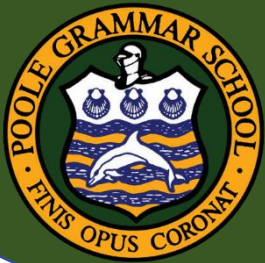


POOLE GRAMMAR SCHOOL

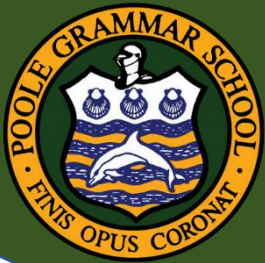


SIXTH FORM SUBJECT INFORMATION DIRECTORY 2024-2025



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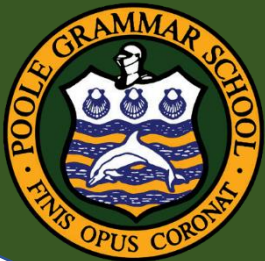
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Please note:

- Students choose 3 core subjects and an 'other qualification' choice of Further Mathematics, AS Further Mathematics, Core Mathematics or the Extended Project Qualification.
- Further Mathematics does not count as a subject in its own right, Mathematics with Further Mathematics counts as one core subject choice as well as the other qualification choice.
- Mathematics (Core) cannot be taken with any other Mathematics qualification and must be taken with 3 other 'core' A-level subjects as it counts as an 'other qualification'.
- The Extended Project Qualification is a non-core subject that can be taken as an 'other qualification' only.
- Media Studies and Sociology are taught at Parkstone Grammar School through our shared offer.
- Drama & Theatre Studies, and Modern Foreign Languages are taught jointly with Parkstone Grammar School.

The contents of this subject directory are correct at time of going to press (November 2023) but may be subject to change. The number of courses on offer are provisional and depend on viable student numbers.



ART – Art & Design: Fine Art (AQA)

Subject specific entry requirements: Art 6

General Content

Studying Fine Art is a particularly rewarding subject for the motivated pupil; it extends across a broad range of disciplines, both theoretical and practical. The course is structured to engage pupils both intellectually and creatively, and they are given the confidence to follow their own diverse lines of enquiry, allowing them to develop high levels of self-motivation through the fostering of independent working practice. Through their time on the course students will explore several areas of study within fine art such as drawing, painting, mixed media, sculpture, ceramics and printmaking.

Course Structure

Year 12:

Autumn Term: Foundation Project

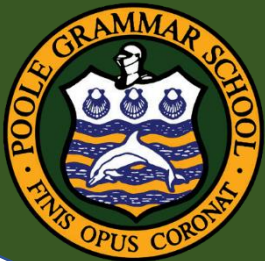
Spring and Summer Term: Personal Investigation

Year 13

Autumn Term: Personal Investigation continued

Spring Term: Externally set Assignment





Methods of Assessment

Component 1: Personal Investigation, carries 60% of the final mark. This comprises a portfolio of art work and a written personal study.

Component 2: The Externally Set Assignment, carries 40% of the final mark. After a period of preparation, a fifteen-hour timed assignment takes place.

Both Component 1 and component 2 are moderated by your teachers; an external moderation is conducted by AQA at the end of the two-year course.

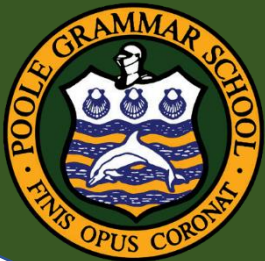
Career Connections

Most students who study fine art seek a career in the creative and design industries, in areas as diverse as architecture, advertising, illustration, graphic design and even medical illustration. Many pupils study Fine Art as a complimentary subject to their main academic focus and gain a great deal of enjoyment and benefit from Art's pupil-centred approach.

Beyond the Classroom

During the course pupils will visit London, Bristol and Oxford to explore the art galleries to research a wide breadth of artists and bring this research to their work. They will also benefit from visiting artists who will run workshops where students can gain in-depth knowledge from experts on a range of different practices. Pupils also benefit from a dedicated sixth form art room and catch-up sessions both after school and in lunchtimes. Work-load and types of work

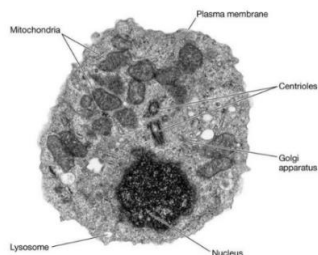




BIOLOGY (OCR SPECIFICATION)

Subject specific entry requirements: Biology 6 or Science (double) 6, 6

General Content for H420 (A level Biology)



Module 1 – Development of practical skills in biology

- 1.1 Practical skills assessed in a written examination
- 1.2 Practical skills assessed in the practical endorsement

Module 2 – Foundations in biology

- 2.1.1 Cell structure
- 2.1.2 Biological molecules
- 2.1.3 Nucleotides and nucleic acids
- 2.1.4 Enzymes
- 2.1.5 Biological membranes
- 2.1.6 Cell division, cell diversity and cellular organisation

Module 3 – Exchange and transport

- 3.1.1 Exchange surfaces
- 3.1.2 Transport in animals
- 3.1.3 Transport in plants

Module 4 – Biodiversity, evolution and disease

- 4.1.1 Communicable diseases, disease prevention and the immune system
- 4.2.1 Biodiversity
- 4.2.2 Classification and evolution

Module 5 – Communication, homeostasis and energy

- 5.1.1 Communication and homeostasis
- 5.1.2 Excretion as an example of homeostatic control
- 5.1.3 Neuronal communication
- 5.1.4 Hormonal communication
- 5.1.5 Plant and animal responses
- 5.2.1 Photosynthesis
- 5.2.2 Respiration

Module 6 – Genetics, evolution and ecosystems

- 6.1.1 Cellular control
- 6.1.2 Patterns of inheritance
- 6.1.3 Manipulating genomes
- 6.2.1 Cloning and biotechnology
- 6.3.1 Ecosystems
- 6.3.2 Populations and sustainability.
- 6.1.3 Manipulating genomes
- 6.2.1 Cloning and biotechnology
- 6.3.1 Ecosystems
- 6.3.2 Populations and sustainability

Methods of Assessment

Paper 1- Fundamentals of biology: 110 marks; 2hr 15 mins; 41% weighting.

Paper 2- Scientific literacy in biology: 100 marks; 2hrs 15 mins; 37% weighting.

Paper 3- Practical skills in biology: 60 marks; 1hr 30 mins; 22% weighting.

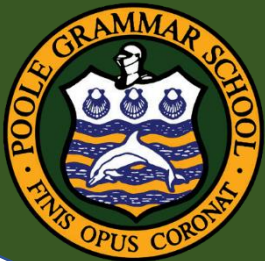
Practical endorsement- Pass/Fail; non-exam assessment; reported separately.



Skills and aptitudes required

Throughout the course you will be expected to show that you can:

- Show understanding of specific biological facts, terminology, concepts and practical techniques
- Show understanding of ethical, social, economic, environmental and technological implications and applications
- Select, organise and present relevant information clearly and logically using appropriate vocabulary.
- Explain and interpret phenomena and effects in terms of biological concepts, presenting arguments and ideas



Key Features of Study

Required practical work throughout the two years with evidence collated on 12 practical tasks in a lab folder; personal research of specified topics; continuous assessment of progress through examination questions. Essays are used to encourage deeper engagement with the subject material, as well as offering opportunities to make synoptic links between different topics within the subject.

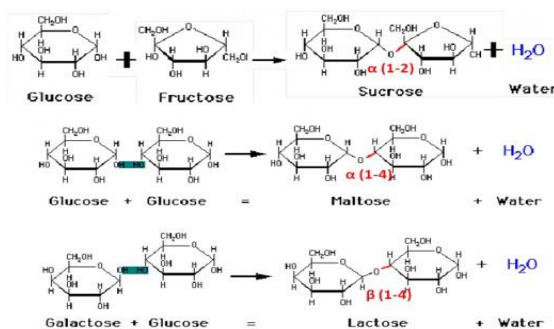
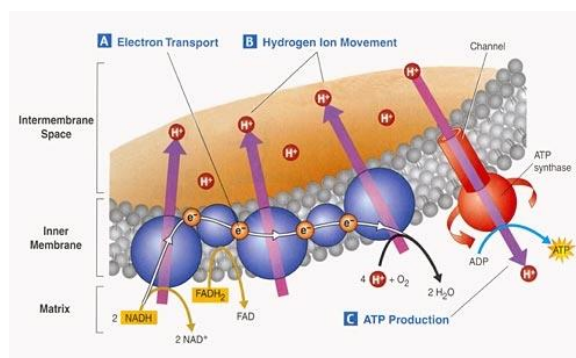
Work-load

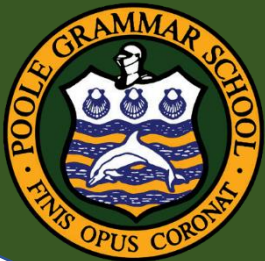
A challenging A level option with a significant quantity of material to be learnt and a substantial subject-specific vocabulary. It is expected that as well as time spent in class, students would spend a minimum of one hour of study at home for every one hour in lessons. This would include: set homework including experimental write-ups; reading your textbook and making notes on the subject of recent lessons; learning work as you go along - all staff set periodic tests; reading other biology books; keeping up to date with biological information, watching TV programmes, listening to the radio and podcasts and reading periodicals; keeping a note of the time you spend on your work and setting targets, so that you can analyse your progress meaningfully; practising answering questions from textbooks and old exam papers. Essays set a minimum of 6 times a term.

Career connections

Biology is a useful subject to consider if you are interested in natural sciences, zoology, conservation, medicine, veterinary science, biochemistry, pharmacy, pathology, horticulture, agriculture, ecology and environmental science. It is one of the "facilitating subjects" identified by the Russell Group of top universities- named because it is required by a large number of university courses and is generally considered to be more rigorous.

- Interpret and translate data presented as continuous prose, or in tables, diagrams, drawings and graphs
- Apply biological principles and concepts in solving problems in unfamiliar situations
- Assess the validity of biological information, experiments, inferences and statements
- Devise, plan, conduct appropriately, interpret, explain and evaluate experimental activities
- Bring together principles and concepts from different areas of biology and apply them in a particular context
- Use biological skills in contexts which bring together different areas of biology





Extra Curricular Activities

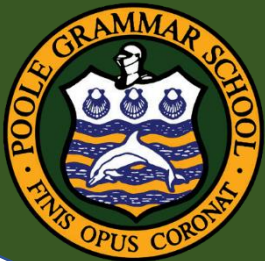
Here are just a sample of the activities which the Biology department have been able to offer in previous years:

British Biology Olympiad- Competition open to all students up to the age of 18 across the country. It initially involves 2 very demanding multiple choice theory papers. The best 15 students then compete in the national finals and a team of 4 then go on to represent GB in an international competition. In 2013, PGS biology student, Josh Dickerson, was one of the final 4, achieving a silver medal for the GB team in the international competition in Bali, Indonesia.

Field Ecology at Leeson House, Swanage- In the beautiful setting of the Jurassic coast, year 12 students take part in a 3 day residential field course, studying ecology and learning key investigative approaches and statistical methods of analysis. Much of the time is spent outside, investigating rocky shore, river and dune ecology.

A Question of Taste Workshop, Oxford University- Year 13 students visit the Oxford Museum of Natural History, where they conduct a practical investigation into their own DNA, as part of the Question of Taste Workshop. Over the course of the day, they learn to use a PCR machine and to run gel electrophoresis. As well as understanding the basis for their bitter taste gene, they also develop their understanding of the evolutionary significance of this gene. As part of this day, our A level students also get to meet a research scientist and better understand life as a postgraduate, as well as gaining crucial insights into what Oxford University has to offer.

Woodland Management at the Harcourt Arboretum, Oxford University- Year 13 students undertake a practical, outdoor workshop on woodland ecology and management techniques, such as coppicing and pollarding at the Oxford University Botanic Garden's Harcourt Arboretum.



BUSINESS (AQA)

Subject specific entry requirements: Mathematics 6

General Content

This subject is new to most students, and no previous knowledge of the subject is assumed. It is a broad-based subject, covering a range of concepts and skills which provide an introduction to the various aspects of managing a business.

Themes covered include:

- What is business? – Understanding the nature and purpose of business and different forms of business and how they operate in the external and competitive environment
- Managers, leadership and decision making – understanding decision making and the role and importance of stakeholders
- Decision making to improve marketing, operational, financial and human resource performance.
- Analysing the strategic position of the business and choosing strategic direction
- Strategic methods and how to pursue strategies
- Managing strategic change

Skills and aptitudes required

The subject develops a range of skills, both verbal and numerate. All students joining this course will need strong basic skills: the written communication of ideas is extremely important, and all modules, rely upon application of number skills. Students should have analytical but inventive minds: they should be able to identify difficulties in plans or processes, and be able to offer constructive suggestions for solutions. They must also be able to use up-to-date examples from the business world to substantiate their understanding of the theory, **so reading around the subject in the media is essential**. Given the breadth of the subject, diversity of interest and a determination to improve general study skills are essential.

Methods of Assessment

All students will be expected to work towards the A-level in this subject.

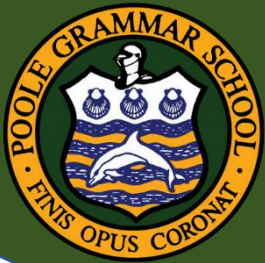
The award consists of 3 x 2 hour exams including multiple choice, data response, case studies and essay questions. These examinations are taken at the end of the second year of study.

Key Features of Study

One particular approach used involves case studies of various types of business; another feature of study involves a variety of group activities to simulate business processes, so that students learn by practice and through experience. Computer simulation is used to help students understand the practical aptitudes of business. However, the method of A-level assessment in Business is entirely written under exam conditions; this relies on effective literacy and numeracy so a considerable amount of time is spent on helping develop these skills through the context of business.

Workload

It is important that students are aware of this aspect; a considerable importance is placed upon the regular setting of written formal assessment so that students are adequately prepared for examinations. On top of this students will be expected to read around the subject to back up their class work after each lesson.

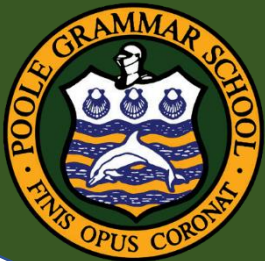


Career connections

Business A-level develops a range of skills (analysis, evaluation, communication, numeracy, etc.) which should help to prepare students for further study in a wide range of fields (including vocational), not just those related specifically to business or business management.

Extra Curricular Activities

Business joins with Economics in the "Stocks and Shares Club" which is open to all year groups. There is also a trip to the City of London with a visit to the Bank of England and a tour of the financial district.



CHEMISTRY (AQA)

Subject specific entry requirements: Chemistry 6 or Science (double) 6,6 and Mathematics 6

General Content

Physical chemistry - Atomic structure - Amount of substance – Bonding – Energetics - Kinetics, Chemical equilibria - Le Chatelier's principle and K_c - Oxidation, reduction and redox equations - Thermodynamics - Rate equations and Equilibrium constant K_p for homogeneous systems - Electrode potentials and electrochemical cells - Acids and bases

Inorganic chemistry – Periodicity - Group 2, the alkaline earth metals - Group 7, the halogens - Properties of Period 3 elements and their oxides - Transition metals - Reactions of ions in aqueous solution

Organic chemistry - Introduction to organic chemistry – Alkanes - Halogenoalkanes – Alkenes - Alcohols - Organic analysis - Optical isomerism - Aldehydes and ketones - Carboxylic acids and derivatives - Aromatic chemistry - Amines - Polymers - Amino acids, proteins and DNA - synthesis - Nuclear magnetic resonance spectroscopy - Chromatography

Skills

A-level Chemistry allows students to develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of scientific methods. Students become more competent and confident in a variety of practical, mathematical and problem-solving skills. They understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. Students understand how to use theories, models and ideas to develop scientific explanations. By the end of the course they can use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas.

Methods of Assessment

Overall, a minimum of 20% of the marks across the three papers will be awarded for mathematics.

Paper 1: Advanced Inorganic and Physical Chemistry

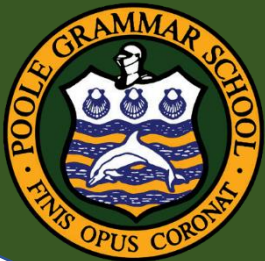
- The assessment is 1 hour 45 minutes
- 30% of the total qualification

Paper 2: Advanced Organic and Physical Chemistry

- The assessment is 1 hour 45 minutes
- 30% of the total qualification

Paper 3: General and practical principles in Chemistry

- The assessment is 2 hours 30 minutes
- 40% of the total qualification



Science Practical Endorsement

This qualification will give students opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills. These skills must be assessed through a minimum of 12 identified practical activities within each qualification. The assessment outcomes will be reported separately on students' certificates as either 'pass' or 'fail'. To achieve a pass, students must demonstrate that they are competent in all of the practical skills listed in the subject content requirements for chemistry. Students must show practical competency by completing a number of core practical's throughout the course.

Key features of study

- Practical work forms an important part of the course, students generally working in pairs
- Textbook theory work
- Mathematical calculations associated with Physical chemistry
- Devising Organic Chemistry synthetic routes
- Learning about the elements, their physical and Chemical properties



Aptitudes required

AS or A level Chemistry is suitable if you:

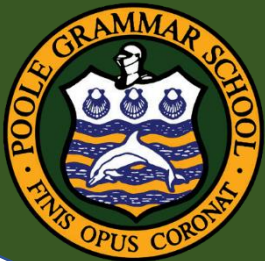
- want to gain essential knowledge and understanding of different areas of the subject and how they relate to each other
- have a deep appreciation of the skills, knowledge and understanding of scientific methods
- have competence and confidence in a variety of practical, mathematical and problem solving skills
- have interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- want an understanding of how society makes decisions about scientific issues

Work-load and types of work

Set work takes the form of regular written assignments, comprising exam questions, textbook tasks and an on-line testing website. In addition, you will be expected to write up experiments and complete class notes using the textbook. An average of five hours per week would be expected outside of lessons.

Career connections

Several students each year pursue Chemistry-related degrees at university, including Oxford for Chemistry and Natural Sciences at Cambridge. Many students use their Chemistry qualification to pursue a range of disciplines including medicine, dentistry and engineering. Chemists go on to work in professional careers such as pharmaceutical industries, accountants, investment bankers, teachers and forensic scientists.



Extra-Curricular Activities

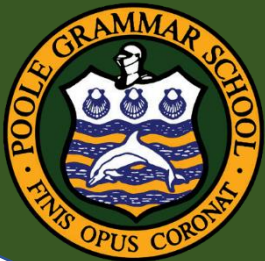
Here's a taster of some of the extra-curricular activities the department has been involved with in previous years:

Chemistry in action conference event - London – Year 12

The University of London organise Chemistry conferences in the autumn term. The department has sent year 12 students for many years, hopefully inspiring many to consider a career in science in the future. The day usually consists of five lectures covering all aspects of Chemistry, and always finishing with a demonstration beyond us in school. The most notable highlight was Professor Sir Harry Kroto talking about Buckminsterfullerene, the third allotrope of carbon.

Chemistry Twilight Practical sessions – University of Southampton – Year 12

The practical involves the extraction of trimyristin from nutmeg, in a rewarding experiment that gives students the opportunity to use a range of organic practical and analytical techniques, and experience life in an undergraduate chemistry lab. A large number of demonstrators are on hand to assist the students and answer their questions about chemistry and university life.



COMPUTER SCIENCE (AQA)

Subject specific entry requirements: GCSE Computer Science 6

General Content

- Programming
- Problem solving
- Data structures and algorithms
- Data representation
- Computer systems and architecture
- Networking and Wi-Fi
- Encryption and cybersecurity
- Functional programming and big data
- Databases
- Consequences of uses of computing
- Practical project of your choice



Aims

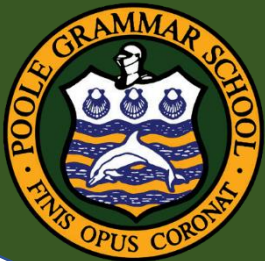
All specifications in Computer Science must build on the knowledge, understanding and skills established at GCSE and encourage students to develop a broad range of the knowledge, understanding and skills of computing, as a basis for progression into further learning and/or employment.

AS and A-level specifications in Computer Science encourage students to develop:

- an understanding of, and the ability to apply, the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation
- the ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- the capacity for thinking creatively, innovatively, analytically, logically and critically
- the capacity to see relationships between different aspects of Computer Science
- mathematical skills related to:
 - Boolean algebra
 - number representations and bases
 - comparison and complexity of algorithms (A-level only)
- the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology

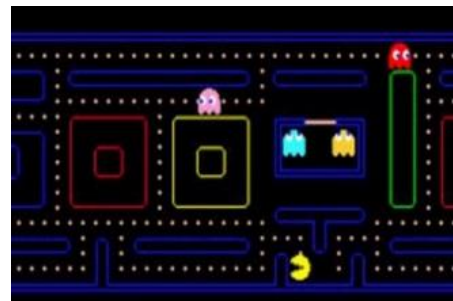
Assessment

Name	Assessment	% of A Level
Paper 1	2 hours 30 min (on screen)	40%
Paper 2	2 hours 30 mins	40%
Non-exam	Coursework	20%



Aptitudes Required

You should enjoy programming and problem solving as well as having an interest in computers. Programming challenges will build on what is taught at GCSE. A systematic and logical approach to problem solving, together with numerical competence, is important. A requirement for studying this subject is a Level 6 or above in GCSE Computer Science.



Work-Load and Types of Work

A significant proportion of the allocated computing time will be spent completing practical based projects and assignments. You will be expected to complete these outside lesson time. You will be expected to spend between 2 to 4 hours a week practising programming and working on projects. Written assignments are also set regularly.

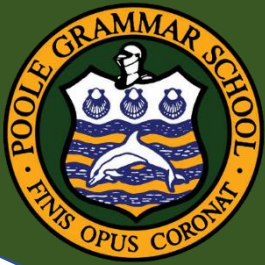
Career connections



Computer Technology is the fastest developing technology in the world and almost every major challenge in the world turns to the use of Computer Science to solve problems; from medical research, education, supporting aid work in disaster areas, helping to create a sustainable environment, the logistics of moving products around the world, to the world of business and securing and managing the vast levels of data; not to mention the world of media. Computers and computing technology lies at the heart of organisations across all industrial sectors.

It is worth considering that Computer Science graduates have a high earning capacity, and on average are the highest earners upon graduation. Each year, Computer Scientists form the largest cohort of students who leave Poole Grammar School and go onto Higher Education. If you study Computer Science you could get a job as a computer programmer, network engineer, cyber security consultant, games developer, IT consultant, hardware engineer, database administrator, web developer to name but a few. The computing industry is constantly developing and the rate of change is increasingly rapid. Such is the pace of change that it is impossible to predict future developments in job terms but it seems clear that there will be increasing career opportunities within the field of computing.

Note: some of the top tier universities will require A Level Mathematics as a prerequisite for studying Computer Science at degree level.



Extra-Curricular Activities

Here is a taster of some of the extra-curricular activities the department has been involved with in previous years:

iDEA: inspiring Digital Enterprise Award, known as iDEA, is an international award winning programme that helps you develop and demonstrate your digital, enterprise and employability skills for free

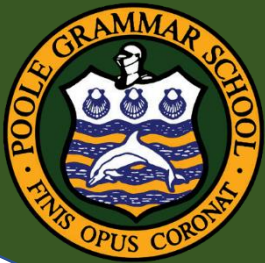
Bebras/OUCC: international competition aiming to promote Computer Science and computational thinking among school students

Cyber Discovery: HM Government's free, online, extracurricular programme turning teenagers across the country into cyber security experts

British Informatics Olympiad: competition open to all students up to the age of 19 across the country. It involves creating solutions to several very demanding coding challenges. The best 15 students then compete in the national finals and a team of 4 then go on to represent GB in an international competition

Computer Science in Action Trip: ultimate enrichment day for Sixth Form computer science students. A trip to London where experts from academia and industry explore relevant topics that complement the curriculum

Bournemouth University Trip: computer science students will spend a day on the BU campus. They will have the opportunity to experience life as an undergraduate, take part in a computer science workshop and find out what the university has to offer



DESIGN AND TECHNOLOGY (DT) - Overview

Throughout these courses, students will begin to open their eyes to the world around them. They begin to appreciate the work of designers and hopefully feel empowered to make a difference in the future. These are the key-skills that are developed through our courses:

- Apply appropriate knowledge to problem solve
- Collaborate with others in the group, at home and with clients
- Experience divergent and convergent thinking
- Gain self-discipline and responsibility
- Develop their creativity
- Become dextrous and skilful with their hands
- Apply enterprise and personal commitment
- Speculate and apply ingenuity
- Plan ahead
- Evaluate their work test it fully and act upon feedback from users

The courses offered:	Design and Technology: Product Design	(EDUQAS)
	Art & Design (<i>Graphic Communication/3D design</i>)	(OCR)
	Electronics	(EDUQAS)

The following notes refer to all of the exams described above.

Methods of assessment

Assessment is different for each subject but includes NEA (Non-Examined Assessment) in some form.

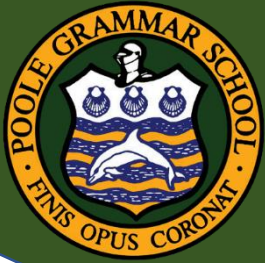
Key features of study

Theoretical aspects of the course build upon the knowledge gained at KS3 and GCSE and will be taught through practical activities. Organisational skills will be required to ensure that such activity remains on track. The study of DT to a higher level promotes many key skills in numeracy and literacy, but especially problem solving. These subjects link very well with Maths and Physics to prepare you for courses like Engineering and any design-based subjects.

Aptitudes required

In addition to the examined components, students will be expected to develop their knowledge of materials, tools, equipment, processes and improve their competence when designing and making products/systems. This is carried out through the setting of short and long-term tasks which may be of a written or practical nature.

Students will need to work with clients on a suitable task and act upon the guidance from staff – prescriptive approach is kept to a minimum to allow for a range of outcomes. They must have the organisational skills to work to specified deadlines in order to complete tasks on time and to the required standard.



Careers connections

Higher Education courses include: *Electronics*; Engineering (Electrical/Mechanical, Project, Systems, and Computer systems); Physics; Computer Analysis/Programming/Control; Systems Analysis. *Product Design: Resistant Materials* – Engineering (Mechanical, Civil, Structural, Soil and many more) Design; Product Design; Furniture Design; Industrial Design; Interior Design; Materials Science. *Product Design: Graphics (with Resistant Materials)*: Graphic Design; Computer Graphics, Advertising and Art & Design, Product Design, Animation and Illustration.

Extra-Curricular Activities

The Design and Technology department is very open to extra-curricular activities and is keen to accommodate clubs at lunchtime and after school. 6th Form students play a very important role in many of these clubs, not only as members but also as supervisors/ facilitators. In particular, the value of and the commitment required for the mentoring and organisational role means that it is recognised as an enrichment activity.

V&A trip A-level pupils will visit the V&A, London, to look at the work of designers. This is an Art and Design trip, where they study the featured exhibition, as part of their portfolio/assignment and the Product Design students look at the vast range of famous designers work that is on display.

DT Rotary Challenge. An inter-school competition where we work to solve real-world problems. The competition takes place in March. The results are judged by retired Engineers Sixth form teams regularly achieve notable successes.

STEAM Club (Young Engineers). A teacher- led club based on technology- based activities for younger age students. Sixth form help and input would be very welcome.

Greenpower F24. A huge opportunity which involves a lot of commitment but has the potential to bring huge rewards: designing/ adapting, building, financing and funding a battery- powered endurance racer to be driven at various dedicated events around the country. There is a lot of equipment in school but there is need of dedicated student input to organise and supervise activities.

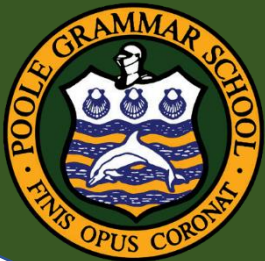
4x4 in Schools. We have in the past entered a very successful team for this multi- level challenge that involves adapting/ designing a radio controlled 4x4 “rock crawler” and have much equipment waiting in school for a bit of enthusiastic leadership.

Warhammer. This club is most popular among younger year groups: there is a very keen lunchtime presence at least one lunchtime a week, making painting and gaming. Sixth formers provide a very useful role as demonstrators and supervisors and are also most welcome as participants.

PIC Control. A structured, repeated 8-10 week course run by a local control engineer taking microcontroller control further than is needed in the exam specifications, using picaxe chips.

Independent clubs. The department currently hosts clubs fully managed and organised by their members interested in aviation, scale modelling, robotics, Lego, etc., and departmental facilities are available for all these clubs, circumstances permitting.

Your club. We would be very happy to host your technology-based club, in particular if it involved some sort of hands-on timed competitive challenge.



DT Electronics (EDUQAS)

General Content

For Further information, please refer to the following:

http://www.eduqas.co.uk/qualifications/electronics/as-a-level/A-level-Electronics-Specification.pdf?language_id=1

This subject will be taught in the Design and Technology Department in a specialist room. The 2-year A-level course in Electronics will ensure that learners have the Electronic and Mathematical knowledge and Electronic Engineering skills (STEAM subject) to solve problems. This should enable learners to appreciate how many problems in society can be tackled by the application of the scientific ideas in the field of electronics using engineering processes. The scope and nature of the learner's study should be coherent and practical.

The practical work enables learners to see the theoretical knowledge contained in the specification in action and to gain greater understanding of the knowledge in a practical context.

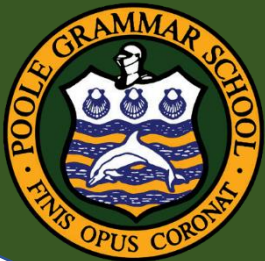
Studying this A-level Electronics course will enable learners to:

- develop essential scientific knowledge and conceptual understanding of the behaviour of electrical/electronic circuits
- develop and demonstrate a deep understanding of the nature, processes and methods of electronics as an engineering discipline
- develop competence and confidence in a variety of practical, mathematical and problem solving skills
- develop and learn how to apply observational, practical and problem-solving skills in the identification of needs in the world around them and the testing of proposed electronic solutions
- develop and learn how to apply creative and evaluative skills in the development and assessment of electronic systems to solve problems
- develop their interest in electronics, including developing an interest in further study and careers associated with electronics

Component 1: Principles of Electronics Written examination: 2 hours 45 minutes 40% of qualification	Component 2: Application of Electronics Written examination: 2 hours 45 minutes 40% of qualification	Component 3: Extended system design and realisation tasks Non-exam assessment 20% of qualification
A mix of short answer and extended answer questions with some set in a practical context.	A mix of short answer and extended answer questions with some set in a practical context.	Task 1 A design and program task to create a microcontroller system programmed in assembler language to solve an identified problem, need or opportunity. Task 2 A substantial integrated design and realisation task to create an electronic system to solve an identified problem, need or opportunity.

Careers connections

Higher Education courses include: Electronics; Engineering (Electrical/Mechanical, Project, Systems, and Computer systems); Physics; Computer Analysis/Programming/Control; Systems Analysis.



DT – ART AND DESIGN - 3D Design (OCR)

Subject specific entry requirements: Grade 6 or above in Design & Technology 6 or Art & Design

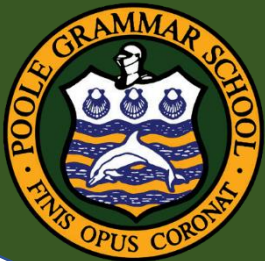
The aims and objectives of the Advanced GCE in Art and Design are to enable students to develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for and enjoyment of design
- their experience of working with a broad range of media
- an understanding of the interrelationships between art and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real-world contexts and links to the creative industries
- knowledge and understanding of design, art and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of design.

Students can choose to follow a range of project pathways at Poole Grammar School. All projects explore practical and critical/contextual work through a range of processes and media. The routes students explore are within the following categories:

Three-dimensional Design (H605): Choosing to study three-dimensional design will give students opportunities to work in richly varied ways using resistant and non-resistant materials such as metals, wood, card, clay, plastics and found or re-cycled materials. There are possibilities for pursuing projects in product design, architecture or interior design.

Graphic Communication (H602): Choosing Graphic communication will offer a range of different approaches that include advertising, branding, typography and packaging. Students may choose to combine disciplines to create provide opportunities for creating creative graphic designs.



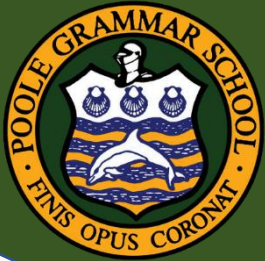
The Advanced GCE in Art and Design consists of two components, both teacher assessed and externally moderated.

Component 1	Component 2
Personal Investigation / 60% of the total qualification	Externally Set Assignment / 40% of the total qualification
<p>This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes. Students must work within Graphic Communication or Three-dimensional Design. These consist of three major elements: supporting studies, practical work, and a personal study. Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images.</p>	<p>This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme. Students must continue to work within the same title as component 1 and incorporates two major elements: preparatory studies and the 15-hour period of sustained focus. Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment. During the 15-hour period of sustained focus under examination conditions, students will produce final outcomes extending from their preparatory studies in response to the Externally Set Assignment.</p>

Career connections

Studying A2 Art and Design through the chosen pathways we offer will lead to opportunities for studying courses in graphic design, architecture, interior and product design, illustration, animation and computer game design as well as many other related courses at in higher education.

For further information please refer to the following: <http://www.ocr.org.uk/qualifications/beta/as-a-level-gce-art-and-design-h200-h600-from-2015/>



DT – Product Design (EDUQAS)

Subject specific entry requirements: Design and Technology 6 or Mathematics 6 if a DT is not taken

For further information, please refer to the following:

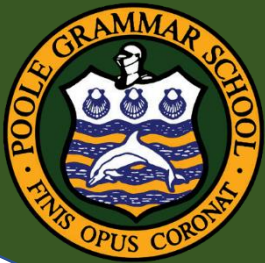
<http://www.eduqas.co.uk/qualifications/design-and-technology/as-a-level/A-LEVEL-Design-and-Technology-Specification.pdf>

Design and Technology is an inspiring, rigorous and practical subject. This 2-year A-level course encourages learners to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real-world problems, considering their own and others' needs, wants, aspirations and values.

Learners will be expected to take every opportunity to integrate and apply their understanding and knowledge from other subject areas studied during key stage 4, with a particular focus on Science and Mathematics (STEAM subjects), and those subjects they are studying alongside A-level Design and Technology.

This A-level will enable learners to work creatively when designing and making and apply technical and practical expertise, in order to:

- *be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens*
- *develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world*
- *work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners*
- *gain an insight into the creative, engineering and/or manufacturing industries*
- *develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients*
- *develop knowledge and experience of real world contexts for design and technological activity*
- *develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use*
- *be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/product*
- *be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including mathematics and science, to inform decisions in design and the application or development of technology*
- *be able to work safely and skilfully to produce high-quality prototypes/products*
- *have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors*
- *develop the ability to draw on and apply a range of skills and knowledge from other subject areas, including the use of mathematics and science for analysis and informing decisions in design*

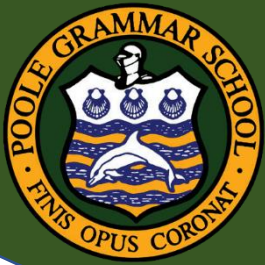


Assessment criteria (Full A-level) – please note the AS route has different criteria and this is explained in the EDUQAS specification:

Component 1: Design and Technology in the 21st Century Written examination: 3 hours 50% of qualification	Component 2: Design and make project Non-exam assessment: approximately 80 hours 50% of qualification
Learners take a single examination in product design. The examination includes a mix of structured and extended writing questions assessing learners' knowledge and understanding of: <ul style="list-style-type: none">• technical principles• designing and making principles along with their ability to analyse and evaluate wider issues in design and technology.	A sustained design and make project, based on a brief developed by the candidate, assessing the candidate's ability to: <ul style="list-style-type: none">• identify, investigate and outline design possibilities• design and make prototypes• analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others The design and make project will be based within the same endorsed area as the written examination.

Careers connections

Higher Education courses include: Product Design: Resistant Materials – Engineering (Mechanical, Civil, Structural, Soil and many more) Design; Product Design; Furniture Design; Industrial Design; Interior Design; Materials Science.



DRAMA & THEATRE STUDIES (AQA)

Subject specific entry requirements: Drama 6, and English Literature 6 or English Language 6

General Content

Students will cover **three** components: -

Component 1- Drama & Theatre - Written Exam - 3 Hours – **40%** of A Level

Response to live theatre seen during the course and the study of two set text plays.

- **Component 2** – Creating Original Theatre – Devised Performance plus working notebook - **30%** of A Level
- **Component 3** – Process and Performance - 3 extracts from three published plays plus a reflective report- **30%** of A Level

Skills required

Throughout the course you will be expected to show:

- Performance skills which include acting, costume, stage setting, lighting and sound
- Team work, leadership and group co-operation.
- Analytical skills such as play reading and textual interpretation.
- Theatre appreciation through live theatre visits, workshops and productions



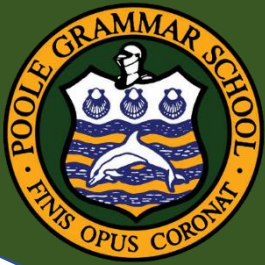
Methods of Assessment

- Assessment will take the form of both practical and written examinations which will be either externally examined or internally examined by subject teachers and externally moderated.

Key Features of Study

Students will be required to:

- Perform in various size groups
- Take part in theatre/school productions and workshops with theatre companies
- Visit the theatre regularly during the course where a financial contribution will be required
- Study set texts in detail from performance and production perspectives
- The course is co-taught with **Parkstone Grammar School** on both sites in a mixed gender class



Aptitude required

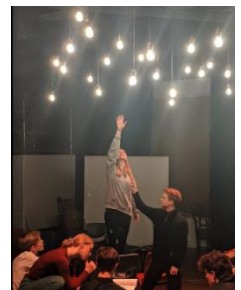
Students should be very good at and enjoy:

- Acting, directing and technical aspects of theatre
- Independent reading, research and working on plays in practical sessions
- Visiting different types of theatres and enjoying a wide variety of performances
- Discussion, leadership and co-operation within a group



Workload and types of work

- Several weeks each year will be spent working on the group project and play text in lessons and after school.
- A detailed record of every theatre visit must be kept in writing
- Essays on plays, practitioners and theatre visits will be set at regular intervals
- Background reading of plays and research is essential throughout the course
- This is a rigorous course with the emphasis on the academic study of theatre. You will be required to commit to working beyond the confines of the classroom/studio to succeed



Career connections

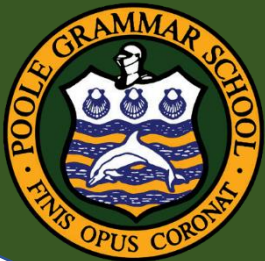
- Drama and Theatre Studies is a very useful subject for students looking for any career requiring life skills such as leadership, co-operation, group negotiation, personal and social education
- It is essential study for careers in acting, directing, writing, theatre administration, performing arts, media and teaching
- The course is highly valuable for students looking to study Law

Extra-Curricular Activities

Every year, our sixth formers put on their own theatrical show in which they are responsible for all areas of the production - acting, directing, stage management, sound, lighting, costumes, props, front of house and promotion. Students are given a maximum budget of £500 but always make an excellent profit with their ticket sales which is then put back into the department to pay for Drama and Theatre resources and equipment. In recent years we have had a range of different plays and genres from comedy, tragedy and even vampires. The 2020 production *Lights Over Tesco's Car Park* by Poltergeist Theatre was directed by one of our ex-year 13 students Gabe Winsor went on to accept a place at St Catherine's College, Oxford to study English and hopes to continue directing in the future.

Production of *The Crucible* in March 2023





ECONOMICS (AQA)

Subject specific entry requirements: English Language 6 & Mathematics 6

General content:

The AQA specification is followed for the A-level; this is a two-year course with the final exams at the end of Year 13. The focus of teaching and learning is directed entirely to this outcome and so the stand alone qualification AS will not be available. The course is split into two elements: a micro-economic part 'individuals, firms, markets and market failure' and a macro-economic part 'the national and international economy'.

Methods of assessment

The A-level is assessed by three 2-hour papers which will involve detailed data responses and essays. In the third paper, 'Economic principles and issues', there will also be some multiple-choice questions.

Key features of study

Students will investigate a variety of sources, including books, newspapers and the internet to access data for analysis. Work will involve discussion of implications of research findings, followed by formulation of short written answers, essays and presentations. One of the key elements in the approach will be deep learning through extensive wider reading. This promotes opportunities to succeed at Oxbridge and Russell Group universities through both attainment of A*s and a record of demonstrable interest in the subject. The removal of an AS paper at the end of year 12 will allow the students to develop a deeper understanding of the subject without the need to prepare constantly for examinations.

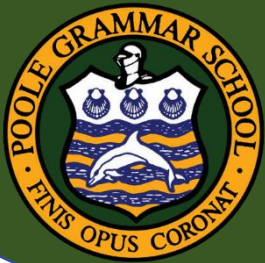
Skills

The subject requires both verbal and numerate skills: students will be developing ideas in essay form, but also analysis and interpretation of numerical data in various forms is required. A strong grasp of mathematical concepts is needed to be fully successful in this subject: examples would include the role of a function on a variable, manipulation of numbers and algebra, interpretation of statistics in graphical and tabular form, an ability to apply marginal analysis across a range of contexts.

For those not continuing with Mathematics alongside Economics they must consider the suitability of their A-levels for matriculating onto a good Economics degree. Whilst an Economics A-level is seldom a requirement, Mathematics at A-levels usually is for a Russell Group university or a university of equivalent standard.

Aptitudes required

An interest in current affairs and in global issues provides the starting point for the study of this subject. Economics looks at the theories which provide an understanding of many of the contributory factors in current affairs – the tensions between aspirations, needs and resources, at individual, national and international levels. You will need to be interested in forming arguments on economic issues (e.g. desire for better services versus resistance to increased taxation) from wide background reading and research. This is a complex and challenging subject that rewards effective study skills. Extensive support is provided to all levels and there is a clear emphasis on the students attaining the highest grade possible.



Work-load and types of work

Work will focus on and develop skills required for analysis of data and writing essays. At least one essay/data response/exercise will be set per fortnight although generally one a week. There will be the opportunity for other activities including debates discussions etc.

Students are expected to be reading, watching and listening to various different source material about Economics.

Career connections

It is expected that most students choosing Economics will be seeking to continue their careers into full time HE. A degree in Economics, Economics/Statistics or Economics and Maths can be a useful starting point for careers in the world of finance, banking and business, government policy, global development etc. Indeed the students who will join this subject at Poole Grammar School will be walking in the footsteps of the many successful students who have gone before. Our alumni have subsequently studied Economics (or mathematics in combination with Economics) at: Oxford, Cambridge, LSE, UCL, Warwick amongst other universities. After university many have also gone onto work for financial institutions such as hedge funds and banks.

A number of students have gone onto study Politics, Philosophy and Economics as well as Philosophy and Economics and qualifying degrees in Law at universities including Oxford, Exeter, Cambridge and Bristol.

Advice about the suitability of Economics for Russell Group universities can be found here:

<https://www.informedchoices.ac.uk/start>

Note the advice:

'ESSENTIAL ADVANCED QUALIFICATIONS

Usually Mathematics.

USEFUL ADVANCED QUALIFICATIONS

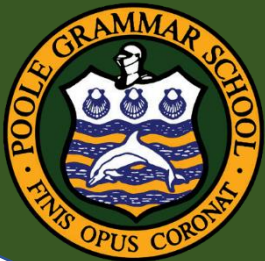
Economics, Computing/Computer Science, History, Business Studies' (note either Economics or Business).

If a student decides against choosing Economics at A-level they may still apply to study it at university but they will 'usually' require Mathematics.

Extra-Curricular Activities

Students from Year 9 up to Year 13 have had an opportunity to join the Stocks and Shares Club. As role models for the rest of the school, the Sixth Formers who attend will be able to develop their skills in tutoring alongside learning about the stock market on a simulator. This allows them to develop their own trading strategies, and to put their classroom learning into an applied context. As it operates in tournament seasons - there's always an opportunity to win some goodies!

Students are also encouraged to attend the "seminar sessions" run by the teacher, which involves academic scrutiny of a specific series of papers (accessed through our JSTOR link) and a university-style discussion, as they would experience in a higher education context. The most recent one on the AfCFTA proved to be useful for the final exam!



ENGLISH LANGUAGE (AQA)

Subject specific entry requirements: English Language 6

General Information & Content



This course appeals to anyone who enjoys words, thinking about the way language about the way it varies and changes. It is especially relevant for those who enjoy sciences. It will develop your own language skills, and to understand and to investigate why people talk and write the way they do.



using
works,

social
help you

Although the course requires some of the skills learnt during your Key Stage 3 and GCSE years, most of it is completely new concepts, ideas and terminology and the amount of initial student input should not be underestimated.

You will study:

- **Paper 1: Language, the Individual and Society – Section A**
How do texts vary over time despite sharing a theme? How do we identify and assess differences and causation? How and why has language changed and how do people respond to these differences?
- **Child language Acquisition – Section B**
How and why do children learn to speak and write between the ages of 0-8 years? Why do theorists disagree about language development? What is the difference between a cognitive and a generative approach?

Paper 1 – 40% of qualification

- **Paper 2 – Language Diversity & Change – Section A**
An evaluative essay on EITHER language diversity or language change. How and why do people speak with different accents? Why are there many different names for the same item around the English-speaking world? What is the FOOT/STRUT division? Why is SSE seen as so desirable? Why does English no longer have inflectional endings? What was the Great Vowel Shift?

OLD ENGLISH
Beowulf mæpelode, bearn Ecgþeowes:
"Ne sorga, snotor guma; selre bið æghwæm
þæt he his freond wrece; þonne he fela murne.
Ure æghwylc sceal ende gebidan
worolde lifes; wyrce se þe mote
domes ær deaþe; þæt bið drihtguman
unlifgendum æfter selest.
Aris, rices weard, uton raþe feran
Grendles magan gang sceawigan.
Ic hit þe gehate, no he on helm losað,
ne on foldan sæþm, ne on fyrghenholt,
ne on gyfenes grund, ga þær he wille.
Ðys dogor þu geþyld hafa
weana gehwylces, swa ic þe wene to."



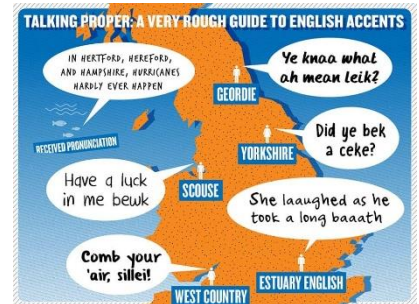


- **Section B – Language Discourses** – Analysis of how texts use language to present ideas, attitudes and opinions plus a directed writing task looking at the same. What choices do we make when writing using different styles? How do we assess our target demographic? How can we make explicit, those choices which seem to be implicit and how does this help us understand how language functions?

Paper 2 - 40% of qualification

NEA – Language in Action – A language investigation on a linguistic topic of choice (2000 words) and a piece of original writing and analysis (1500 words).

NEA - 20% of qualification



Skills

Students will develop a critical insight into language usage through gaining an understanding of how it works and the forces that shape it. A variety of types of spoken language are examined, as are gender divisions and the importance of etymology in understanding the social context and conventions of our culture. An interest in history and its impact on the linguistics of the country is vital.



Key Features of Study

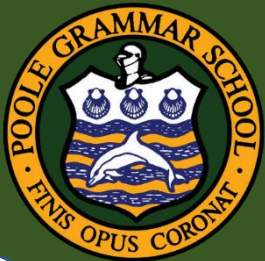
Scrutiny and analysis through discussion and written work are at the core of the course. There will be opportunities for reading, writing and discussion, including comparisons, evaluations and presentations. It is expected that time is spent interacting and studying language through visits to nurseries or primary schools to observe language acquisition. This can be undertaken in enrichment time.

Aptitudes required

An interest in reading and an interest in words themselves is essential. A readiness to read widely and an enquiring mind is required. The course is, in many ways, closer to a social science and students should be prepared to offer ideas and be able both to challenge others and respond constructively to challenges. It may be of interest to those studying psychology, history, French, sociology and RP as there are clear links and overlaps with these subjects.

Work-load and types of work

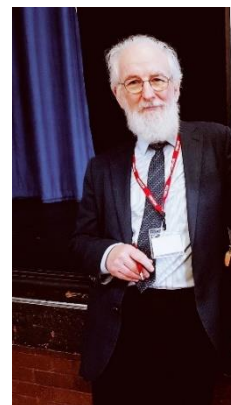
Students will be required to supplement discussion and analysis work in lessons by constructive use of private study time and by completing work at home. Students are required to write analytical essays, produce their own examples of types of writing, research theorists and case studies as well as undertake wider reading. The student handbook is helpful in suggesting ways to organise study and also contains reading lists for wider reading.



Enrichment



There will be opportunities over the course of study to attend language workshops in London to both support and enrich taught modules. Pupils have met the eminent linguist, David Crystal for an informative presentation on a variety of language and linguistic skills. We have strong links with Lancaster University and its highly regarded Faculty of Language and welcomed Professor Jonathon Culpeper for presentations on dispelling myths surrounding language use. Year 12 culminates in a trip to Dorchester and a Language in Action project based on Thomas Hardy and supported by PhD students from Exeter University.

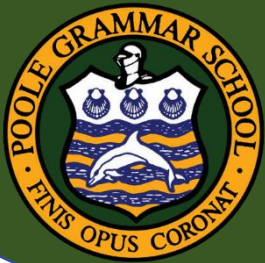


Careers connections

An advanced understanding of how the English language works will be of use in almost any career, whether that career involves the reading and understanding of materials, or the production of specialist documents. It could, of course, be particularly useful for careers in areas such as librarianship, journalism, linguistic forensics, language teaching. It may also be relevant for jobs involving child development or areas of social work where an understanding of sociolinguistics would be a major asset.

Extra-Curricular Activities

- To inspire the boys to enjoy literature through fun for example by running literary days or events such as 'Shadowing the Carnegie' or 'International Harry Potter Day' or 'National Poetry Day' and 'World Book Day/Night'.
- To inspire the younger boys through motivating them to enter, and hopefully win, competitions for example the 'Poetry by Heart' and the 'BBC 500' competitions.
- To inspire sixth form discussion through the creation a 'Lovers of the Arts' forum to involve discussion across literature, art, music, drama and history.
- To attend performances and live screenings of studied and associated texts.
- To attend study days in London.
- To work with PhD students from Exeter University and Dorset County Museum on Thomas Hardy's life and works.



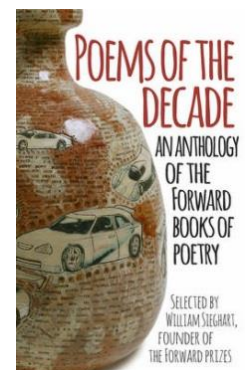
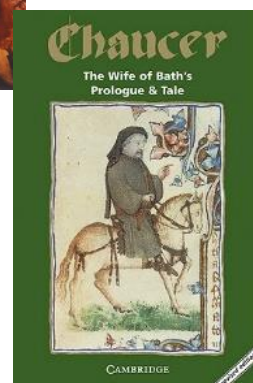
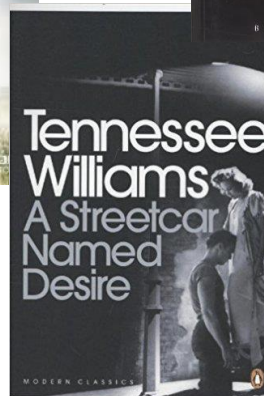
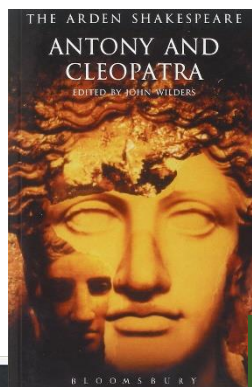
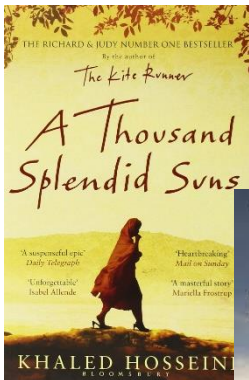
ENGLISH LITERATURE (EDEXCEL)

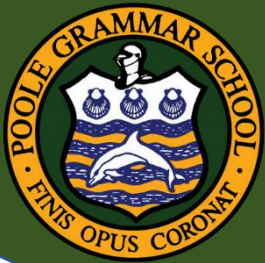
Subject specific entry requirements: English Literature 6

General Information

The study of English Literature in the Sixth Form provides the opportunity to read widely in a range of literature from Shakespeare to contemporary British and international writers. The emphasis is always on a personal response to texts through a focus on language and contexts as well as through perspectives relevant to our own lives. It is a course in which teacher and student are involved together in a cooperative exploration of literature, which is, ideally, a source of both pleasure and understanding. This specification builds on what students know already from GCSE, to teach the skills every literature student requires in order to study and understand a wide range of texts, and to help develop the valuable and transferable skills of research and analysis.

The English department have been awarded the PTI feathers mark for 2020.





General Content

You will study:

Component 1: Paper 1 (30% of qualification)

Drama – The study of William Shakespeare's *Antony and Cleopatra* and Tennessee Williams' "A Streetcar Named Desire".

Component 2: Paper 2 (20% of qualification)

Prose - The study of Thomas Hardy's *Tess of the D'Urbervilles* and Khaled Hosseini's *A Thousand Splendid Suns*

Component 3: Paper 3 (30% of qualification)

Poetry - The study of a selection of poems from the *Poems of the Decade Anthology: An Anthology of the Forward Books of Poetry* and Geoffrey Chaucer's *The Wife of Bath's Prologue and Tale*

Component 4: Non-examination assessment (20% of qualification)

Coursework - A personally chosen 3000 word assignment to compare two literary texts.

Skills

Throughout the course, students are encouraged to develop a critical awareness and understanding of individual works of literature, of relationships between texts and of the significance of cultural and contextual influences on readers and writers. Furthermore, students are required to consider a variety of perspectives as well as contexts to enrich their understanding of the texts and enable them to speak and write with far deeper profundity about them. Students will also learn to analyse, discuss and evaluate previously unseen texts.

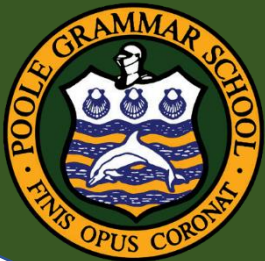
Key Features of Study

We study a wide range of various types and genres of literature. Much of the class work centres on small group and full group discussion. In Year 13, the emphasis will be every much on independent study for the coursework component of the course. For this, students will be expected to choose their own two texts and take the initiative to complete their own research and wider reading.

Enrichment

All the work is covered in school, but there will be opportunities for theatre visits and to attend live cinema streams and study-days.

We also have an ongoing study connection with Exeter University PhD students to study the various contexts around Thomas Hardy's *Tess of the D'Urbervilles*.



Aptitudes required

An enthusiasm for the study of texts and an intellectual curiosity as to how meanings are created and how these can be interpreted is essential. Often, but not always, students are great readers themselves. The course equips students to be able to challenge the views of others and be challenged themselves and to develop skills of continual analysis and judgement.

Work-load and types of work

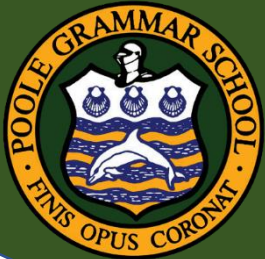
The amount of class work and essay work is reasonable and manageable. Students will be expected to produce regular essays. Moreover, it is very strongly recommended that all students read widely for background knowledge and interest. The student handbook is helpful in suggesting ways to organise study and also contains reading lists for wider reading.

Career connections

English Literature is a useful subject to consider for those interested in any of the social sciences, humanities, law, and journalism, in fact almost any career. Study of literature involves an enthusiasm for words, communication, and issues of human interest.

Extra Curricular Activities

- To take advantage of a placement in a primary school or nursery as part of Enrichment to observe first hand child language acquisition.
- To mentor the Year 11s for the NEA section of the GCSE English Language course
- To mentor KS3 boys for literacy support, especially the Year 7s as they transition from primary to secondary school.
- To inspire the younger boys to enjoy language through fun, for example by organising the Spelling Bee for Year 7s.
- To attend study days in London.
- To attend conferences of eminent linguists like David Crystal and Prof. Jonathon Culpeper.
- To work with PhD students from Exeter University on language diversity and language over time.



EXTENDED PROJECT QUALIFICATION (AQA)

General Content

Students are offered the opportunity to undertake the Extended Project as it proves that they can conduct independent learning. The Extended Project is highly regarded by universities and employers as evidence of an individual's ability to work independently and manage a project. Students can choose any topic that they like as long as it is not something they study in detail as part of their A level courses. Their project can be presented either as an essay (5000 words) or an artefact. The artefact might be a physical product, a musical composition, a performance etc. All artefacts must be accompanied by a 1 000 written report outlining the process of production. A picture opposite is an Acoustic Levitation device as an example of a student's artefact using sound waves to suspend small objects



A key part of the project is how students choose and refine their project theme. It is recommended that students require 120 guided learning hours together with a significant amount of independent study in order to complete the project. They will be supported in school with timetabled lessons overseen by their Project Supervisor who will help guide them through the process. Places are limited to 50 students in Year 12.

Skills and Assessment

Completing a project at this level will develop project management skills and support students in developing independent learning skills which are vital at university level. Once submitted, projects are assessed and moderated internally by the Project Supervisors, before being submitted to the exam board. Consistent effort and organisation through each stage of the process is required as marks are available for planning, managing and evaluating the project, and for a presentation to staff and students.

Aptitudes required

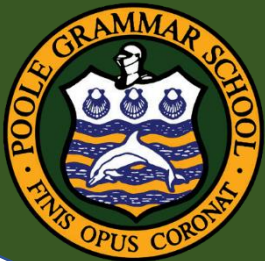
Students need to be well motivated and interested in their chosen theme. There will be some teaching of research/study methods and all students will have one timetabled lesson per week with their Project Supervisor. However, the onus will be on students to ask for help and support, and to access information through appropriate media.

Work-loads and types of work

The course will be predominantly research based, with the final project completed and handed in before the Easter holiday. Students will be expected to complete an online Project Management MOOC provided by the University of Southampton over the summer holiday between Year 11 and Year 12 and begin to formulate a topic area and complete initial research. They then focus on the project management and production on their return to school in the autumn term.

Career connections

Employers are keen for students to be organised, committed, and to be capable of independent research and analysis. The Extended Project provides evidence that a student has these attributes. Universities value the qualification very highly and some (such as University of Southampton and University of Bristol) reduce their offer by a grade if a student completes the Extended Project successfully.



GEOGRAPHY (OCR)

Subject specific entry requirements: Geography GCSE grade 6 minimum

General Content

The new specification has been written to encourage examination of a wide range of contemporary issues affecting people and the world. It includes investigative field work, both in the local area and further afield – at present, the school visits the Slapton Ley field studies centre. The course encourages the development of a wide range of skills useful in lifelong learning.

Year 12

- **Coastal Landscapes:** processes and landforms, management and future threats.
- **Earth's life support systems:** carbon and water cycles in contrasting locations, management strategies to protect water and carbon cycles.
- **Urban studies:** place perception, characteristics and representation, inequality and development of place and players involved in place-making.
- **Human Rights:** violation / intervention, strategies for global governance, contrasting case studies.
- **Global Migration:** contemporary patterns, causes/effects, global governance of migration
- **NEA begins** (Coursework).



Year 13

- **Skills:** cartographic skills, data collection, presentation and analysis, interpreting a source, predicting and persuading, evaluating and improving.
- **NEA is completed.**

Plus one from:

- **Disease Dilemmas:** global patterns of disease, links to economic development, prediction and mitigation.
- **Exploring Oceans:** opportunities and threats arising from the use of ocean resources, pollution, climate change, influences and piracy.
- **Hazardous Earth:** advanced plate tectonics and associated hazards, mitigation and management of risk.
- **Climate change:** the roots of climate change, patterns, impacts and predictions, mitigation and adaptation strategies.



Methods of Assessment

- **Physical Systems** Paper 1 – 1hr30 (22%)
- **Human Interactions** Paper 2 – 1hr30 (22%)
- **Geographical Debates** Paper 3 – 2hr30 (36%)
- **Independent Investigation** (20%)



Geographical skills are developed through fieldwork and the development of extended writing at A Level. These skills include data collection, statistical and graphical analysis of number, and justification and evaluation of issues and problems. Report writing, oral presentations, role playing, value analysis, discussion and research skills are also developed throughout the course. Considerable emphasis is also placed on developing ICT skills - particularly word processing, use of spread sheets data bases, geo-locating, PowerPoint and the Internet.

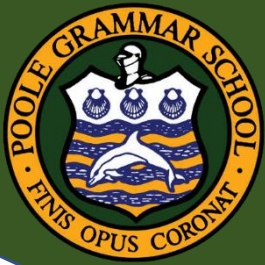
Field work is an integral part of this course. Apart from local area visit there is a residential trip to Devon where a range of issues are selected **by the candidate** to study. Data is collected, and skills developed for completion of the Independent Investigation.

Geography is a versatile A-level, and can be studied with both arts and science subjects. The work comes easier to students who have laid a good foundation at GCSE level. Candidates should be in tune with current affairs, able to read and break down reports, think critically and consider an issue from a range of viewpoints and over various timeframes. Understanding the connectivity between human and physical factors is paramount.

The most successful students are those who enjoy independent research and problem solving. It is also important to be well organised. Essay and report writing are important assessment tools, as well as self-drive and self-reflection to ensure progress is maximised.

Career links are infinite as the skill sets developed allow candidates to turn their hand to a wide variety of work. A Level Geography has helped students gain places as teachers, air traffic control officers, photographers, surveyors, police officers, architects, environmental officers/advisors and cartographers to name a small handful - or the skills developed have been useful for those who gain employment in banking, insurance, the tourist industry and local government.





GOVERNMENT AND POLITICS (EDEXCEL)

Subject specific entry requirements: English Language 6 or History 6 or Religious Studies 6

General Content

Paper 1

- **UK politics and Core Political Ideas.** You will examine Political Parties, Pressure Groups, Political Participation and Elections. In addition, you will focus on socialism, liberalism, and conservatism

Paper 2

- **Governing the UK and Political Ideas.** The focus in this unit is on the working of Parliament, Power of the Prime Minister, The Constitution and Civil Liberties. In addition, you will focus on one other ideology, for example anarchism

Paper 3

Comparative politics

- **Politics of the USA** (Political Parties, Pressure Groups, Racial and Ethnic Politics and Elections)
- **Government in the USA** (Congress, Presidency, The Constitution and the Supreme Court)

Methods of assessment

- You will complete 3 exam papers each being 2 hours in duration.

Skills

To be successful in these module examinations, students will need to;

- display knowledge of the political systems studied
- analyse political information and arguments, identifying similarities and differences
- communicate their understanding in a clear way, making use of evidence and appropriate political language

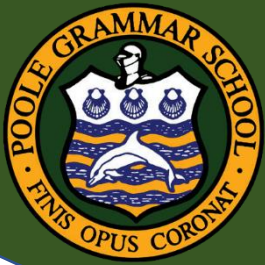
This is also a subject which lends itself to debate and controversy. Students who are prepared to test their ideas in class discussion are far more likely to develop the analytical skills needed for success.

Key Features of Study

Politics is a subject which requires very up to date knowledge – indeed, any text book is inevitably out of date before it is published. Therefore, students of politics must be prepared to supplement their knowledge with material from newspapers, journals, television and the Internet. This is one of few subjects where watching TV and reading a quality newspaper is a key element of study! This subject links very well with the study of A Level History.

Aptitudes required

Students need to be prepared to assimilate information from a range of sources, and to use evidence to support arguments and observations.

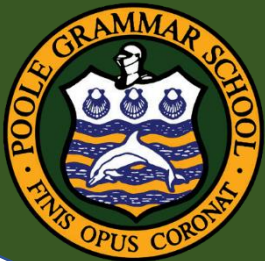


Work-load and types of work

Routine work includes keeping up to date with current events and their implications. Assignments are usually set on a fortnightly basis, with students developing their subject knowledge and analytical skills through essay writing.

Career connections

Politics is a good 'general' A-level – it shows you are interested in current events and are analytical in thought. It suits many careers, including law and journalism.



HISTORY (OCR)

Subject specific entry requirements: History 6

General Content

The students will follow two themes simultaneously. In Year 12 they will study Italy from 1896 to 1943, focusing on the rise and eventual fall of the Fascist regime, and Britain 1930-1997 with a particular focus on Winston Churchill's career. Then from Easter of Year 12 and through Year 13 they will follow a coursework unit which can then focus on any topic the student chooses, subject to staff guidance, and an examination unit on the Changing Nature of Warfare from 1792 to 1945 with a particular focus on the French Wars of Revolution, the US Civil War and the Western Front 1914-1918.



Skills



The skills which will be required and which will be examined will be the same in both years, though more rigorously tested in Year 13. The source evaluation techniques acquired at GCSE will be developed, as will the understanding of cause and effect, and the nature of change. Comprehension of books and articles, fluent expression in writing, and the ability to argue effectively using evidence to prove points are vital. The study skills for these points are integral to the course.

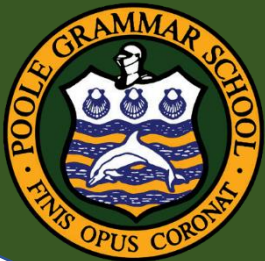
Methods of Assessment

The assessment system at A-level will consist of three examinations plus a piece of coursework resulting from a personal study.

Key Features of Study

The History Department has its own suite of rooms, one of which is a specifically Sixth Form Centre with a seminar area for teaching, a History Library and Reference Library, facilities for private study exclusive to Historians. Students will be taught by a variety of teachers specialising in specific areas of the subject, and will have additional classes in historical methodology and approaches.





Aptitudes required

Historians must be willing and able to read books, magazines and articles, and to write clearly and logically. Classes involve discussion, debate and questioning in a seminar-style approach, as the exchange and explanation of ideas is important to developing historical awareness. Historians should also possess a love of learning for its own sake.

Work-load and types of work

Apart from taking notes in class and by themselves, students will need to write structured essays and source exercises, but also to read, both as directed by the teacher, and on their own initiative, for background knowledge and as an extension experience.



Career Connections

Historians have to read, examine evidence, evaluate sources, understand different viewpoints and reach firm but objective conclusions based on solid evidence. Apart from careers obviously specific to History, these attributes are valuable for management, the Civil Service, law, accountancy, or any profession where it is necessary to sift and analyse facts, weigh up their significance and develop arguments. It can be studied at university on its own or in combination with a number of subjects, is valuable background for degrees in Politics, Economics and English, and is ideal preparation for a degree and career in Law.

Extra-curricular activities

The department provides a huge variety of opportunities to develop your interest in the past:

Clubs

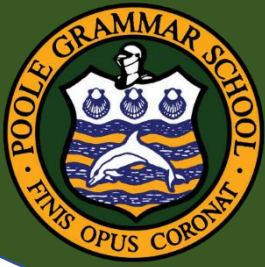
- **The Historical and Archaeological Society** has weekly meetings on Thursdays for lectures and talks on a range of topics from 'Iron Age Bog Bodies' to 'Worst Elections in History', from 'Alexander the Great' to 'Eustace the Vilest Monk in the Middle Ages'
- **HARD** – practical building projects run on Friday lunchtimes, recent activities have included building trebuchets to fit in a shoebox, making Roman Wax Tablets and constructing tank dioramas.
- **Debating Society** – hone your ability to argue and discuss by taking on others in verbal battle.

Departmental Magazine

HARD Magazine which is written by and edited by students in the department.

Public Lectures

Every term there is a public lecture by a leading academic. Recent talks have included: The East India Company, Edward I, the Neolithic in the Cotswolds and the End of the First World War.



Trips

Year 12/13 Visit to Rome for Ancient and Modern History

In conjunction with the RP department we visit the main sites of Ancient Rome and Ostia Antica (the former port, every bit as impressive as Pompeii). This gives students an understanding of the power and majesty of the empire and of the ordinary lives of some of its inhabitants. We also visit sites associated with the Risorgimento and the Fascist period to bring the story of the Eternal City to life.

Year 12/13 Visit to Auschwitz and Krakow

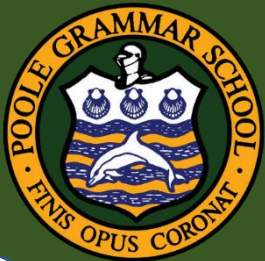
There is arguably no more important trip than this one. Though non-curricular it always has a huge impact on those who go. We attempt to set the Holocaust in its European and Polish contexts before visiting the Labour and Death Camps and take in the recovering if small Jewish community of Kasimierz to show that not quite all was lost.

Year 12/13 Visit to the British Museum and a Greek Play for Ancient History

To understand the power of Athenian culture at its Periclean height we are fortunate enough to have the Parthenon Marbles available to us and we combine this with a visit to a Greek Play performed by King's College London to embed students in the rich Greek culture they have studied.

Year 13 Trip to Bovington Tank Museum

This seminar day brings together visiting historians to explore the pivotal changes in technology and war which occurred during and just after World War One. We can explore a trench system, see many exhibits and go inside a Mark IV 1918 tank. All of this brings the Changing Nature of Warfare alive.



MATHEMATICS (EDEXCEL)

Subject specific entry requirements: Mathematics 7

General Content

A Level Mathematics is divided into three units. These are made up of two Pure Mathematics units and one Applications unit. The latter contains topics from mechanics and statistics. Mechanics is the study of practical problems involving motion and forces and is a sensible choice if you study Physics. Statistics focuses on probability and data analysis and goes well with Economics.

The major differences between GCSE and A-level are:

- Greater emphasis on your ability to analyse questions requirements;
- Far more questions whose solution requires several steps;
- More rigour in the way you express yourself mathematically and use correct notation.
- A far greater expectation that you will act independently to resolve any difficulties with understanding.

As a student of mathematics, you will be expected to develop the ability to think for yourself and to plan your work carefully in order to learn from any mistakes you make.

Skills

The course assumes mastery of higher-level number and algebra skills at GCSE. You will be extending your knowledge of algebra and trigonometry as well as learning some brand new ideas such as calculus. If you enjoy the challenge of problem solving, this course will be very appealing. Although Pure Mathematics is interesting in its own right, it also provides the tools and techniques required for the solution of problems in statistics and mechanics.

Methods of Assessment

The course is equally weighted across the three exams, each of which is 2 hours long and worth 100 uniform marks. All examinations must be taken at the end of the course in Y13

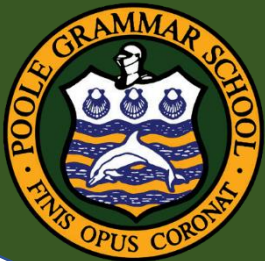
Key Features of Study

In mathematics lessons you will be given detailed notes comprising the theory and worked examples needed to tackle exam standard problems independently. You must be able to take good notes that you go over in between lessons to check your understanding. Your prompt attention to homework ensures that lessons are fresh in your mind and that you have enough time to ask your teacher for hints on difficult problems; also, for any further explanations you may require. It is very important that you develop the ability to assess your own level of understanding so that you can determine what questions to ask in order to perfect your skills and grow in confidence.

Essential Equipment

You require a calculator that has extra functions for statistical analysis and matrix multiplication. The one we recommend is the Casio Fx991 classwizz pictured here. It costs around £25.00. You will need to acquire one of these calculators before the start of the course in September.





Aptitudes required

Initially, A Level Maths appears to be very different from GCSE because you need to be able to recognise both the topic and techniques that are relevant to a particular question. You should have the ambition to master the new methods in order to experience the satisfaction of solving a problem successfully.

Work-load and types of work

In the early stages of the course you will be given exercises which strengthen your understanding of new concepts encountered in lessons. Later on you will have end of topic work sheets and tests which develop your ability to solve problems under timed conditions. For each topic in the course there are important practice papers that are submitted for marking and used to assess your performance. There will be one major piece of homework each week and it is essential that homework deadlines are observed.

Career connections

Higher education courses that are strongly related to A-level Maths include Economics, Architecture, Engineering, Accountancy and Actuarial Science, Computing, and Information Technology.

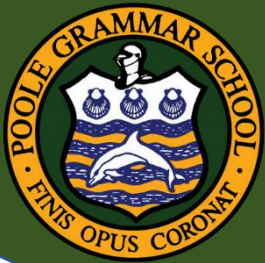
You might consider pursuing the study of mathematics at degree level or even get involved in mathematical research at postgraduate level. You may even consider becoming a Mathematics teacher!

Expectations

As a department we expect all students to achieve their potential and to do their best to fulfil this aim. We will provide taster material for the A-level throughout Y11 and we expect you to have a high degree of algebraic skill. In the first two weeks you will be tested on skills that are fundamental to Maths at A-level and we will expect you to do well. There will be a GCSE to A-level transition folder on Moodle, containing worksheets for you to complete over the summer. Your work over the summer will be monitored through assignments on Moodle. External students will be emailed the summer work and their progress monitored by a member of the maths department through correspondence by email. The results in the initial assessment, mentioned above, will be recorded and correlated with the level of engagement with the summer preparatory work. The summer work is important as it will prepare you for a successful start in September. Typically, you will need to achieve at least a grade 7 at GCSE to be accepted onto the A-level course.

The department also provides extra-curricular support sessions throughout the course in order to encourage a successful transition from GCSE to A-level Maths. It is quite normal that students should need to attend such sessions, which operate on a Tuesday and Thursday lunchtime. Once students are into the habit of attending the sessions they often begin to enjoy them as a useful way of sharing problems and ideas with their peers and, as a very effective way to make progress. Historical evidence demonstrates that such students do very well in Mathematics. In order to encourage this success, we monitor attendance and keep parents, tutors and the Sixth form pastoral team informed of how self-motivated and organised students are, in sorting out their difficulties. Successful A-level students are keen to take on the responsibility of identifying their difficulties and asking appropriate questions to resolve them.

A-level Mathematics is an extremely useful qualification for you to achieve and the department's success depends on that of its students. As a result, both the department and your teacher will expect one hundred per cent commitment from you in working towards your success at A-level.



Extra-Curricular Activities for A-level Maths

Some of the extra-curricular activities in which the Maths department undertake are detailed below:

Senior UKMT Individual Challenge

This competition takes place in November and we regularly enter around 50 students from Years 12 and 13. It takes a similar form to the UKMT Junior and Intermediate Challenge, consisting of non-calculator questions that candidates answer on an OPTEMS sheet. We regularly have around 50 % of students gaining a silver certificate or better and 30% gaining a gold. Around 12 students regularly qualify for the next rounds of this competition, most of them for the Senior Kangaroo. We often have 4 or 5 qualifiers for the Senior Mathematical Olympiad which is in itself a superb mathematical achievement. Good performances in these competitions are an excellent item to note on UCAS applications. The department has an excellent bank of past questions and teachers often use these in lessons to provide academic stretch and develop their students' problem-solving skills.

AMSP Problem solving days

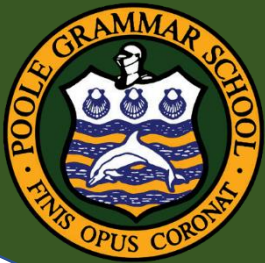
AMSP stands for **A**dvanced **M**aths **S**upport **P**rogramme. Throughout the year we look out for any events of interest. There are sometimes Conferences but more recently our students have attended the Problem-solving days. There are two types of "Problem Solving" day. Firstly, the group problem solving day, suitable for students who are ambitious to follow Mathematics degrees or ones with a high mathematical content. Secondly, the individual problem-solving days suitable for students who are preparing for AEA, STEP and MAT exams.

University of Southampton Cipher Challenge

This is a code breaking Challenge organised by the University of Southampton. Students of Mathematics and Computing often enjoy forming a team of four and this competition is available to all students of Mathematics. It takes the form of a series of code breaking challenges and successive codes are connected. By breaking one code you have a far greater chance of cracking the next one. More information and practice challenges can be found [here](#).

STEP/MAT and AEA preparation

Here at Poole Grammar School, teachers of Mathematics are constantly seeking to stretch their own subject knowledge and really enjoy sharing the experience of solving difficult maths questions with enthusiastic young students. We provide lunch time coaching for STEP, MAT and AEA extra-Curricular examinations. These are the most demanding exams available to Y13 students and top Universities often include them in their offers for Maths degrees or those with a high level of Mathematical Content.



Maths Ambassadors

As a Y12/13 student you have the opportunity to become a Mathematics Ambassador. This could be because you want to develop your ability to explain mathematics to younger students or because you are really enjoying A-level maths and enjoy helping your peers to develop a better understanding. The Mathematics rooms on the main lower corridor provide a hub of mathematical activity at lunch time, where students can share problems or talk about their own mathematical interests; perhaps a computer programme that uses a clever piece of maths to code a particular algorithm or the way they have used something learnt in maths in Physics or vice versa.

In General

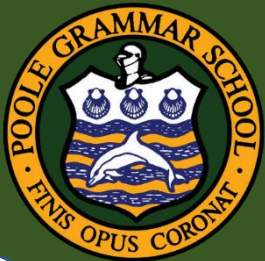
As a student of A-level, you have the opportunity to develop not only skill and understanding but a genuine love of your subjects. All of your teachers will be subject enthusiasts who are themselves passionate practitioners of their specialism. In Mathematics, this means that you will get advice on which websites to research or which YouTube playlists to watch to extend your knowledge beyond curricular boundaries. Mathematics is such a vast subject that it has something to offer everyone who is prepared to work at developing their mathematical skill. We will support and extend your knowledge in fields ranging from the differential equations required to solve practical real-world Engineering problems to the beautiful abstract algebraic properties of Post A-level Pure Mathematics. We can also support your wider reading of Mathematics and our school library has excellent popular science books relating to “The History of Mathematics” , “The lives of famous mathematicians and their discoveries” and “ The development of relatively recent mathematical theory such as Chaos Theory” . Our Internet library of Videos is also well stocked with excellent documentaries that explain the historical context in which major milestones in mathematical discovery were set.

Finally, to whet your appetite, find out more about “The Millennium Problems” and more about the life and work of the mathematician, David Hilbert.

In completion, two quotes from the latter:

The art of doing mathematics consists in finding that special case which contains all the germs of generality.”
— **David Hilbert**

“Mathematics knows no races or geographical boundaries; for mathematics, the cultural world is one country.”
— **David Hilbert**



MATHS WITH FURTHER MATHS (EDEXCEL)

Subject specific entry requirements: Mathematics 8 & Further Mathematics 7

We have planned to have Further Maths in three blocks, one of which contains 6 periods allocated to the applied section of the course. In all it required 15 periods a cycle

Students should read these notes in conjunction with the details on maths in general.

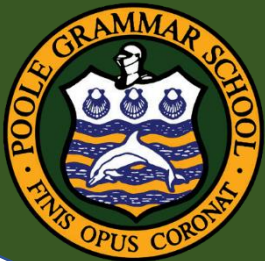
The full Further Maths course is recommended for students who have a real interest in the subject and requires 6 extra hours of lessons per cycle on top of the 9 taught hours of A level-Maths. It provides a very sound foundation for mathematics related subjects at degree level. All students of Further Mathematics must also study A-level Maths. In addition, students of full FM must complete four further maths units in Y13; namely Further Pure 1, Further Pure 2, Further Option1 and Further Option 2. The options can be taken from the areas of Statistics, Mechanics or Decision Mathematics. The entry requirement for this course is a grade 8 or 9 at GCSE combined with a grade 7 in AQA FM level 2. Students who did not do the AQA FM level 2 course will also be considered if they have a strong GCSE result, preferably a grade 9 or a very strong grade 8.

The Further Maths AS course involves four extra hours per cycle on top of the 9 hours per cycle required for A-level Maths. and some extra Further maths components. These involve 50% Further Pure Maths, combined with two extra units drawn from Pure Maths, Mechanics or Statistics.

Students with a grade 8 or better in GCSE Maths are eligible to apply for this course. As with full Further Maths, this course involves topics that are likely to be included on university courses with high Mathematical content.

You may also wish to consider sitting STEP (Sixth Term Examination Paper in Mathematics), TMUA (Test in Maths for University Admissions), or MAT (Maths for University Admissions Test) which are very highly regarded by top universities such as Bath, Imperial, Warwick and Cambridge. Indeed, these universities might include success in any of these examinations as part of any offer to study Mathematics, Engineering or Computing. You can find out more by talking to your mathematics teacher and by looking online at

<http://www.admissionstests.cambridgeassessment.org.uk/adt/step>.



CORE MATHEMATICS (OCR) 4 periods per cycle

Subject specific entry requirements: Mathematics 5

General Content

Core Maths develops the mathematical skills gained at GCSE. It focuses on using and applying maths to solve problems from other subjects, work and everyday life. There are three components to our course:

Introduction to Quantitative Reasoning	Critical Maths	Statistical Problem-Solving
<ul style="list-style-type: none">• Probability and Risk• Statistics• Estimation• Finance and Percentages• Mathematical modelling• Normal Distribution• Exponentials	<ul style="list-style-type: none">• Regression to the Mean• Business and Risk• Randomised Control Trials• Fermi Estimates• Scams• Medical Screening• Making Decisions with Risk	<ul style="list-style-type: none">• Mean and Standard Deviation• Normal Distribution• Problem Solving Cycle• Sampling Methods• Spearman's Rank• Chi-Squared Hypothesis Test

Methods of assessment

Students sit two written papers:

Paper 1 – *Introduction to Quantitative Reasoning* (2 hours; calculator allowed)

Paper 2 – *Critical Maths* (2 hours; calculator allowed)

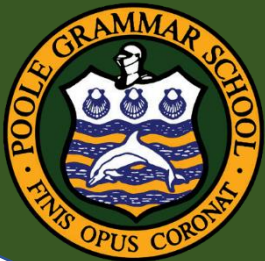
OR

Paper 2 – *Statistical Problem Solving* (2 hours; calculator allowed)

The qualification students work towards is a **Level 3 Certificate in Core Maths A** or a **Level 3 Certificate in Core Maths B** from OCR. Which qualification you gain depends on which Paper 2 you choose to sit. All papers will have pre-release materials which will be available from the March before the exams. Each examination carries an equal weighting towards the overall mark and both papers are sat at the end of Year 13. The course is graded A-E and attracts the same UCAS tariff as an AS level qualification:

Skills

Students will develop their mathematical modelling and problem-solving skills, their mathematical reasoning And their ability to analyse data to make decisions.



Key Features of Study

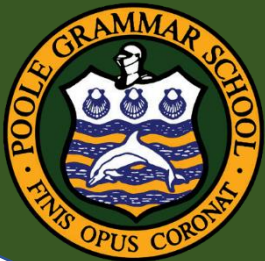
Studying Core Maths will better prepare you for the mathematical demands of work, study and life. The course has been developed with employers, universities and professional bodies as valuable preparation for higher education and employment.

Work-load and types of work

As Core Maths is taken over a two-year period it will only involve 4 hours a fortnight in lesson time and should feel less intense than other Level 3 studies. Learning is typically through activity and discussion followed by consolidation questions. To track progress, students take a short online assessment approximately fortnightly and a second attempt will be required if less than 70% is scored.

Career connections

Most students who study mathematics after GCSE improve their career choices and increase their earning potential. The statistical, financial and problem-solving skills developed through Core Maths are invaluable in numerous jobs and industries.



MEDIA STUDIES (EDUQAS)

Subject specific entry requirements: English Lang. 6 or English Lit. 6 & confidence in the use of ICT

General Content

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 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.

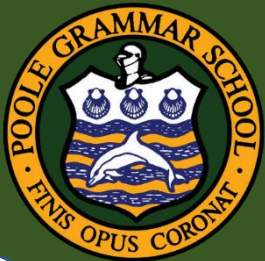


The Media Studies A Level is an exciting and contemporary course that gives students the opportunity to explore how the media shape our world through the study of nine media forms including advertising and marketing, film, television, video games, blogs and newspapers. Additionally, students develop practical skills including the chance to create their own music video and promotion.

Year 12	Year 13
<p>Analysing Media Language and Representation</p> <ul style="list-style-type: none"> Political front covers of The Times and the Daily Mirror. Music Videos including Dizzee Rascal and Vance Joy. Advertising and Marketing including print and moving image. Film posters: Kiss of the Vampire. <p>Analysing Industry and Audience (35%)</p> <ul style="list-style-type: none"> Advertising and Marketing The Film Industry including Straight Outta Compton and I Daniel Blake The Newspaper Industry The Video Games Industry including Assassin's Creed 111: Liberation <p>Non Exam Assessment (30%)</p> <ul style="list-style-type: none"> Individually create a cross-media production to include an original music video. 	<p>Media Forms in Depth: Focus on media language, audience, industry, representation and context in selected case studies (35%)</p> <ul style="list-style-type: none"> Television: Life on Mars and The Bridge Magazines including Woman and Adbusters. Media in the online age including blogs, vlogs and websites of Zoella and Attitude.

Career Connections

There are many different jobs in the media, in fact the UK's creative industries are worth a staggering 87.4 billion pounds. Careers can include working in the television or film industry, the web or social media, animation, games, newspapers or magazines, radio or music. Many students study Media, English, Film or Journalism at University which gives them an excellent foundation for a creative vocation.



MODERN FOREIGN LANGUAGES FRENCH, GERMAN and SPANISH (AQA)

Subject specific entry requirements: Grade 7 at GCSE level in the language

General Content:

For all languages the examination is linear which means that the students will sit the examination at the end of the course. In short, the core content consists of social issues and trends in French/German/Spanish speaking society; political and artistic culture and life in the French/German/Spanish speaking world; grammar; a film and a literary text. You will also carry out an individual research project for the major part of the speaking examination. In all languages, you will need to develop your vocabulary quite rapidly from GCSE, especially so that you can deal with more abstract concepts. In terms of grammar, you must ensure that there are no weaknesses in GCSE knowledge, and you will also be introduced to a range of more advanced constructions.

Methods of Assessment

A Level

- Unit 1: 2 hours 30 minutes - Listening, Reading and Writing
- Unit 2: 2 hours - Writing on one text and one film (2 essays)
- Unit 3: 21-23 minutes (including 5 minutes preparation time) - Speaking, including a 5-6-minute discussion of a stimulus card and a 10-minute discussion of an independent research project



Skills

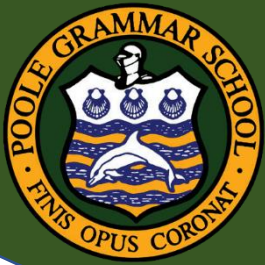
You will be expected to read and listen to steadily more demanding material with an appreciation of textual detail and of gist comprehension, and speak and write on a wide range of topics with a sense of accuracy and considerable range of expression.

Aptitudes required

A readiness to explore and use the potential of language, to show sensitivity towards expression, to have an appetite for extending vocabulary, to take an interest in contemporary issues (especially in the target language countries and Europe in general) and to read and listen to languages for pleasure as well as for the course itself.

Key Features of Study

You will gain individual experience of French/German/Spanish texts and films as well as intensive vocabulary acquisition; awareness of sentence structures and the confidence to use them as one's own. In year 12/13, you will hopefully have the opportunity of visiting the target language country. A small group session each week may be organised for students to practise their speaking competencies, however this will be dependent on next year's staffing and budget. We expect students to read newspapers and magazines, use the internet and watch TV programmes and films in the foreign language independently.



Work-load and types of work

Either an essay (250-280 words) or 20-25 grammatical sentences per week; 40-50 elements of vocabulary; frequently, new grammatical structures which will be tested most weeks; frequent listening homework tasks, weekly translations from and into the target language. ICT resources are available in all languages. In lessons: learning methods include DVD/interactive whiteboard use, language laboratory, textual analysis/comprehension/discussion, ICT programs.

Career connections

Very useful for journalism, teaching, business (marketing + language) or + science (engineering + language), for (international) law, economics, etc. Essential for Modern Languages (including languages ab initio. – French and Spanish lead to other 'Romance' languages such as Italian and Portuguese; German to Dutch and the Scandinavian languages). Both lead to the various branches of Linguistics (Sociolinguistics, Psycholinguistics, etc.). A language is a useful skill in itself and links, either directly or indirectly, to almost any career and job in the modern world.

Extra-Curricular Activities

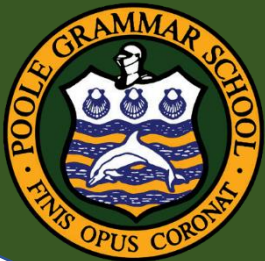
Here's a taster of some of the extra-curricular activities the department has been involved with in previous years:

Conversation Classes – Sixth form students studying a modern foreign language are invited to attend a weekly conversation class with our departmental language assistant. Students are able to practise their speaking skills in small groups.

Language Club – A weekly club at lunchtime with language enthusiasts of all ages. Sixth form students studying a modern foreign language are especially welcome and often lead/co-ordinate special events such as the European Day of Languages.

Language Ambassadors Programme – Sixth form students can apply to be a language ambassador. This role gives students the opportunity to shape the MFL curriculum at Poole Grammar School. Students also enjoy acting as subject mentors as well as supporting other language learners in the school.

Trips/Visits – We organise a biennial trip to Berlin in December for students of A Level German in Years 12 and 13. This is a joint excursion in partnership with Parkstone Grammar School. In the past, we have also organised visits to Paris with Year 13 French students, as well as various work experience placements in France, Germany and Spain.



MUSIC (EDEXCEL)

Subject specific entry requirements: Music 6

General Content

Advanced Level Music is a dynamic, broad-based academic study recognised by universities as offering a unique range of universal skills.

The course covers: Aural perception, Performing, Musical Techniques/Composition, Musical History and Analysis. The study of Music at this level therefore gives students the opportunity to develop their skills as a performer and composer, as well as helping them to gain a thorough understanding of the background of compositional styles, techniques and genres.



Skills

Throughout the course, a wide range of musical and personal skills will be called upon in the context of composition, performance, and especially in listening and appraising. Students wishing to pursue Advanced Music should be competent performers capable of achieving at least a standard of Grade VI by the end of the course. Those who have not studied Music to GCSE level should produce evidence of a sound grounding in musical principles (e.g. Grade V ABRSM Theory).

Methods of Assessment

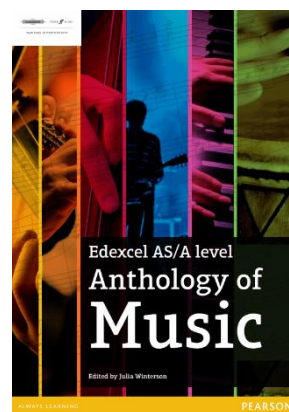
Assessment for Advanced Level Music will be carried out through a recital performance, a range of composition exercises and coursework composition tasks, including writing music to a brief. An examination is set to assess aural perception, musical history and analysis.

Key features of Study

The study of Music at Advanced Level is centred upon performance, so this forms an important part of the candidate's on-going study, and it is expected that musicians will be working regularly with a tutor to this end. However, the work for this subject also includes a good deal of listening, studying scores and answering questions on the historical and stylistic context of music. The ability to write cohesively about musical elements and processes is therefore an important aspect of the course. In addition, music software may be used to help students create, produce and notate their compositions.

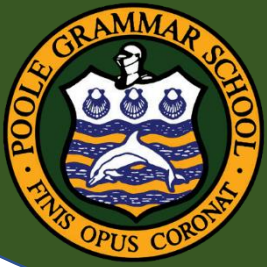
Work-load & types of work

Students will be given regular assignments in the composition and analysis components. In addition to this, they are expected to make continuing progress in their instrumental studies. Candidates will also be encouraged to take leading roles in school ensembles.



Career Connections

Study of Music at Advanced Level can lead in many different directions towards further study at University or Music College, or into the world of work. This subject is a requirement for entry to read Music at a Higher Education institute. The Music staff will be pleased to advise on the opportunities available post 'A' Level.



Extra-Curricular Activities

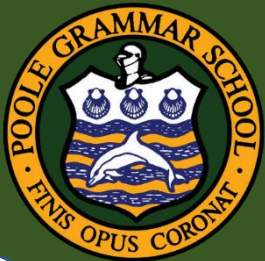
There is a large range of activity in the Music Department and our Y12 and Y13 students play leading roles in this activity, developing their musical and leadership skills.

Each year, a musical show is produced by the combined Music and Drama Departments of Poole and Parkstone Grammar Schools; most recently "Grease" (2022) and "We Will Rock You!" (2023).

Other highlights have included our Orchestra performed in a major Music for Youth event at the Royal Albert Hall, with hundreds of other musicians from Bournemouth, Christchurch and Poole.

Our musicians have been involved in numerous events locally and further afield, including the Senior Percussion Ensemble and Big Band, who have performed in Birmingham's iconic Town Hall. The Big Band have also played for the switching-on of the Christmas lights in Wimborne and last summer performed for the Swanage Jazz Festival.





PHILOSOPHY (AQA)

Subject specific entry requirements: Religious Studies 6

General Content

A-Level

Students study four different components which constitute the content of two examinations taken in the summer of the second year of the course.

Epistemology:

1. What is knowledge?
2. Perception as a source of knowledge
3. Reason as a source of knowledge
4. The limits of knowledge

Moral Philosophy:

1. Utilitarianism
2. Kantian deontological ethics
3. Aristotelian virtue ethics
4. Applied ethics
5. Meta-ethics
6. Moral anti-realism

Metaphysics of God:

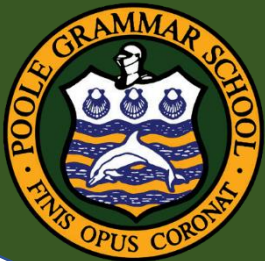
1. The concept and nature of 'God'
2. Ontological arguments
3. Teleological/Design arguments
4. Cosmological arguments
5. The problem of Evil
6. Religious language

Metaphysics of Mind:

1. What do we mean by 'Mind'?
2. Dualist Theories
3. Physicalism
4. Mind-Brain identity theory
5. Eliminative materialism
6. Functionalism

Skills

Throughout the course you will be expected to acquire knowledge and understanding of the key issues studied which includes the contributions of significant people, a study of philosophical language and terminology and you will be expected to develop skills in verbal and written communication. The skill of evaluation will become increasingly important as the course develops.



Methods of Assessment

All units are assessed by examination

Key Features of Study

Philosophy (literally *a love of wisdom*) underpins almost all we do – not just how we think, but also how we live our lives. It examines the ideas behind how we see things, where ideas come from, and how they are developed. The course looks at the basic philosophies which underpin religion in the western world and students are required to analyse and critique sophisticated philosophical arguments. There is room for discussion and argument in class but extra reading will be required in all of the modules. The course is rigorous and intellectually challenging, but also stimulating and very interesting. One important aspect will be developing research skills for essay writing.

Aptitudes required

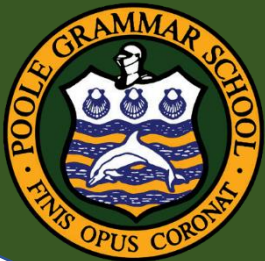
Students should enjoy tackling difficult philosophical problems and be able to approach problems from more than one direction. They must enjoy reading around subjects and writing essays. They should also be 'open' to learning about new concepts rooted in both the Western and Eastern traditions.

Work-load and types of work

Initially one essay will be set each fortnight but gradually timed essays will be introduced. Time, other than curriculum time, will be required for reading and writing up notes made during lessons.

Career connections

The skills developed in Philosophy can be applied to a huge number of careers, but could be particularly useful for careers in law, education, journalism, politics or the civil service.



PHYSICS (AQA)

Subject specific entry requirements: Mathematics 7 and either Physics 7 or Combined Science 7,7

General content

During Year 12, students study advanced topics relating to the areas of:

- Particles and Quantum Phenomena
- Electricity
- Mechanics
- Materials
- Waves

They build on this foundation in Year 13 to study further topics in:

- Gravitational and Electric Fields
- Use of Capacitors
- Magnetic Fields and Electromagnetic Induction
- Further Mechanics
- Radioactivity and Nuclear Energy
- Thermal Physics

There is also an additional topic which will be chosen from the range provided by AQA, comprising one of: Astrophysics, Medical Physics, Engineering Physics or Turning Points in Physics.

Investigative and Practical Skills are taught and assessed during the two years via twelve designated experiments which are planned, conducted, analysed and written-up to demonstrate the essential practical competencies.

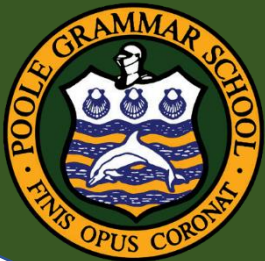
Method of assessment

Students sit three 2 hour written examinations:

Paper 1 is 85 marks in total (60 marks of short and long answer questions and 25 multiple choice questions) and covers the Year 12 material plus further mechanics from Year 13.

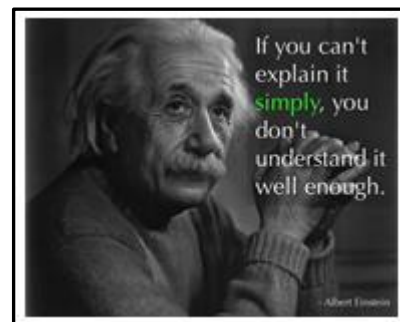
Paper 2 is 85 marks in total (60 marks of short and long answer questions and 25 multiple choice questions) and covers the remaining Year 13 material.

Paper 3 consists of 45 marks of short and long answer questions on practical skills and data analysis and plus 35 marks of short and long answer questions on the additional topic.



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

- Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
- Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:
 - in a theoretical context
 - in a practical context
 - when handling qualitative data
 - when handling quantitative data.
- Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
 - make judgements and reach conclusions
 - develop and refine practical design and procedures.



Skills

- Students will develop their ability to handle increasingly complex mathematical concepts and use techniques such as exponential growth and logarithmic functions.
- Students will develop their competence in experimental work using a wide range of equipment
- Students will develop their ability to communicate key concepts fluently both verbally and in writing

Key features of study

The physics course allows students to develop and synthesise strengths in numerical analysis, verbal and written communication and practical work.

Aptitudes required

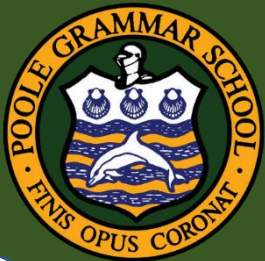
All students taking this course will need to have strong maths skills, especially relating to the use of algebra. Students taking A level physics are not required to also take A level maths, but those who do will notice an overlap of topics in the mechanics sections. Students will also need good literacy skills as about half the marks on the examination papers will be obtained by producing descriptive and analytical written responses.

Workload

In addition to completing numerical and descriptive questions relevant to the topic being studied outside lesson time, students will be expected to do preparation work before practical lessons to research techniques for carrying out the experiment and analysing results. Students benefit from additional reading using their primary textbook to consolidate their classroom learning and will also need to prepare short assignments on key topics. Students seeking to apply to science courses in higher education should also take opportunities to complete background reading in books and journals, both on topics relevant to the course and on contemporary research.

Career connections

Physics is an essential subject for students wishing to pursue careers in engineering. Good grades in physics qualifications are also very highly regarded in management and financial sectors as they demonstrate fluency in both numerical and communication skills and the ability to be flexible about problem-solving. Students who continue their study of physics to degree level and then beyond have opportunities to participate in international research collaborations in a wide range of subject areas such as particle physics, cosmology, materials science and solid-state physics.



PSYCHOLOGY (AQA)

Subject specific entry requirements: English Language 6, Biology 6 or Double Science 6,6

General content at Year 1

There are three papers covering the following topics:

- **Memory** - How memory works i.e. why we remember and why we forget
- **Attachment** - Importance of early relationships and their influence on adult behaviour.
- **Approaches** - Theories in psychology
- **Psychopathology** - Causes and treatment of mental disorders
- **Social** - Looks at why people obey/conform to others and the Ethical implications of psychological research
- **Research Methods** - Designing investigations including some statistical interpretation

General content at Year 2

Involves a more in-depth analysis of some of the above topics. Psychological theories are studied within a more specific/everyday context. The following topics are covered:

- **Bio-psychology** - Brain structure and processes, Split brain research, Brain recovery from stroke and Sleep processes
- **Relationships** - How they are formed, maintained and breakdown
- **Stress** - The physiological and psychological aspects of stress
- **Aggression** - Biological, psychological and social causes of aggression
- **Issues and Debates** - Ethical issues surrounding research in psychology

Skills

Students will be required to analyse scientifically the human mind and behaviour. They will be required to show evidence of an understanding of various explanations and research. An appreciation of the scientific method and very good written skills are key to success. Because of the level and type of work involved in the Stress, Aggression, Psychopathology and Bio-psychology modules, students should be confident in the area of biology. There is also an emphasis on extended/essay writing, therefore English Language is an important skill requirement.

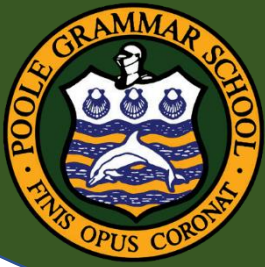
Methods of assessment

- Three exam papers each of 2 hours duration. No coursework.

Discussion and written work are central to the course. In all areas, the content will emphasise applied psychology - materials will have a clear emphasis on real-life, contemporary issues.

Aptitudes required

An interest in people - their behaviour and thinking processes - and an ability to apply intelligent speculation and rigorous analysis to issues raised in these areas.



Work-load and types of work

Students will be required to complete work in both lesson and private study time, as well as conduct personal research and wider reading.

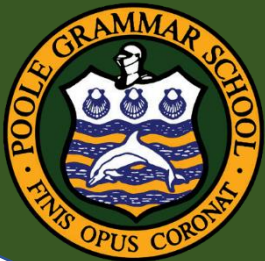
Career connections

The study of psychology contributes towards a good basis for a wide variety of careers, in areas such as business, advertising, human resources, education, etc. It will, in essence, be of use to all those who wish to pursue any career which involves dealing with people.

Extra-Curricular activities

Within the Psychology department, we have talks from professional clinical staff at St Anne's /external speakers- usually ex-students now studying PhD's. Sometimes link conferences with PGS/ psychology workshop run by year 13 students/next year we are proposing to produce a psychology magazine or some online platform covering latest research in the subject- some present year 12 students are keen to put this together.

There is also a psychology club which is run by Year 12 and 13 students where they show /demonstrate studies to a lower school group. Some sessions are also run to students understanding of the subject by going over topics in different ways.



SOCIOLOGY (AQA)

Subject specific entry requirements: Level 5 in English (Literature or Language) or a Humanities subject

Ever wondered how we developed into the society we are today? Whether educational achievement is affected by gender, ethnicity or social class? Whether men or women are more likely to commit a crime?

If investigating questions like these sounds interesting then Sociology may be for you. A level Sociology will help you make sense of the society we live in and understand the cultural and identity issues which affect us all. This course combines the study of contemporary social issues and trends in behaviour with sociological theory and research. You have the opportunity to explore these issues via debate, individual and group research, problem solving and discussion.

General content in Year 12

- Introduction to sociological theories
- Education – Role and function of education, educational achievement of social groups, processes within schools, education policies
- Research Methods
- Families and Households – Role and function of the family, family diversity, gender roles, childhood

General content in Year 13

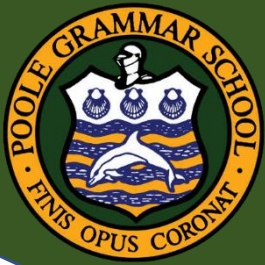
- Crime and Deviance – social distribution of crime and deviance according to social groups, globalization and crime, crime control and surveillance
- Research Methods
- Beliefs in Society – Relationship between social change and stability, and religious beliefs, religious organisations, significance of religion and religiosity in the world

Skills

Students will be required to analyse societies and cultures. They will be required to show evidence of an understanding of various explanations and research. An appreciation of the scientific method and very good written skills are key to success. There is also an emphasis on extended/essay writing, therefore English Language is an important skill requirement.

Methods of assessment

- Three exam papers each of 2 hours duration.



Aptitudes required

Students will need to be open minded, patient, and have an interest in people and society. Discussion and written work are central to the course. In all areas, the content will emphasise applied sociology. Students need to be willing to engage in class discussions and debates, and will need to keep up with current events to bring relevant ideas into discussions and written work. A passion for the topics will definitely help, as you'll need to do your own research outside of lessons.

Career connections

Sociology is a social science and will provide an excellent basis for many careers, however the following careers have strong links with sociology– local and central government positions, police, probation services, legal profession, counselling, nursing, social services, occupational therapy, social worker, physiotherapist, teacher, criminal profilers, journalism, public relations, marketing, human resources and political researcher.