements Arts, Languages and Science subjects equally well. The department also runs foreign study trips to expand your understanding, for example to Washington, D.C., and several lectures delivered by some of the most prominent historians of our age, several of whose books you will read or have seen on television.

What are the lessons like?

Lessons are rather different from those at GCSE. The emphasis is generally upon debate and discussion and you are encouraged to form opinions based upon research and reading. Group and paired work are regular features of the lessons and a wide range of sources, from films and posters to books and the internet, are utilised in teaching. You will also have the opportunity to go to History Society events which are given by working historians who write the books you use.

Is it essential that I have GCSE History?

It is not essential that you have taken GCSE History, but you should have performed well in similar subjects like English and RS to consider it. We hope that anyone who enjoys History and finds research and debate exciting would consider studying History at A-Level.

The A-Level comprises three components:

Component 1: Breadth study

The study of significant historical developments over a period of around 100 years and associated interpretations.

- Written exam: 2 hours 30 minutes
- Three questions (one compulsory)
- 80 marks
- 40% of A-Level

Component 2: Depth study

The study in depth of a period of major historical change or development and associated primary evidence.

- Written exam: 2 hours 30 minutes
- Three questions (one compulsory)
- 80 marks
- 40% of A-Level

Component 3: Historical investigation

A personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for Components 1 and 2.

- 3500–4500 words
- 40 marks
- 20% of A-Level
- Marked by teachers
- Moderated by AQA



WHERE NEXT?

Bella M

History and Italian at the University of Oxford

Studied History, Italian, English Literature and French

JAPANESE (Edexcel: A-Level 9J)Ao – Listening, reading and writing)

The Advanced GCE in Japanese aims to develop interest and cultivate enthusiasm for language learning. The main purpose of its delivery is to develop student understanding of the language in a variety of contexts and genres – the course develops awareness of the traditional yet modern society, set against its cultural background and heritage. Fundamental components of this provision are the acquisition of knowledge, skills and understanding of the Japanese-language and culture for practical use, further study and/or employment – enabling the learner to communicate clearly and confidently in the language for a range of purposes. Finally, this provision enables students to take their place in a multilingual global society.

What are the components of the course?

The Advanced GCE in Japanese has been developed to inspire all students to have an appreciation of the language, literature, film and culture of Japan. The themes, sub-themes and research subjects are related to social issues and trends, political, intellectual and artistic culture.

Final assessment is conducted through a series of papers completed at the end of the two year course:

Paper 1

- Translation into English, reading comprehension and writing (research question)
- 40%

Paper 2

- Translation into Japanese and written response to works (literary texts or film)
- 30%

Paper 3

- Listening, reading and writing
- 30%

This qualification offers a suitable progression route from GCSE, focusing on the development of three language skills: listening, reading and writing. Grammar and the mastering of linguistic features are key elements of this qualification, as is the inclusion of authentic written and spoken sources, responding through writing to literature and film, and independent research.

Students are expected to be able to develop knowledge and understanding of society past and present, and of the political, artistic and intellectual culture of Japan. They should be able to express and justify their own opinions, develop arguments, and persuade, in writing, building on the fluency developed at Key Stage 4.

This qualification offers a suitable progression route to further study at university level. In addition, the study of one language at GCE can facilitate and help promote the learning of other languages.

WHERE NEXT?

Zoë L

Japanese at the School of Oriental and African Studies

Studied Japanese, Music and English Literature



LATIN (OCR: A-Level H443)

Do you love the challenge and beautiful logic of the Latin language? Do you love the fantastical stories and gory history? Do you want to stand out as one of the top students in the country? Then choose Latin! It is a challenging but rewarding subject which is highly respected by top universities as one of the most facilitating subjects you can choose. Over the last few years, our Latin students have performed consistently highly, and have gone on to have great A-Level results and study at top universities. At Queenswood we follow the OCR syllabus, which contains a combined study of language and literature, giving pupils the chance to expand upon their knowledge from GCSE and read some new and exciting texts.

The course is divided in this way:

Paper 1: Unseen translation (25%)

- This paper includes one Prose translation and one Verse translation, building on the grammar and vocabulary learnt at GCSE, expanding into more complex translations.

Paper 2: Comprehension (25%)

- This paper is a harder but shorter passage of prose, on which students answer both comprehension questions and some short grammatical questions.

Paper 3: Prose Literature (25%)

- For this paper we study Cicero's *Pro Cluentio*, Murder at Larinum. This court room speech about the dramatic story of murder and betrayal is full of twists and turns.

Paper 4: Verse Literature (25%)

- In this paper we study the last book of the *Aeneid*, Virgil's great Roman epic. The culmination of this great saga ends with a tense duel, and the final and questionable actions of the famous hero Aeneas, the future founder of Rome.

Over the two years, we increase your understanding of language, whilst providing a further insight into the history and literature which influenced the course of Western Civilisation. Not only do all Classical subjects involve extended writing, developing core essay and analysis skills, but the act of learning an ancient language can be invaluable in improving the English language skills of students. Moreover, the fact that relatively few students learn Latin enables those who do to stand out. Latin is regularly described by admissions officers as a "facilitating subject", because a true Latinist has a breadth of transferable skills which can assist degrees of all types, from Medicine or scientific degrees, to Modern Languages and to Humanities. If you have enjoyed GCSE Latin, and you are looking for a further challenge next year, Latin could be a great choice. It is unique, academically rigorous, but also great fun!

Also if you choose to study a Classical subject (Latin or Classical Civilisation) at A-Level, you will hopefully have the opportunity to attend one of our international trips in the next two years. We alternate our trips between Sorrento, Rome and Athens, and give pupils the opportunity to experience the wonderful archaeological sites and location which they are studying in class.



WHERE NEXT?

Aoife G-S

Classics at the University of Manchester

Studied Latin, Politics and French

MATHEMATICS (Edexcel: Mathematics A-Level 9MA0)/Further Mathematics A-Level FMA0)

The A-Level Mathematics and Further Mathematics courses aim to enable students to acquire knowledge and skills which are practised with confidence, satisfaction and enjoyment. They will develop resourcefulness in solving a wide variety of problems, leading to an increased understanding of mathematical manipulation, reasoning, logical deduction and inference.

Mathematics A-Level

The linear Mathematics A-Level comprises three compulsory branches of Mathematics: Pure Mathematics, Mechanics and Statistics.

Pure Mathematics comprises two-thirds of the A-Level content and continues the subject studied at GCSE building largely on the algebra and trigonometry sections of the syllabus. Calculus is developed and applied in many different situations. Pure Mathematics also provides the essential tools for use in the other disciplines and in other subjects.

Statistics develops the basic ideas of probability, data handling and analysis introduced at GCSE level. Pupils will also become familiar with large data sets and how to extract and analyse data from them. The emphasis has shifted to interpretation and data handling rather than relying heavily on calculation. As such pupils will require a calculator specifically suited to A-Level which they will be advised on. Statistics is relevant to Biology, Geography, Economics and Business.

Mechanics is the mathematical application of the equations of motion, Newton's laws, forces, work, energy and power; it provides a valuable link with this area of Physics.

The examinations will comprise of three two-hour papers: two papers examining the Pure Mathematics content and the third examining Mechanics and Statistics.

Further Mathematics A-Level

The new linear Further Mathematics A-Level again comprises of compulsory Pure Mathematics (50% of content), but there is some choice for the remaining 50%, including Further Pure, Further Mechanics, Further Statistics or Decision Mathematics. Decision Mathematics introduces the ideas and methods used for decision making in business and industry. It involves a good deal of numerical work using rules or algorithms together with diagrams or networks. Decision Mathematics is used to solve practical problems in real life situations such as the scheduling of tasks required to build a new supermarket. The Further Mathematics examinations will comprise four one-and-a-half-hour papers: two compulsory Further Pure papers, and two option papers for which there is some choice.



WHERE NEXT?

Julia W

Mathematics and Computer Science at Imperial College London

Studied Mathematics, Further Mathematics and Physics

MEDIA STUDIES (Eduqas: Media Studies A-Level 603/1149/6)

A-Level Media Studies is an exciting and academically rigorous course that combines theoretical and practical study. You will learn about media language, representation, audience and institutions, through the set materials you explore and the artefacts that you create. You will examine the global nature of the media and discover how media industries, politics, culture and society interact, as well as learning about a very wide range of media products, from video games to radio broadcasts, from newspapers to social media, from Hollywood movies to reality TV.

The following introduction is taken from the Eduqas A-Level Media Studies specification:

‘The media play a central role in contemporary culture, society and politics. They shape our perceptions of the world through the representations, ideas and points of view they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and generate significant global profit. The globalised nature of the contemporary media, ongoing technological developments and more opportunities to interact with the media suggest their centrality in contemporary life can only increase.’

During the course, you will study theories and critical perspectives such as: Roland Barthes on semiotics; Stuart Hall on representation and reception theory; David Gauntlett on identity; George Gerbner on cultivation; Todorov on narratology; Lévi-Strauss on structuralism; Baudrillard on postmodernism; ‘bell hooks’ and van Zoonen on gender; Neale on genre; Bandura on media effects.

Component 1: Media Products, Industries and Audiences (Written examination – 35%)
Students study TWO of the following six areas

Film

Black Panther (2018) and I, Daniel Blake (2016)

Advertising

Tide print advertisement (1950s) and ‘Super. Human.’ Tokyo 2020 Paralympic Games advertisement (2020) and Kiss of the Vampire film poster (1963)

Radio

Woman’s Hour or Have You Heard George’s Podcast

Video Games

Assassin’s Creed franchise

Newspapers

Daily Mirror, February 1, 2022 front page and article on ‘Partygate’ and The Times, February 1, 2022 front page

Music Videos

Formation, Beyoncé (2016) or Turntables, Janelle Monae (2020) or Underdog, Alicia Keys (2020) and Riptide, Vance Joy (2013) or Seventeen Going Under, Sam Fender (2021) or Little Bit of Love, Tom Grennan (2021)

Component 2: Media Forms and Products in Depth (Written examination – 35%)
Students study ALL THREE of the following areas

Television in the Global Age

Peaky Blinders (series 1 episode 1) and The Bridge (series 3 episode 1)

or

Black Mirror (series 3 episode 4) and The Returned (series 1 episode 1)

or

Killing Eve (series 1 episode 1) and Tehran (season 1, episode 1)

Magazines: Mainstream and Alternative Media

Woman (1964) and Adbusters (2016)

or

Vogue (1965) and The Big Issue (2016)

or

Woman's Realm (1965) and Huck (2016)

Media in the Online Age

PointlessBlog/Alfie Deyes and gal-dem

Zoella/Zoe Sugg and Attitude

Component 3: Cross-Media Production (Non-exam assessment - 30%)
Students select ONE of the following four media forms for cross-media production

Television

Create a cross-media production to include a sequence from a new television programme and related print or online products.

Advertising and Marketing: Music

Create a cross-media production to include an original music video for a new or local/unsigned artist or band and related print or online products.

Advertising and Marketing: Film

Create a cross-media production to include a print marketing campaign for a new film, and related audio-visual or online products. The cross-media production must not include a complete short film, film sequence or trailer.

Magazines

Create a cross-media production to include a new print magazine and related audiovisual or online products.



MUSIC (OCR: A-Level H543)

A-Level music is a highly rewarding and challenging option for those who are able performers and for those who wish to extend their knowledge and experience of music generally. The course aims to broaden performing skills and develop confidence in composition whilst fostering an understanding of the historical chronology of music from the 16th century through to modern popular music. It is also designed to create independent learners with critical, reflective and enquiring minds. Students develop a knowledge and understanding of a wide variety of instruments and styles as well as an awareness of music technologies and their use in the creation and presentation of music. Students take three components and can tailor their course to some extent to match their own skills.

Component 1

Performing A [01]

A six minute recital on any instrument or voice containing two contrasting works. You can perform solo or as part of an ensemble. Work is submitted in the form of an audio visual recording, is externally assessed and is worth **75 marks or 25% of the total.**

Performing B [02]

A ten minute recital with three contrasting works and any instrument or voice – either solo or as part of an ensemble. Work is submitted in the form of an audio visual recording, is externally assessed and is worth **105 marks or 35% of the total.**

Component 2

Composing A [03]

Compositions with a combined duration of at least 8 minutes; one set to a brief given by OCR; one to a brief set by the student; and three short technical exercises. Work is submitted in the form of audio recordings and scores and is externally assessed. This component is worth **105 marks or 35% of the total.**

Composing B [04]

Compositions with a combined duration of at least 4 minutes. One to a brief set by OCR and one to a brief set by the student. Work is submitted in the form of audio recordings and scores and is externally assessed. This component is worth **75 marks or 25% of the total.**

Component 3

Listening and Appraising [05]

A written exam which includes analysing and evaluating prescribed works with questions based on aural extracts, some of which will have been studying and others which will be unseen. This component is worth **120 marks or 40% of the total.**

Students can choose to take EITHER:

Performing A [01], Composing A [03] AND Listening and Appraising [05]

OR Performing B [02], Composing B [04] AND Listening and Appraising [05].



WHERE NEXT?

Eleanor G

Scholarship to the Royal Academy of Music (Double Bass)

Studied Music, Drama, English and Geography

PHOTOGRAPHY: A-LEVEL ART & DESIGN (AQA A-Level 7206)

The two-year A Level Photography course introduces students to a variety of experiences that explore a range of photographic media, techniques and processes. They will be made aware of both traditional and new technologies. Students will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples, which is integral to the investigating and making processes. Students' responses to these examples will be explored through practical and critical activities that demonstrate their understanding of different styles, genres and traditions. Students may use traditional methods and/or digital techniques to produce images.

Students should produce practical and critical/contextual work in one or more areas of study, for example, portraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation and moving image (video, film, animation).

Students are required to participate actively in their course of study, recognising and developing their own strengths in the subject and identifying and sustaining their own lines of enquiry.

Scheme of Assessment

There is synoptic assessment in both components of the A-level that provide stretch and challenge opportunities for students as follows:

Component 1: Personal investigation (60%)

Students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.

Component 2: Externally set assignment (40%)

Students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

Assessment Objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level Art and Design specifications and all exam boards. The assessments will measure how students have achieved the following assessment objectives:

- AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Possible Career Pathways

Studying photography enhances your creative, social and cultural understanding, while developing your specialist technical knowledge around equipment, techniques and style Graphic Designer.

- Advertising art director
- Film/video editor
- Graphic designer
- Magazine features editor
- Medical illustrator
- Photographer
- Press photographer
- Television camera operator
- Art therapist
- Digital marketer
- Media planner
- Multimedia specialist
- Museum/gallery curator
- Stylist
- VFX artist
- Visual merchandiser
- Web content manager
- Web designer



PHYSICAL EDUCATION (AQA A-Level 7582)

Why study A-Level Physical Education?

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, but you will also develop a wide-ranging knowledge into the ‘how and why’ of physical activity and sport. This combination of physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study gain the knowledge to improve your performance or coaching, and that of others, through 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 becomes clear. You will learn the reasons why we do things, why some people outperform others – mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also the influence that modern technology is having on physical activity and sport. Students will have the opportunity to develop skills for a modern world. Progress through the course encourages a wide-ranging set of key skills, including communication using appropriate language, dealing with pressure, split-second decision making, interpreting and analysing data, as well as analysing and evaluating performance so improvements can be made. The development of strong literacy and numeracy skills is also encouraged. The acquisition of such a diverse range of skills is of great benefit to students as they continue their education or transfer into their professional career.

What you need

Students considering the course would benefit from having a good scientific knowledge, particularly in Biology; a genuine enthusiasm for sport and a good command of written English are essential. Students also require a practical sporting background alongside a willingness to work hard with motivation and self-discipline. A-Level Physical Education is accepted as a scientific A-Level at most Universities, both in the United Kingdom and abroad. It is a useful subject to take if pupils are considering a degree level course in Sports Science, Management, Physiotherapy, Marketing and Events, Sociology, Psychology, Nursing or Medicine.

The ability to offer one sporting activity to a high standard is required. Students would be expected to be actively and competitively engaged in this activity throughout their A-Level studies.

A full list of available activities can be found here:

<https://www.aqa.org.uk/news/gcse-and-a-level-pe-changes-to-activity-list-from-september-2020>



WHERE NEXT?

Jordan H

Engineering and Physical Sciences at the University of Nottingham

Studied Physical Education, English Literature and Mathematics

PHYSICS (OCR: A-Level H556)

Physics provides an insight into the fundamental phenomena around us. From the tiniest sub-atomic particles, to the enormity of the cosmos, Physics offers new ways of viewing things. It provokes whole new ways of thinking. So, as an A-Level subject it supplies an excellent range of skills for degrees such as maths, science and engineering. An A-Level in Physics strongly supports university applications for medicine, architecture, law and the financial sector.

The first year of the course is intended to build on knowledge gained during GCSE, exploring familiar topics such as the laws of motion, waves and electricity at a greater intellectual depth. In addition, new subject areas including deformation of solids and quantum physics are introduced.

The second year builds on these concepts, looking at how forces produce circular motion and oscillations, and how the interaction of objects can be described by magnetic and gravitational fields. The second year also brings in whole new areas of interest, such as medical imaging and cosmology. The A-Level is assessed by a combination of written exams which are taken in May/June of the Upper Sixth and there is a practical endorsement that fits around the subject material of the course over the course of the year.

We always try to organise a few trips during the course. We have taken excursions to the Diamond particle accelerator facility in Oxfordshire, which proved to be fascinating. Interested students are also encouraged to participate in the week-long Headstart engineering courses stationed at different universities around the country.

Physics can be a rewarding subject for those who take it, for the love of the subject itself, as a passport to certain careers or simply as an interesting and stimulating challenge. Whatever course in higher education is eventually chosen, a good pass in Physics will be highly thought of by university admissions tutors.

An ideal A-Level Physics candidate should have a grade 7, 8 or 9 in Maths and either Physics or Combined Science GCSE.

WHERE NEXT?

Madeleine P

Natural Sciences at Durham University

Studied Physics, Biology, Chemistry and Mathematics



POLITICS (Edexcel: A-Level 9PLO)

Politics is the study of power: how power is used and abused by our leaders; how power is distributed and amassed; how decisions by those in power affect our lives. In A-level Politics, you will study the intrigue of Westminster, investigate the corruption of Washington, and develop your own ideas of how society should be run.

Our aim is to cultivate an interest in the theoretical basis of the subject as well as in current political affairs. In doing so, we will prepare you for life beyond school through sharpening your ability to articulate logical arguments, both when writing and speaking. In class, we engage in lively discussion, debate and argument, with an emphasis on analysing and evaluating multiple perspectives.

At Queenswood, we follow the Edexcel Politics syllabus. Throughout your time in the Sixth Form you will study the British political system, exploring contemporary issues within their historical and conceptual context. At the same time, you will learn about the American system, which is used as a comparative to the UK in order to examine how different governments operate. Lastly, Politics is not only concerned with how societies are run, but how thinkers believe they should be run: liberal, conservative, socialist and feminist ideas will be studied and critiqued.

Politics A-level will not only add considerably to your knowledge of current affairs, but it will also develop your skills of analysis and evaluation, your ability to write well-structured essays, and your capacity to present your arguments in a logical and persuasive fashion. Consequently, it provides an excellent basis for the study of many subjects at university.



WHERE NEXT?

Lucy W

Internship in the House of Commons; Social Policy and Politics at the University of Bristol

Studied Government and Politics, History and Geography

PSYCHOLOGY (AQA: A-Level 7182)

Why study Psychology in the Sixth Form?

Psychology is the science of mind and behaviour. It is a subject that forms a link between the biological sciences and the social sciences: thus if you have an interest in the human mind and behaviour then you will enjoy Psychology. We explore research into a variety of behaviours in an attempt to find answers such as 'Is there such a thing as evil?' 'How do you diagnose OCD?' 'Are each of the hemispheres of the brain responsible for different functions and behaviours and how would we know?' The subject combines particularly well with other social sciences or with, particularly, Philosophy and Ethics. Students who take Psychology need a combination of curiosity, scepticism and a keen interest in research.

To be a successful student of Psychology you need:

- A genuine interest in the subject
- A good command of written English with sound skills in Mathematics and Biology. At least a B in each of these subjects would be a sensible starting place.
- An enjoyment of reading case studies and reviewing experiments
- A fascination with the mind and how it works
- A willingness to work hard with motivation and self-discipline

Topics studied in A-Level Psychology

Year One

- Memory
- Attachment
- Social
- Psychopathology

Year Two

- Schizophrenia
- Relationships
- Forensic
- Issues and debates

A successful Psychology student has an appetite for understanding how scientific principles can be applied to human behaviour. If you are interested in people and inquisitive about their behaviour, this is the subject for you. High achieving Psychology students develop good analytical and problem solving skills, have a keen eye for detail and enjoy using evidence to develop academic arguments.



WHERE NEXT?

Sophie B

Psychology at the University of Nottingham

Studied Psychology, Art and Geography

SPANISH (AQA: A-Level 7692)

There are over 300 million native speakers of Spanish throughout the world and Spanish is the second most widely spoken language after English. Indeed not only is it thriving in its traditional heartland of Spain and Latin America, but there are increasingly large areas of the United States where it is the main language.

The A-Level course is a broad one, ranging from the peaks of the Spanish Sierra Nevada to the Mayan lands of Mexico and the foothills of the Andes. The Hispanic world is enormously diverse and many of its aspects are open to study, be they sociological such as the environment or women and gender in society, historical such as the arrival of the conquerors in the new world, artistic such as the paintings of Dali or literary such as works by Lorca.

A-Level Spanish is a demanding but rewarding subject. By the end of their course, students will have acquired a range of skills such as the ability to critically analyse texts, to speak logically and coherently, to conduct research and to write with clarity and precision. Furthermore, they will be competent users of one of the world's major languages.

The A-Level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills, including communication, critical thinking and creativity, which are valuable to the individual and to society.

Students will develop their understanding of themes relating to the society and culture of the country or countries where Spanish is spoken, and their language skills; they will do this by using authentic spoken and written sources in Spanish. The approach is a focus on how Spanish speaking society has been shaped, socially and culturally, and how it continues to change.

This specification encourages students to:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken
- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- mediate between cultures and between speakers of the language and speakers of English
- foster their ability to learn other languages

- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.

Content of the course:

Aspects of Hispanic society

- Modern and traditional values (Los valores tradicionales y modernos)
- Cyberspace (El ciberespacio)
- Equal rights (La igualdad de los sexos)

Artistic culture in the Hispanic world

- Modern day idols (La influencia de los ídolos)
- Spanish regional identity (La identidad regional en España)
- Cultural heritage or cultural landscape (El patrimonio cultural)

Multiculturalism in Hispanic society

- Immigration (La inmigración)
- Racism (El racismo)
- Cohabitation (La convivencia)

Aspects of political life in the Hispanic world

- Youngsters of today (Jóvenes de hoy)
- Monarchy and dictatorships (Monarquía y dictaduras)
- Popular movements (Los movimientos populares)

Literature and film

- *La casa de Bernarda Alba*, Federico García Lorca
- *Volver*, Pedro Almodóvar



WHERE NEXT?

Eve G

Spanish and Business at the University of Edinburgh

Studied Spanish, French and Geography

TEXTILE DESIGN AQA: A-Level 7204

This course is delivered within the DT department and provides excellent continuity from GCSE Design and Technology and/or GCSE Art.

Students will produce practical and critical/contextual work in one or more areas of study, for example, fashion design and/or domestic textiles.

Students will develop integrated knowledge, skills and understanding of the following:

- the elements of textile design such as shape, line, scale, colour, texture, pattern
- a variety of Textiles materials, processes, technologies and resources such as fabric printing, tie-dye, batik, fabric and garment construction, stitching, appliqué, patchwork, quilting and embroidery
- intended audience or purpose for Textile Design
- the relationship of form and function and the ability to respond to a concept, work to a brief, theme or topic, or answer a need for Textile Design
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the context of Textile Design
- historical and contemporary developments, different styles and genres
- how images and Textile artefacts relate to social, environmental, cultural and/or ethical contexts
- a working vocabulary and specialist terminology that is relevant to Textile Design.

The A-Level comprises

Component 1: Personal Investigation (96 marks/60% of overall marks)

This is a practical investigation supported by a written element. This non-exam assessment (NEA) is set and marked in school and moderated by AQA. Students work in Textiles related media throughout the two year course. Students develop work based on an idea, issue, concept or a series of related outcomes. There is no time limit, but it must be supported by a piece of written work of between 1,000 and 3,000 words.

Component 2: Externally Set Assignment (96 marks/40% of overall marks)

This is an assignment set by the exam board. This non-exam assessment (NEA) is marked in school and moderated by AQA. The question paper is given to students at the start of February. There is a choice of eight questions to be used as starting points; students must choose one. Students must produce preparatory work which is followed by 15 hours of unaided, supervised time during which they must produce a finished outcome or a series of outcomes.

Assessment Objectives

- AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
- AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops
- AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress
- AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

Career Opportunities

This course is recognised by a wide range of universities, colleges and higher education establishments both in the United Kingdom and overseas. An extensive range of BA (Hons) / BSc (Hons) / DipHE Fashion, Textiles courses is currently available. Textile Design is suitable for those seeking careers in creative industries such as Fashion, Theatre or Costume Design, Interior and Textile Design.



WHERE NEXT?

Teni A

Fashion at The New School, New York

Studied Design and Technology, Drama, English Literature and Politics. Won a Scholarship to Parson's School of Design, New York City.

THREE-DIMENSIONAL DESIGN AQA: A-Level 7205

This course is delivered within the DT department and provides excellent continuity from GCSE Design and Technology and/or GCSE Art.

Students will produce practical and critical/contextual work in one or more areas of study, for example, product design, jewellery/body adornment and/or 3D digital design.

Students will develop integrated knowledge, skills and understanding of the following:

- the elements of 3D Design such as solid, void, form, shape, texture, colour, decoration, surface treatment, scale, proportion, structure, rhythm and movement.
- a variety of 3D Design materials, processes, technologies and resources such as model-making, laser cutting and engraving, 3D printing, routing, casting, moulding, assembling and finishing using timber, metal and polymers.
- intended audience or purpose for 3D Design.
- the relationship of form and function and the ability to respond to a concept, work to a brief, theme or topic, or answer a need for 3D Design.
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the context of 3D Design.
- historical and contemporary developments and different styles and genres.
- how images and 3D Design artefacts relate to social, environmental, cultural and/or ethical contexts.
- a working vocabulary and specialist terminology that is relevant to 3D Design.

The A-Level comprises

Component 1: Personal Investigation (96 marks/60% of overall marks)

This is a practical investigation supported by a written element. This non-exam assessment (NEA) is set and marked in school and moderated by AQA. Students work in 3D Design related media throughout the two year course. Students develop work based on an idea, issue, concept or a series of related outcomes. There is no time limit, but it must be supported by a piece of written work of between 1,000 and 3,000 words.

Component 2: Externally Set Assignment (96 marks/40% of overall marks)

This is an assignment set by the exam board. This non-exam assessment (NEA) is marked in school and moderated by AQA. The question paper is given to students at the start of February. There is a choice of eight questions to be used as starting points; students must choose one. Students must produce preparatory work which is followed by 15 hours of unaided, supervised time during which they must produce a finished outcome or a series of outcomes.

Assessment Objectives

- AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
- AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops
- AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress
- AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

Career Opportunities

These courses are recognised by a wide range of universities, colleges and higher education establishments both in the United Kingdom and overseas. An extensive range of BA (Hons) / BSc (Hons) / DipHE Product Design courses is currently available. 3D Design is suitable for those seeking careers in Product, Furniture, Jewellery, Theatre or Interior Design as well as Architecture.

THEOLOGY, PHILOSOPHY AND ETHICS (OCR: A-Level H573)

Is it ever right to initiate a war? Who decides when someone should die? Why would a loving God allow people to suffer? Do modern scientific discoveries end, once and for all, the debate about the existence of God? Theology, Philosophy and Ethics at A-Level gives you the chance to consider these important existential questions. You will have the opportunity to develop key thinking, researching and analysing skills that will serve you for the rest of your life. Philosophy and Ethics provides a useful background for careers in law, politics, medicine, journalism, social services, scientific research, teaching, police and probation services.

The **Philosophy** side of the course addresses the following issues:

- Do we have a soul?
- Is there life after death?
- Can we prove that God exists?
- Can the problem of evil be explained?
- How should we understand religious claims about miracles?
- How does science challenge ideas about God and Creation?

Over the two years, **Ethics** considers these questions and more:

- How do we decide what is right or wrong?
- Where does your conscience come from?
- To what extent is our behaviour conditioned by the society in which we are brought up?

In **Moral Philosophy** students will study a number of different ethical theories (for example Natural Law, Utilitarianism and Kant's Categorical Imperative) and research what the theories have to say about particular ethical dilemmas including:

- Should people be allowed to die with dignity?
- Whether or not human beings flourish in the context of capitalism and consumerism.
- Whether conscience exists at all.
- Attitudes towards sex and relationships.
- What is meant by the word good?

There will also be a **Theology** component which will address some of the following issues:

- Whether or not there is a distinctive human nature.
- Whether or not faith is sufficient reason for belief in God's existence.
- Whether or not the Christian God can be presented in female terms.

Essay writing is crucial and these skills will be developed over the two year course. Students will be expected to read widely and keep up with current affairs. The kind of issues considered in this subject will stretch your mind and teach you skills that are transferable to a wide variety of courses in Higher Education and the professions.



WHERE NEXT?

Tabitha S

Linguistics at the University of Cambridge

Studied Religious Studies (now Theology, Philosophy and Ethics), Chemistry, Physics, Mathematics and Further Mathematics

COLUMN Q

We encourage our Sixth Formers to explore and to engage in new areas of thought, service and experience. Column Q is a programme designed to provide Sixth Formers with these opportunities, through a combination of compulsory and elective courses.

Compulsory elements

Sixth Form lecture programme	Both years
Extended Project Qualification	Lower Sixth
University application preparation and Careers	Second half of Lower Sixth

Examples of elective courses

Finance	Revision and Memory
Mock Bar Trial	Queenswoodian Magazine
The Week in Politics	Yoga
School Play Production	£10 Challenge
Healthy Lifestyle	

EXTENDED PROJECT QUALIFICATION

The Extended Project Qualification (EPQ) is a Level 3 qualification (equivalent to the half an A-Level) for which students are required to complete a piece of detailed, individual research, based on a subject of their choice. The EPQ is particularly beneficial to students as they prepare for their future at university, where they will be expected to work independently and with initiative, think creatively and approach their studies strategically – all skills they must also demonstrate to excel in the EPQ.

Successful completion of the EPQ requires the submission of a completed production log and assessment record, a written report (5000 words) and presentation of the completed project for assessment. Part of the course also includes a compulsory taught skills programme (30 hours), which is designed to further enhance students' research skills, including: how to research, time management, how to reference, and how to plan an essay. All Lower Sixth pupils will be taught these skills, as they underpin all Sixth Form and University study as well as preparing pupils for starting the EPQ. Completed during the course of Lower Sixth, with guided independent work, students are responsible for the choice and design of their project, allowing them to increase their confidence to work independently and creatively, while also providing them with plenty of practice in essay writing and autonomous research. It has been reported that students who have undertaken the project have often been asked to talk about what they have learned at university interviews, and as such, completing the project in Year 12 will enable pupils to discuss their EPQ in their personal statements. This additional qualification allows our students to distinguish themselves from others, while also enabling them to perfect key academic skills and become more critical, reflective and independent learners, which will better prepare them for the challenges of A-Level courses and beyond.

ENRICHMENT IN THE SIXTH FORM

General Studies at Queenswood has two aims. First, it reinforces the cross-curricular key skills that students require in order to successfully complete academic studies; second, General Studies allows students to consider aspects of life beyond the specialist paths of academic study they have chosen for the coming two years.

The programme has been hugely popular with students in the Sixth Form and is run in the winter and spring terms. Students will be given the opportunity of participating in practical disciplines such as Photography and Cookery. Guest lecturers are invited to talk to the students on a variety of contemporary subjects. Great care is taken to invite a variety of speakers – in the past these have ranged from Kitty Hart-Moxon, a survivor of the Holocaust, to Sarah Murray of Raleigh International who talks about Constructive Gap Years.

Additionally, the entire Sixth Form attend St Albans Abbey for the ‘Speak Your Mind’ Sixth Form Conference. The event takes the form of the BBC programme *Question Time* and the students are asked to submit questions for the panel in advance. They are given an opportunity to ask further questions, give opinions and take part in straw polls on the topics chosen during the debate. The panel for 2019 included



Lord Adonis (Labour politician), Maswood Ahmed (Assistant Secretary General of the Muslim Council of Britain), Chris Dey (Conservative Councillor) and Vicky Gosling (former RAF Group Captain and Invictus Games CEO). The event provides a real opportunity for the pupils to mix with other students and experience the process of serious debating.

Highlights from the Lecture Programme

- “A Constructive Gap Year” – Ella Dutton & Lucy Wakeley (OQs)
- UCAS – Chris Fox/Ian Sheldon
- Bim Afalomi MP
- “Social Skills for Life” – Deanna Puccio Ferraro
- “Risks and Consequences A Personal Experience of Prison” – John Hoskison
- “Financial Management at University” – Jo Baldwin
- Kwasi Kwarteng MP
- “Working as a Criminal Barrister & Motivational Speaker” – Anu Omideyi
- “ASD: What we wish you knew” – Student-led seminar
- “Using business as a force for good” – Kate Sandle
- “The Global Battle for LGBT+ Rights/Why should LGBT+ Rights matter to you?” – Peter Tatchell

LEITHS INTRODUCTORY CERTIFICATE IN FOOD AND WINE

Leiths School was established in 1969 by Prue Leith to provide professional training for career cooks and short courses for amateurs.

Leiths run a franchise scheme within a small number of secondary schools, the only such scheme currently running in the UK. Pupils are taught the 'Introductory Certificate in Food and Wine' within the school's existing timetable.

This is a nationally recognised qualification in all sectors of the food industry. A senior member of Leiths staff will introduce the course to the pupils and several visits are made during the course.

Aims

Through being shown a wide range of professional practical cooking methods and being taught the associated theory, the primary aim of this course is to provide students with a vital life skill for independent living, which should they so choose, could open up areas of possible employment. By the end of the course, students should feel confident to produce specified dishes to the required standard using professional methods.

Objectives

By the end of the course students should be able to cook to the standard of quality family food and should be able to:

- Read a recipe and follow a recipe
- Weigh and measure ingredients
- Select the correct equipment for the task
- Coordinate the elements of a meal for a specific serving time at the correct serving temperature
- Season food
- Recognise when food is cooked, or ready to serve
- Work in an organised and hygienic fashion
- Have an understanding of attractive food presentation and be able to select the correct serving plates and dishes

Students will be taught

- Temperature and oven shelf needed to cook basic recipes
- Kitchen terms and kitchen French
- Cuts of meat: which cuts are suitable for which cooking methods
- Traditional accompaniments of dishes
- Quantities of some basic recipes
- Kitchen hygiene and safety
- Fish classification
- Basic wine information
- Healthy eating
- Menu planning

The course is offered as a co-curricular activity. It is delivered over five terms beginning mid-September each autumn and is designed to finish in the spring term before the pupils take their final exams. Throughout the course the pupils will take 10 multi-choice tests and records of continual assessments will be kept to go towards final exam marks.

At the end of the course the pupils will take the following exams set by Leiths:

- **Essentials of Food Hygiene Certificate** – this is done on-line during the course
- 2 ½ hour **practical exam**
- 1 ½ hour **theory exam**

Career opportunities

Leiths students have gone on to do the following, to name but a few...

- Chef at River Café, Chef at Launceston Place, Chef at Oxo Tower, Chef at the Ivy
- Billingsgate teacher, Angela Malik Cookery School, Devon Cookery School
- Media – Lorraine Pascale, food stylists, Author of Cookery books, Food editor of Good Food magazine, Journalist for Telegraph Weekend Cookery section
- Private chef to Ambassador of Monaco, Roger Taylor and Richard Curtis
- Companies such as Wild Thyme and Food Catering Company, Higgidy Pies – in supermarkets

The Princess of Wales recently attended a course at Leiths cookery school alongside Rachel Khoo, the star of ‘The Little Paris Kitchen’.

Leiths School of Food and Wine was recently awarded ‘Best Cookery School’.

LEITHS
SCHOOL OF FOOD AND WINE



PHYSICAL EDUCATION (NON-EXAMINATION)

Sixth Form Physical Education is timetabled for four periods per week; non-examined lessons are less formal with an emphasis on participation and enjoyment.

All students follow a programme of study which includes a range of fitness activities and games. Students are encouraged to appreciate the value of a healthy and active lifestyle through a wide variety of activities. The opportunity to be physically active is combined with competitive sport with the aim of engaging all students. Fitness activities on offer include yoga, HITT, couch to 5K, boxercise and supervised use of the weights room. Games activities are equally varied with table tennis, tag rugby, netball and cricket as an example of the many sports on offer.

There are also opportunities for participation in a range of co-curricular activities supervised by the department or available through external specialist coaches. These include: early morning fitness, swimming, horse riding, trampolining and fencing. Senior teams continue to run in all sports with an extensive fixture programme on offer. All Sixth Form pupils are also encouraged to represent or support their House in any of the numerous Inter House competitions which take place throughout the year.

Pupils can also take advantage of the excellent facilities on offer at Queenswood during their leisure time. These include the new multi-purpose sports hall and state of the art fitness studio, netball courts, an indoor pool, an aerobics room, 12 clay tennis courts, football pitch, a floodlit astroturf hockey pitch, a six hole golf course and, in the summer, an 8-lane 400m athletics track and four rounders pitches. These fine facilities, coupled with well-qualified and experienced staff, enable pupils of all abilities to enjoy sport at all levels. The combined effect of these opportunities has led to success at County, Regional and National level, which has been enjoyed by numerous pupils within both team and individual sports.

GLOBAL YOUNG LEADERS CONFERENCE

The Global Young Leaders Conference (GYLC) programme is the premier leadership development programme for motivated and accomplished students from across the United States and more than 145 countries around the world. The 10-day leadership journey provides an out-of-classroom learning experience and rigorous curriculum that equips students with the confidence, independence, skills and global competitiveness required of the next generation of future leaders.

MODEL UNITED NATIONS

A team of Sixth Form students leads this co-curricular activity, where students divide into small groups representing separate nations. The groups research their nation's point of view on a contemporary issue before delivering a statement. The Model United Nations then come together to debate a resolution to the problem.

MENTORING AND LEADERSHIP OPPORTUNITIES

Sixth Formers are encouraged to act as role models for pupils in younger years. A-Level students visit classes in the Lower and Middle School, mentoring pupils and sharing their subject expertise, while all Upper Sixth students become 'big sisters' to new Year 7 pupils.

Our Sixth Formers are the leaders of the school – and this ethos of service can be no better demonstrated than through the Head Girl, her Deputies and the Senior Prefect team. This team is elected by the Principal who bases her decision on the outcome of staff and year group votes. The Head Girl and her Prefects support the Principal and her Senior Team in running events, marketing the school, liaising with younger years, organising social events for Lower and Middle School and facilitating the School Council to ensure that the school listens to, and acts upon, the Pupil Voice of every student at Queenswood.

COMMUNITY ACTION

Service is at the heart of what it means to be a Queenswood Sixth Former. Led by the Senior Prefects, all Sixth Form pupils have the opportunity to give back to their community – both inside and outside of the school gates.

Sixth Form pupils can, over the course of the week, be found: working in Residential Homes, Special Needs institutions and local primary schools; promoting the activities of Amnesty International; touring visitors around the school site.



In 2018, Sixth Formers and other senior students visited Botswana. Based at Maru-a-Pula School, they were involved in community service as well as attending lessons and going on visits to places of interest in and around Gaborone, Botswana's capital city. There were opportunities to learn about Botswana culture and gain an insight into how HIV/AIDS has impacted on Botswana society.

TYCOON IN SCHOOLS ENTERPRISE COMPETITION

Tycoon is a unique national enterprise competition for students, run by the Peter Jones Foundation, and is open to all pupils in Year 12. Every participating team writes a business plan, is lent money, starts a business and trades, competing with other student companies through a kickstarter-style platform, in a safe and controlled environment.

The competition is split into four categories and is free to all schools and colleges. The Peter Jones Foundation provides goodwill start up capital, so only when student companies breakeven, do they repay their loan.

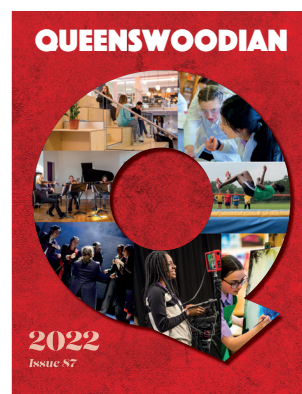
Queenswood students have performed remarkably well in the Tycoon in Schools competition; in 2020-21, all four of our teams finished in the top six of the national leaderboard.

For further information please visit www.tycoon.com.

QUEENSWOODIAN MAGAZINE

The *Queenswoodian* magazine committee typically comprises between eight and ten students from the Lower Sixth. It is the shared responsibility of the committee, under the guidance of two staff editors, to produce the annual school magazine. Tasks include:

- devising features
- writing or commissioning articles
- editing text
- designing page layouts
- proof-reading.



Over the course of the year, committee members develop qualities such as articulacy, creativity, artistic flair, organizational skills, reliability, an easy rapport with fellow students and staff, and management and team skills.

Experience of student journalism is highly regarded by University Admissions tutors.



COMMON DEGREE COURSES AND SUGGESTED SUBJECTS

Please note that, where a school subject is identical to a degree, unless there is more than one required/ useful subject, it is omitted from this table. Please use this as a guide only.

Degree (not an exhaustive list)	School subject (required or useful)
Accounting	Business Economics Mathematics
Acting	Drama and Theatre Studies
Ancient History	Classics and Classical Civilisation History
Archeology	Classics and Classical Civilisation History Religious Studies
Architecture	Physics Art DT
Astrophysics	Mathematics Physics
Banking	Business Economics
Biochemistry	Chemistry
Biological Sciences	Biology
Biomedical Sciences	Biology Chemistry
Business Administration	Economics
Business Management	Business Mathematics
Business Studies	Economics
Chemical Engineering	Chemistry
Chemistry	Chemistry Mathematics
Chiropractic	Physical Education
Classics	Latin Classical Civilisation
Classical Studies	Classical Civilisation History
Coaching Science	Physical Education
Costume Production	Drama and Theatre Studies
Creative Writing	Drama and Theatre Studies English

Dance	Drama and Theatre Studies Physical Education
Dentistry	Chemistry Biology
Development Studies	Economics Geography Politics
Divinity	Religious Studies
Drama	Drama and Theatre Studies English
Earth Sciences	Geography
Ecology and Conservation	Biology
Economics	Business Economics Politics Mathematics
Egyptology	History
Engineering Science	Mathematics Physics
English Language	English
English Literature	English
Environmental Sciences	Biology Chemistry Geography
Ergonomics	Design & Technology Mathematics Physics
Estate Management	Economics Geography
Ethics	Religious Studies
Exercise and Health	Physical Education
Finance	Business Economics
Fine Art	Art Design & Technology
Forensic Sciences	Chemistry
Furniture design	Art
Genetics	Biology
Geology	Geography
Geophysics	Mathematics Physics
Graphic design	Art Design & Technology

Greek (classical)	Classics and Classical Civilisation
History	Politics History
Human Resource Management	Business
Human Rights	Politics
Industrial Relations	Politics
International Business Studies	Languages
International Hospitality Management	Languages
International Relations	History Religious Studies
Journalism	English
Land Economics	Geography
Languages*	Languages
Latin	Latin Classical Civilisation
Law	No subjects preferred over others
	History
Life Sciences	Biology
Linguistics	English Languages
Management Sciences	Business Economics Mathematics
Manufacturing Engineering	Design Technology
Marketing	Business
Materials Science	Mathematics Physics
Mathematics	Business Economics Mathematics
Medical Physics	Physics
Medicinal Chemistry	Chemistry
Medicine	Biology Chemistry
Medieval Studies	History
Meteorology	Geography Mathematics Physics
Microbiology	Biology Chemistry

*Many courses can be taken “with” a language. Many of these can be started from scratch, but those that we study in school usually require the A-Level

Molecular Sciences	Biology
Music	Drama and Theatre Studies Music
Natural Sciences	Biology Chemistry
Naval Architecture	Mathematics Physics
Oceanography	Geography Physics
Optometry	Physics
Osteopathy	Physical Education
Performing Arts	Drama and Theatre Studies Music
Pharmacology	Chemistry
Pharmacy	Chemistry
Philosophy	English History Religious Studies
Photography	Art
Physics	Mathematics Physics
Physiology	Biology
Physiotherapy	Physical Education
Plant Biology	Biology
Politics	Economics Politics History
Product Design	Design Technology
Psychology	Psychology Religious Studies Mathematics a Science
Public Administration	Politics
Publishing	Business English
Quantity Surveying	Economics Mathematics
Radiography	Physics
Retail Management	Business
Scriptwriting	Drama and Theatre Studies English
Set Design	Drama and Theatre Studies

Social and Economic History	History
Social and Political Science	Politics
Social Policy	Politics Religious Studies
Sociology	Economics Politics
Sport and Exercise Science	Physical Education
Sport Management	Business Physical Education
Stage Management	Drama and Theatre Studies
Statistics	Economics Mathematics
Surveying	Geography
Telecommunications	Mathematics Physics
Theatre Arts	Drama and Theatre Studies
Theatre Design	Art
Theology	Religious Studies History
Translating and Interpreting	Languages
Veterinary Science	Biology Chemistry
War Studies	Politics
Zoology	Biology



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