



**ST EDMUND'S
SCHOOL**
CANTERBURY

ENTERING SIXTH FORM IN SEPTEMBER 2024-25



INTRODUCTION

I am delighted to introduce the course content for our Sixth Form commencing in September 2024. At St Edmund's we offer a wide range of subjects and post-16 pathways.

The Sixth Form is a wonderful experience for students moving up from our Senior School or joining us from other schools. Sixth Formers at St Edmund's experience a personalised learning journey; our dedicated specialist teachers and mentors ensure academic excellence and prepare students to enter the next stage of their lives as independent, confident and self-aware young adults.

In addition to high quality teaching and individual support and guidance, we place a high priority on the personal development of our young people so that they learn how to work and live together and enjoy healthy, active lifestyles. This is evident through the extensive co-curricular activities on offer, our comprehensive academic enrichment programme and excellent systems of pastoral care and support. Above all, we always try to be flexible and supportive in our approach.

St Edmund's has a strong academic tradition and we achieve excellent results. For example, year on year, students achieve around 55 – 60 per cent A*- B grades and 75 per cent of pupils last year secured their first choice of university. The start of this success is in the matching of a student's interests, skills and aptitudes to the pathway to which they will be best suited. Alongside their A-level subject options, students have the opportunity to complete an Extended Project Qualification to develop their independent learning skills and complement their other academic choices.

I look forward to supporting each of our Year 12 students as they embark on their Sixth Form career with us.



A handwritten signature in black ink, appearing to read 'Jonny Symaka'.

Jonny Symaka
Head of Sixth Form
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Subjects:

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- English as an Additional Language (EAL)
- Film Studies
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- Product Design
- Psychology
- Philosophy, Ethics and Religion
- Sport and Coaching Science
- Ceramics (Art - 3D Design)
- Options Choices





LEARNING PATHWAYS



ACADEMIC ENRICHMENT +

The standard Sixth Form curriculum at St. Edmund's is 3 A-levels plus. The 'plus' part of the curriculum provides a pathway to wider academic enrichment and can take different forms. A significant number of our students choose to complete an EPQ (equivalent to half an A-level) or the Leiths qualification in Food and Wine. EAL students often choose to study for their IELTS qualification.

Students seeking to join our Sixth Form should have a minimum of 6 GCSE passes at level 4 / grade C or above and meet the specific entrance requirements in each of their chosen subjects. Where too few GCSEs results reflect this, it may be possible to agree a reduced programme.

Extended Project Qualification

The Extended Project Qualification is equivalent in status to half an A-level. It is a level three qualification and part of the National Qualifications Framework. Students undertake a research-based project and training in research skills. The write-up involves a research report and the completion of a digital progress log. The final output is marked and externally moderated by the AQA examination board. The EPQ is much favoured by universities and the school has achieved outstanding results in recent years.



ACADEMIC ENRICHMENT +

LEITHS SCHOOL OF FOOD & WINE INTRODUCTORY CERTIFICATE IN FOOD & WINE

The Leiths School of Food & Wine has a first class international reputation and has been teaching keen cooks and aspiring professional chefs since 1975. St Edmund's School Canterbury is delighted to be part of the network of Leiths Academy schools, and is one of the few schools in Kent able to offer this prestigious qualification.

This optional course is completed over the first five terms of the Sixth Form. It will provide all the basic skills required to be a competent chef, with a mixture of modern and traditional cuisine, enabling students to cook for any occasion and any number of people. As well as cooking with staff at St Edmund's, the chefs also spend some time with a tutor from Leiths, who visits the school to teach and assess the class. The group will have a weekly theory lesson to prepare for a subsequent afternoon practical session and termly theory tests. Following the Leith's programme takes time during the week and students should carefully consider whether they are prepared to build this into their work schedule. Students will finish the course with the Leiths CTH Level 3 Extended Certificate in Professional Cookery (accredited by the Confederation of Tourism & Hospitality) at either Pass, Merit or Distinction level, with associated UCAS points.

Places are limited by kitchen space and there is an additional charge. Those who are interested should seek advice and must apply with a non-refundable deposit before the end of the summer term.



ENGLISH AS AN ADDITIONAL LANGUAGE

These classes provide students whose first language is not English with the opportunity to improve their skills. English is an essential requirement for university entrance and the course prepares students for the International English Language Testing System (IELTS) qualification which is recognised by UK and most international universities. Students can work in small groups or have one to one lessons, depending on their ability and level.

A-LEVEL SUBJECT CHOICES

In the process of choosing pathways, all pupils receive 1:1 guidance from the Head of Sixth Form and attend taster sessions for the A-level subjects they are considering. Specialist subject teachers, form tutors, housemasters, the Careers Adviser Mrs Judi and Director of Studies Dr Sotillo are also here to help with A-level choices.

We encourage all pupils to follow these three principles to make informed choices that will give the best Sixth Form experience and set them up for life beyond St Edmund's School.

1

DO WHAT YOU ENJOY AND FIND INTERESTING

You will be studying A-level subjects for 9 periods per week, alongside homework and wider reading. Even if you are very motivated to study a subject, if you don't enjoy it, you won't achieve as well as you might otherwise have done. Selecting a subject that energises and excites you will be far more motivating.

2

DO WHAT YOU ARE GOOD AT

There is usually a correlation between things we enjoy and things which we excel at. However, it is best to select subjects in which you have the most potential for success. Finishing Sixth Form with the strongest possible set of grades will open up the most opportunities for your next steps. Consequently, it is best to study subjects which align with your strengths.

3

KEEP DOORS OPEN

When you start your A-levels, you will be closing certain doors. For example, if you don't study Chemistry, you are essentially ruling out medicine. If you don't study Maths, achieving an Economics degree will be challenging. Consider what subjects you might need for the future, and what doors you would like to keep open.

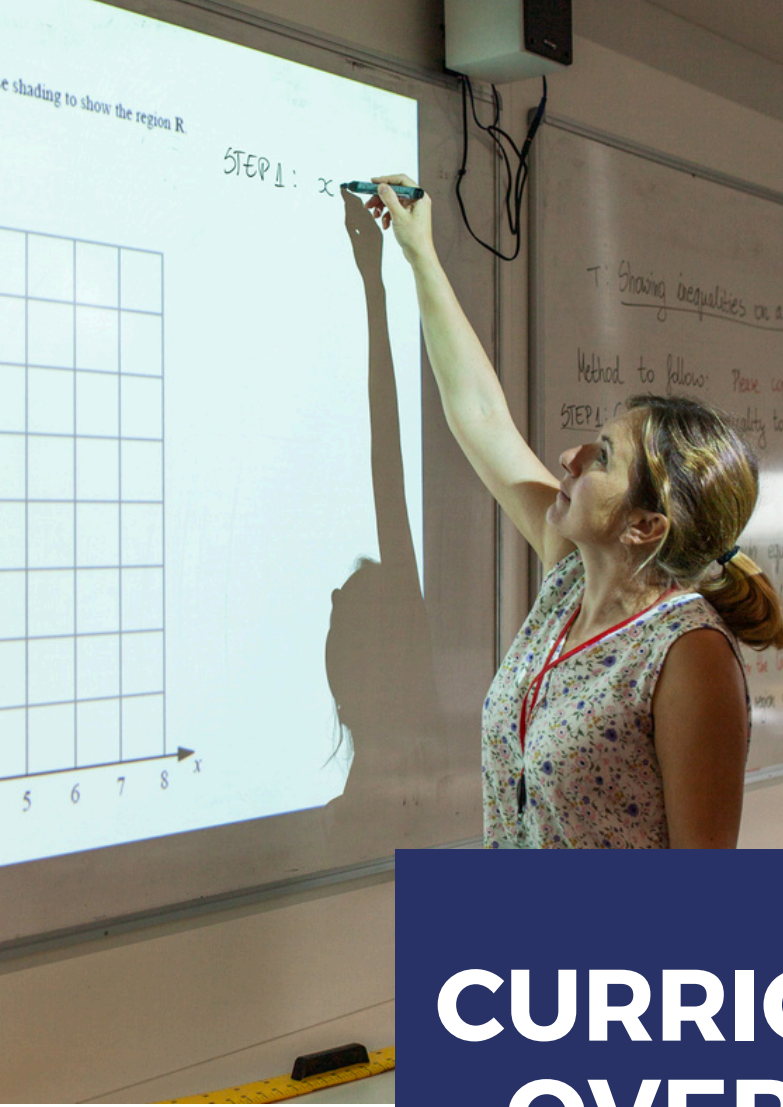
SUCCESS BEYOND ST EDMUND'S

Sixth Form is the gateway to onward progression for all of our students. Most go on to Higher Education and preparing for this is an essential feature of sixth form life. In the Lower Sixth, progression options are discussed, and research is carried out from the start of the year. For those not wishing to access Higher Education, information and advice is also offered and guidance is given on a one-to-one basis.

Pupils are encouraged to make full use of the resources available, to seek advice from their subject teachers, tutors and Housemasters as well as the Head of Sixth Form and the Head of Careers. The UCAS application process is formally introduced towards the end of the Lower Sixth with talks and workshops. Guidance is offered throughout the Lower and Upper Sixth years and beyond to results day when we provide Clearing and Adjustment support. Completion of UCAS applications is supervised by the Head of Sixth Form. At the onset of this process, the parents of Lower Sixth students are invited to a UCAS information briefing evening in which the application system is explained, with advice given as to how best to support the students from a parent's point of view.

For students wishing to apply for Medicine, Dentistry or Music (at a conservatoire), or to Oxford and Cambridge, the application process differs slightly in that the closing date for applications is earlier and for many courses an entry test and interview forms part of the process. The Head of Sixth Form gives specific guidance and training ahead of applications and extra research is very much encouraged on the part of the applicant to ensure that thorough preparation, especially for interviews, is carried out.

Higher Education is not for everyone, and some students may have their sights set on entering the world of work sooner than others. As part of the Careers Education programme at St Edmund's, guidance is given to students with ambitions to follow their desired career path from an earlier stage. Today there are many routes into a career, including exciting apprenticeship schemes, internships and vocational training colleges which offer work placement. A-level qualifications, though, will be as important in these instances as they are for university applications.



CURRICULUM OVERVIEW



CURRICULUM OVERVIEW

All A-level subjects are taught on the new specifications first introduced by the Government in 2015. The reformed A-levels are designed to be significantly tougher than their predecessors and are linear. This means that the final A-level grade awarded depends entirely on examinations and assessments undertaken at the end of the Upper Sixth year. Important end of year exams will be taken “in-house” to monitor progress and inform decision making for intervention, support and predicted grades for universities.

Most students will start the Lower Sixth with four subjects (this retains the opportunity to try out subjects they have not studied before) but drop to three at the end of the first term. This allows students to focus upon the core subjects that they need for future success while retaining flexibility of choice. There may be occasional exceptions, such as Further Mathematicians who wish to continue with four subjects.

Students choose one subject from each option block:

BLOCK A	BLOCK B	BLOCK C	BLOCK D
Biology Dance English Literature Film Studies Mathematics Politics	Ceramics Business Chemistry Economics History Physics Philosophy Psychology Sport Science Computer Science	Fine Art Business Chemistry History Music Music Technology Physics Geography Product Design	Biology Drama Further Mathematics Geography Mathematics Psychology Latin/ Classical Civilisation

Students interested in the Leiths Diploma, Latin or Classical Civilisation should contact the Head of Sixth Form.

ART (FINE ART)



Students explore ideas using a wide range of media, techniques and approaches, including new technologies, to develop personal responses to given themes. The course offers the opportunity to produce work from many disciplines including drawing, painting, printmaking, sculpture, mixed media, textiles, digital photography and film. The exam board is AQA, Art and Design: Fine Art.

Students work on a variety of scales using a sketchbook as a visual resource in which they develop independent ideas and record responses to relevant images, artefacts and resources. Gallery trips are offered to provide inspiration and first-hand experience of the work of professionals. Ideas are realised in two- or three-dimensions, depending on the interests and strengths of the individual student. The course broadens students' visual literacy, develops skills and creativity as well as providing generic work related skills, particularly research, creative thinking, problem solving and independent learning.

Assessment:

- Personal Investigation

A practical unit of coursework supported by an extended research based essay of 3000 words
60% of the A-level mark

- Externally set assignment

Fifteen hours with additional preparation studies
40% of the A-level mark

Due to the expensive nature of Art and Design, students will be charged £15.00 per term to make a small contribution to the cost of consumable materials. They will also be offered the opportunity to purchase other materials for their own personal use, which are charged at cost price.

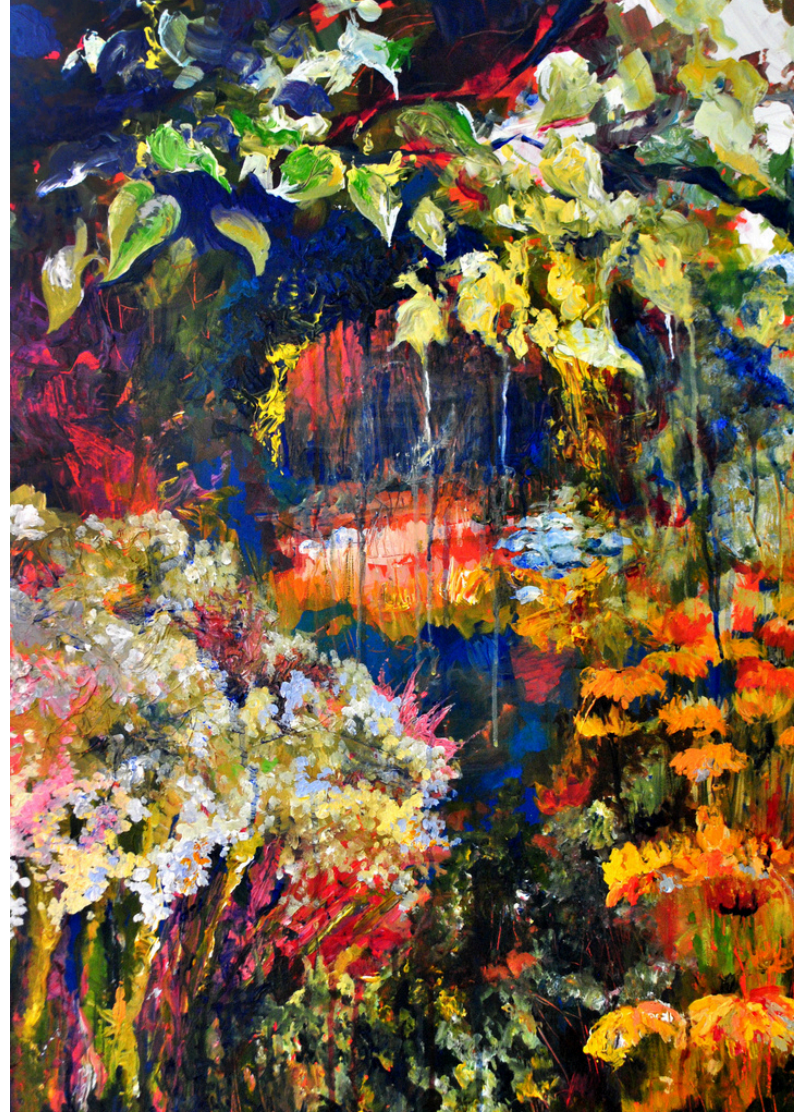
SUGGESTED ENTRY REQUIREMENTS

Normally, grade 6 or above in an Art-related GCSE. Students should have some experience of fine art.

This course is one of three options offered by the Art Department. Students may study any one, two or all three options. The study of more than one option is only advised for students with grade 7-9 at GCSE.

PROGRESSION

A-level Art is an excellent foundation for the study of all Art and Design degree courses including Fine Art (drawing, painting, sculpture, printmaking, and lens-based media), Textiles, Fashion, Graphic Design, Interior Design, Furniture, Jewellery design etc. as well as Architecture.



BIOLOGY



The OCR Biology syllabus A has been selected to provide an enjoyable and rewarding course, which ensures a wide breadth of knowledge.

Students study:

- core principles such as cell structure and biochemistry (year one)
- exchange and transport (year one)
- biodiversity, evolution and disease (year one)
- communication, homeostasis and energy (year two)
- genetics and ecosystems (year two)

The ability to recall factual material and to learn new vocabulary is important; however, there is much emphasis on the application of knowledge and the understanding of how science works. Biology offers students the opportunity to develop their ability to express complex scientific ideas in structured extended answers.

Practical work plays an important role throughout the course and students visit the University of Kent to use the equipment and laboratories in the School of Biological Science and attend a three-day residential course to study ecology (for which there is a charge).

Assessment:

Paper 1	Biological processes Written exam (2h 15 minutes) 100 marks	37% of the A-level
Paper 2	Biological diversity Written exam (2h 15 minutes) 100 marks	37% of the A-level
Paper 3	Unified Biology Written exam (1h 20 minutes) 70 marks	26% of the A-level

This paper will assess any content taught throughout the two years as well as practical skills and data analysis.

SUGGESTED ENTRY REQUIREMENTS

Grade 6 or above in GCSE Biology (single subject)
or 6-6 in Combined Science, plus a 6 in
Mathematics

PROGRESSION

Future careers could include: biomedical research scientist, biotechnologist, dentist, doctor, marine biologist, midwife, nurse and many more.

Pupils have gone on to study medicine, dentistry, pharmacology, physiotherapy, agriculture, forensic science, biochemistry and genetics at some top universities, including Cambridge, Oxford, Imperial, York, Durham and St Andrews.

BUSINESS STUDIES



Following the Edexcel 9BS0 specification, this course considers issues such as production of a product or service, how to market a product, how to organise staff and how to manage the financial rigours of starting and running a business. There are three final examination papers: Paper 1 – Theme 1+4 (35% of final grade), Paper 2 – Theme 2+3 (35% of final grade), Paper 3 – Synoptic (30% of final grade).

Theme 1 – Marketing and People

Students will develop an understanding of:

- meeting customer needs
- the market
- marketing mix and strategy
- managing people
- entrepreneurs and leaders

Theme 2 – Managing Business Activities

Students will develop an understanding of:

- raising finance
- financial planning
- managing finance
- resource management
- external influences

Theme 3 – Business Decisions and Strategy

This theme develops the concepts introduced in Theme 2.

Students will develop an understanding of:

- business objectives and strategy
- business growth
- decision-making techniques
- influences on business decisions
- assessing competitiveness
- managing change

BUSINESS STUDIES



Theme 4 – Global Business

This theme develops the concepts introduced in Theme 1.

Students will develop an understanding of:

- globalisation
- global markets and business expansion
- global marketing
- global industries and companies (multinational corporations)

SUGGESTED ENTRY REQUIREMENTS

A minimum of grade 6 in English (Language or Literature);

Grade 5 or above in Mathematics is recommended

PROGRESSION

Future careers could include: accounting and finance, marketing, operations management, ethics, HR management, business and enterprise

CHEMISTRY



In this two year course you will gain an understanding of:

- The building blocks that make the world around us, how they interact with each other and how this knowledge is used to design new materials
- Why and how chemical reactions happen and how we can control them in industrial processes
- The role that Chemistry plays in living things and how it can help the development of new medicines

The course follows the AQA A-level specification which provides a good balance between the three main theoretical aspects of Chemistry: physical, inorganic and organic. Practical work is an essential part of the course and every opportunity is taken to develop students' investigative skills.

Assessment:

Paper 1	Physical and Inorganic Chemistry Written exam (2h) 105 marks	35% of the A-level
Paper 2	Physical and Organic Chemistry Written exam (2h) 105 marks	35% of the A-level
Paper 3	Synoptic examination Written exam (2h) 90 marks This paper will assess any content taught throughout the two years as well as practical skills and data analysis.	30% of the A-level

SUGGESTED ENTRY REQUIREMENTS

Grade 6 or above in GCSE Chemistry (single subject) or 6-6 in Combined Science, plus a 6 in Mathematics

PROGRESSION

A-level Chemistry is a highly-regarded qualification and is an essential entry requirement for many scientific courses including medicine, veterinary science, dentistry, all biological subjects, agriculture, biochemistry, geology, chemistry, physics, and all branches of engineering.

CLASSICAL CIVILISATION



If you are interested in Ancient Greece and Rome and its continuing influence on our society today – in literature, drama, philosophical thought, art or politics – this is the course for you. You do not need to study either Latin or Greek as all sources are read in English. Classes tend to be small and lively, informed discussion is always encouraged. You will learn the best ways to research widely, formulate your own conclusions and opinions, and present your arguments persuasively, emulating the best ancient authors, both orally and in writing.

We follow the OCR Classical Civilisation A-level syllabus. Three wide-ranging areas of study are covered in this two-year course including Homer's epic stories, Greek tragedy and comedy, and how Julius Caesar's ambitions changed the shape of Roman politics.

Assessment:

Paper 1: The World of the Hero (compulsory component: Homer's Iliad and Virgil's Aeneid)

Paper 2: Culture and the Arts (Greek Theatre)

Paper 3: Beliefs and Ideas (Politics of the Late Republic)

Trips to plays and to ancient sites - as well as to the British Museum - and lectures are an enjoyable part of the course and there is also the opportunity to attend a JACT summer school at the end of the Lower Sixth year.

Classical Civilisation is offered every year by default but it can be replaced with Latin. Please contact the Head of Sixth Form if you are interested in the subject.

SUGGESTED ENTRY REQUIREMENTS

Grade 6 or above in History or Religion is preferred for access to this course. Grade 6 or above in English is helpful, given the amount of literature and associated skills that are assessed.

PROGRESSION

Classical Civilisation has also become a popular option in its own right at the top universities. Classics graduates have good and surprisingly diverse job prospects as employers recognise their ability to analyse evidence and present clear, logical arguments.

COMPUTER SCIENCE



Computer Science is an exciting and demanding A-level.

We follow the CAIE Cambridge International A-level Computer Science 9618 specification. This course encompasses the fundamentals of programming and data structures, theories of computation, the basics of computer systems, organisation and architecture and the foundations of communication and networking.

In particular, you will develop your abstract thinking, problem-solving, programming skills, algorithmic and mathematical reasoning.

Assessment:

Paper 1	Theory Fundamentals. Written exam (1h 30 minutes) 75 marks	25%
Paper 2	Fundamental Problem-solving and Programming Skills. Written exam (2h) 75 marks	25%
Paper 3	Advanced Theory. Written exam (1h 30 minutes) 75 marks	25%
Paper 4	Practical Programming. Computer-based exam (2h 30 minutes) 75 marks	25%

SUGGESTED ENTRY REQUIREMENTS

To succeed on this course, it is essential that you have a good level of mathematics (Grade 6 or above) and a determination to learn the language of code.

PROGRESSION

Universities regard Computer Science as “the fourth science”. Its applications and utility in the modern world are limitless.



DANCE

The OCR Cambridge Technical Extended Certificate in Performing Arts is taught with a dance focus and allows students to develop their knowledge and skills both practically and theoretically in a plethora of different ways. Equivalent to an A-level, this course is for Sixth Form pupils who wish to develop their dance and performance skills at an advanced level.

A variety of different assessment methods are used including choreography, performance, coursework and research resulting in a final grade of either, Pass, Merit or Distinction.

Taught units include:

- Unit 1: Prepare to work in the performing arts sector
- Unit 2: Proposal for a commissioning brief
- Unit 3: Influential performance practice
- Unit 4: Combined arts
- Unit 8: Performing repertoire

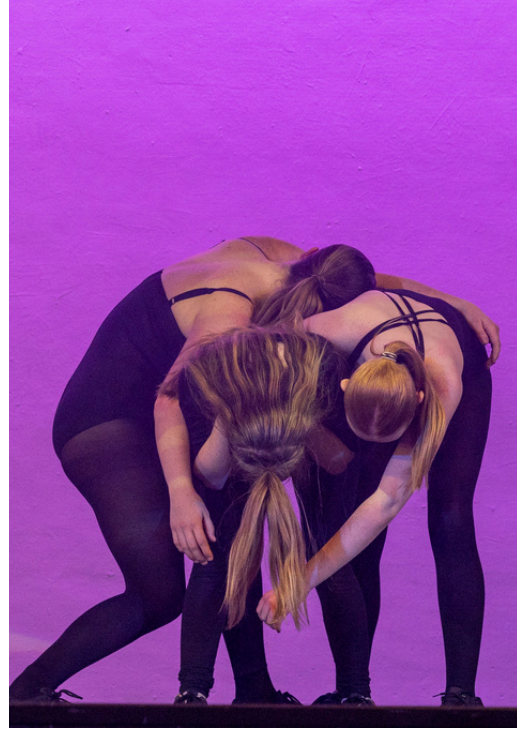
Each unit encourages the aspiring performer to create movement, to work collaboratively and to produce high-quality performance. All dance students have the opportunity to perform in our annual dance showcase, engage with workshops from external practitioners and receive audition tutoring.

SUGGESTED ENTRY REQUIREMENTS

Grade 5 in GCSE English and Mathematics.
Students are also expected to have some experience of dance.

PROGRESSION

This course provides the stepping stones for the aspiring performer to reach their performing arts and dance goals, developing all the skills and experience required for success in the industry.



DRAMA



This WJEC (Eduqas) course provides opportunities for students to pursue particular aspects of study within the context of general knowledge and experience of theatre. It is designed to encourage theatrical artistry and technical skills, extend knowledge and understanding of drama, and generate a critical and sensitive response to the complexities of theatrical production.

The subject content for A-level Drama is divided into three components:

1. Theatre Workshop - 20% of the A-level
2. Text in Action - 30% of the A-level
3. Text in Performance - 30% of the A-level

Guidance is also provided on the theatrical skills students will need to work on. In the practical components students may specialise in performing, lighting, sound, set, costume, puppets and/or directing.

St Edmund's has excellent drama facilities and a wide variety of contacts in professional theatre. The course involves regular visits to see professional productions locally, as well as further afield, including London's West End and, on occasion, to New York and L.A.

SUGGESTED ENTRY REQUIREMENTS

Grade 6 or above in GCSE Drama is preferred and at least grade 6 in English Language is required. Students are expected to have some experience of performance.

PROGRESSION

Drama is an academically rigorous and well regarded course that facilitates entry into highly selective universities, as well as preparing pupils to audition for prestigious conservatoire.

Future careers could include: creative and cultural industries such as performing, directing, playwriting, cultural criticism, producing, arts administration, careers in law, journalism and the media, business management and HR, education and academia, public relations, communications, marketing, advertising and public speaking.



ECONOMICS



Economics A-level equips students with the understanding of markets and economies needed to develop an informed opinion of many of the key issues facing us all in the years to come. An Economics student will be at ease discussing issues such as interest rates, inflation, unemployment and in forecasting movements in exchange rates given changes in political and economic circumstances. This A-level considers microeconomic issues such as the operation of markets and market failure and the economy-wide factors of macroeconomics. We follow the AQA 7136 specification.

SUBJECT CONTENT:

Individuals, firms, markets and market failure:

- Economic methodology and the economic problem
- Individual economic decision making
- Price determination in a competitive market
- Production, costs and revenue
- Perfect competition, imperfectly competitive markets and monopoly
- The labour market
- The distribution of income and wealth: poverty and inequality
- The market mechanism, market failure and government intervention in markets

The national and international economy:

- The measurement of macroeconomic performance
- How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts
- Economic performance
- Financial markets and monetary policy
- Fiscal policy and supply-side policies
- The international economy

Assessment consists of 3 written exams, each two hours long and worth 80 marks in total:

Paper 1 : Markets & Market Failure – worth 33.3% of the A-level

Paper 2 : National & International Economy – worth 33.3% of the A-level

Paper 3: Economic Principles & Issues (Synoptic) – worth 33.3 % of the A-level

SUGGESTED ENTRY REQUIREMENTS

Grade 6 or above in GCSE Mathematics and 6 or above in English (Language or Literature)

PROGRESSION

Finance is a natural career path however, as a social science, students studying A-level Economics often end up pursuing widely different careers.

ENGLISH LITERATURE



St Edmund's English department offers an intellectually stimulating approach to the OCR English Literature course. Students are encouraged to appreciate literature through the close, comparative study of the set texts, evaluating critical perspectives against them and forging links between the texts and their biographical, socio-historical and philosophical contexts.

The two-year A-level involves three components:

Paper 01 (closed text): 2 hours 30 minutes (40%)

Pupils are examined on Shakespeare's Measure for Measure, John Milton's Paradise Lost Books IX and X and John Webster's The Duchess of Malfi. Milton and Webster form a comparative pair.

Paper 02 (closed text): 2 hours 30 minutes (40%)

Pupils are examined on an unseen extract, F. Scott Fitzgerald's The Great Gatsby and Edith Wharton's The Age of Innocence. Fitzgerald and Wharton form a comparative pair.

Coursework (20%):

Pupils study Caryl Churchill's Serious Money, Jeet Thayil's Narcopolis and T. S. Eliot's The Waste Land and other poems.

Sixth Formers are encouraged to read widely – and discuss what they read. Trips are made whenever possible to attend performances of set plays, both locally and to theatres such as The Globe in London. Pupils are prepared thoroughly for examinations through a comprehensive programme that includes individual tutorials in which all pupils are offered detailed advice based on their writing and during which they can expect to be stretched and challenged.

SUGGESTED ENTRY REQUIREMENTS

Grade 6 or above in English Literature

PROGRESSION

English Literature gives the key skills needed to face any course or career involving substantial reading, careful research and the ability to sustain a complex line of argument.

Future careers could include: journalism, law, writing, research or publishing

FILM STUDIES



Film is one of the main cultural innovations of the twentieth century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. Film Studies consequently makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as an agency of representation and as an aesthetic medium.

Film Studies is an academic discipline that explores various theoretical, historical and critical approaches to the understanding of films and how they generate meaning and response in spectators. Pupils will study narrative storytelling and the artistic and culturally historical implications of movie-making across different global cinemas. Pupils will develop their analytical skills in addition to developing an enhanced theoretical application of new ideas through the study of the film text and major film movements. Pupils will also have an opportunity to engage in the creative processes of either screenwriting or filmmaking.

Over the two-year Eduqas/WJEC course, pupils study the semiotics of film at micro and macro level in order to understand the roles of both producers and audiences. The specific films studied will require pupils to engage with various cultural representations, over different periods, in order to gain an understanding of the development of technique, style, technology and artistic movement.

SUGGESTED ENTRY REQUIREMENTS

Grade 6 or above in English Language or English Literature

PROGRESSION

Future careers could include: TV and film industries, media, creative and performing arts

FILM STUDIES



A summary of the specification is divided into the following assessment components:

Component 1: Varieties of film and filmmaking exam: 2 ½ hours (35%)

Section A: Hollywood 1930 – 1990 (comparative study)

Section B: American film since 2005 (two-film study)

Section C: British film since 1995 (two-film study)

Component 2: Global filmmaking perspectives exam: 2 ½ hours (35%)

Section A: Global film (two-film study)

Section B: Documentary film (single-film study)

Section C: Film movements – silent cinema (single-film study)

Section D: Film movements – experimental film 1960-2000 (single-film study)

Component 3: Production: non-exam assessment (30%)

One production and its evaluative analysis from the following: a short film (4-5 minutes); a screenplay for a short film plus a digitally-photographed storyboard of a key section from the screenplay.

SUGGESTED ENTRY REQUIREMENTS

Grade 6 or above in English Language or English Literature

PROGRESSION

Future careers could include: TV and film industries, media, creative and performing arts

GEOGRAPHY



Geography is a contemporary subject which explicitly engages with the relationship of human populations and their environment at a variety of scales, from local to global. Studying at A-level allows you the opportunity to ask questions about global systems and the challenges faced by those trying to manage them. Geography is dynamic and through your studies you will gain an understanding of the geographical factors affecting decision-makers at national and international levels. We follow the Cambridge International A-Level syllabus. This means that Geography is the only subject that retains the AS-A2 syllabus structure. Students will therefore usually sit public examinations in November of the first term of Upper Sixth.

AS:

Paper 1 - The Physical Core:

Hydrology and Fluvial Geomorphology; Atmosphere and Weather; Rocks and Weathering

Paper 2 - The Human Core:

Population; Migration; Settlement Dynamics

A2:

Paper 3 - Advanced Physical Geography:

Options; Hazardous environments; Arid and semi-arid environments.

Paper 4 - Advanced Human Geography Options:

Environmental Management; Global Interdependence;

Geography Fieldwork Investigation – Fieldwork is an essential part of the course. Students analyse and evaluate their fieldwork in response to the questions set in an examination. This content is covered during a residential field study visit, typically to the Yorkshire Dales, for which there is a charge.

SUGGESTED ENTRY REQUIREMENTS

If Geography has been studied to GCSE, a grade of 6 or above is expected. For students who have not previously studied Geography, it may be possible to study the subject if qualifications across the board are strong (at least grade 6 in English).

PROGRESSION

Future careers could include: tourism, agriculture, law, civil engineering, international politics, charity, meteorological/climate science, community development, environmental management, petrochemical industry, urban planning, national park or estate management, water supply distribution, flood management or real estate appraisal.

HISTORY



History is our attempt to understand and explain the past. It is essentially the study of human experience, whether of great figures or the masses, and deals with human motivations and aspirations, triumphs and disasters. As such, History is a wide-ranging academic discipline which at A-level tries to foster a deeper awareness of factors which affect the course of human affairs, be they religious or cultural, political or philosophical, social or economic. Through the choice of topics studied and the methods by which the course is delivered we aim to develop the students' interest in and enthusiasm for History. The four units of study in this OCR course are:

Unit One: Britain 1930-1997 (including an enquiry topic on Winston Churchill 1930-1951)

Unit Two: Democracy and dictatorships in Germany 1919-1963

Unit Three: The Changing Nature of Warfare 1792-1945

Unit Four: Topic-based essay

Through wide reading, the discipline of essay writing and documentary analysis, students develop the ability to construct relevant, coherent, well-reasoned arguments, together with the capacity to handle complex issues in a meaningful way. You develop a discriminatory eye for detail as you learn to explore texts in researching for essays, where you must evaluate conflicting or complementary evidence to support arguments. Via historiography, you come to appreciate that History is only a person's interpretation of the past, and hopefully acquire a critical and questioning mind which is able to detect subjectivity in the written word and has a healthy scepticism for inequitable arguments. Above all, we hope that we will foster in you a lively and enquiring disposition backed up with serviceable intellectual skills.

History in the Sixth Form is a mind-broadening experience as well as a rigorous intellectual discipline and we try to provide you with stimulating co-curricular activities. There are a number of trips to London to hear professional historians speak and in the summer term of the Lower Sixth there is a trip to Berlin.

SUGGESTED ENTRY REQUIREMENTS

If History has been studied previously, a grade of 6 (GCSE) is required. It is possible to take History A-level without having previously studied the subject, provided GCSE performance in English is of grade 6 standard or better.

PROGRESSION

The study of History is valuable in its own right, but it also imparts to students a unique set of intellectual skills which have a wide application in the workplace, be it business or other professions.

Many of our students have gone on to study History at degree level with great success. They have discovered that, as history graduates, they are very marketable in a wide variety of occupations.

MATHEMATICS & FURTHER MATHEMATICS

We follow the Edexcel 9MA0 Mathematics syllabus. The A-level course is based on pure mathematics, statistics and mechanics, and is assessed on three two-hour examinations for Mathematics.

For Further Mathematics (Edexcel 9FM0), there are four units – Core Pure 1, Core Pure 2, Further Pure 1 and Further Mechanics 1, each assessed with a 90-minute examination at the end of Upper 6th.

Studying both Mathematics and Further Mathematics leads to two A-levels, and can be considered a powerful base. It is not enough, however, to recognise that a mathematical qualification would be useful; you need a real interest in the subject, coupled with tenacity and determination, if you are to succeed.

SUGGESTED ENTRY REQUIREMENTS

Grade B or 7 or above from the Higher Tier of GCSE or IGCSE Mathematics is essential and an A or grade 7/8 is recommended. Further Mathematics is a higher level Mathematics course than the single subject. It will prove inaccessible to anyone who has not gained at least an A or grade 8 in GCSE or IGCSE Mathematics.

PROGRESSION

A-level Mathematics is essential for many Higher Education courses and highly desirable for others. These include computer science, accountancy, actuary, medicine, veterinary science, pure sciences, psychology, business, economics and social sciences. Further Mathematics is crucial for those wishing to pursue a career in mathematics or engineering, and it is often required for those interested in studying mathematical or applied science courses at the most prestigious universities such as Oxford and Cambridge.

MUSIC



Music A-level is a valued subject for a wide variety of degree courses and is by no means solely vocational. The study of Music provides many of the personal qualities that universities and employers are looking for in young people: self-discipline, motivation, initiative, dedication, creativity, logical thinking and teamwork.

St Edmund's follows the WJEC Eduqas Specification which offers two alternative pathways for the traditional Performing and Composing components at A-level:

Option A: 35% Performing and 25% Composing

Option B: 25% Performing and 35% Composing

Component 1 Performing:

A public performance which is externally assessed by a visiting examiner. Option A requires a performance consisting of a minimum of three pieces and lasting between 10-12 minutes. Option B requires a performance consisting of a minimum of two pieces and lasting between 6-8 minutes. In both cases, Grade 6 is the standard level of difficulty; anything above this will access additional 'Level of Difficulty' marks.

Component 2 Composition:

In Option A two compositions are submitted, one of which must reflect techniques and conventions of the Western Classical Tradition and be in response to a brief set by Eduqas. The second composition is a free composition. Option B requires three compositions, two as for Option A and an additional composition reflecting the musical characteristics of a different area of study. The total duration of compositions for Option A is 4-6 minutes and for Option B is 8-10 minutes.

Component 3 Appraising (40%):

Assessment is by a written examination, including listening to extracts.

MUSIC



There are three areas of study:

Area of Study A: The Western Classical Tradition covering The Development of the Symphony 1750-1900 including detailed analysis of Symphony No 104 in D major, 'London' by Haydn.

Area of Study B: Rock and Pop (1960-2000)

Area of Study C: Into the Twentieth Century, covering Impressionism, Expressionism and Serialism and Neo-Classicism, and including analysis of two set works:

- Trio for Oboe, Bassoon and Piano, Movement II by Poulenc
- Three Nocturnes, Number 1 Nuages by Debussy.

SUGGESTED ENTRY REQUIREMENTS

Grade 6 or above in GCSE Music is expected. In addition, students should have studied performance on at least one instrument, and should be expecting to perform at grade 7 practical level by the end of A-level.

PROGRESSION

You may wish to continue your studies in music by taking a degree course at university or Music college. Each year we have students who go on to study music at conservatoires. Students may also go on to read other subjects at university. Most former A-level music students continue playing their instruments / singing at university for enjoyment.



MUSIC TECHNOLOGY



The Music Technology A-level course provides students with a grounding in both the theory and history of Music Technology and its practical application through a range of coursework-based tasks. Students learn to sequence, record and produce using modern, professional-standard technology.

This course has an emphasis on practical projects using the Music Department's recording studio and the iMac suite, both of which utilise Logic. This course requires a good deal of time to be spent working in the recording studio outside of lesson time. Whilst the guided learning hours are exactly the same as any other A-level course, most homework and coursework tasks will need to be completed using the facilities here in school and this will mean spending plenty of time in school outside of your lesson time. The exam board is Edexcel.

You will be assessed on the following:

- Recording (coursework)
- Technology Based Composition (coursework)
- Listening and Analysis (examination)
- Production (examination)

SUGGESTED ENTRY REQUIREMENTS

Although GCSE Music is not a strict requirement, there is an element of music theory within Music Technology and a knowledge of music is recommended. A technological mind, experience with computer software and a willingness to work hard are essential.

PROGRESSION

Students have gone on to study Music Technology, Performance or Music at: Leeds College of Music, LIPA, Guildhall School of Music & Drama, Huddersfield, Royal Academy of Music, Royal Welsh, Royal College of Music, BIMM, Oxford and other highly regarded institutions. Future careers options include the music industry, television production and visual media (creating music and sound for computer games).

PHYSICS



It is difficult to define Physics precisely, but its principles and applications underpin much of modern technological society. Electronic devices are ubiquitous and an increasingly essential part of the modern world, but also consider nuclear fission, renewable energy resources, the ongoing efforts to tame nuclear fusion, space flight, medical scanners and engineering projects such as the design and construction of a suspension bridge.

At St Edmund's, we follow the AQA Physics A 7408 specification. The topics covered during the Lower Sixth include: Measurements and their Errors, Particles and Radiation, Waves, Mechanics and Energy and Electricity. In the second year of the course we study Further Mechanics and Thermal Physics, Fields, Nuclear Physics and 'Turning Points in Physics' which places key moments in the development of the subject into an historical context. For example, was Sir Isaac Newton an alchemist as well as a mathematical genius?

Assessment is by three 2-hour examination papers. In addition, there are twelve practical activities set by the examination board that students are expected to complete.

SUGGESTED ENTRY REQUIREMENTS

Grade 6 or above in GCSE Physics (single subject) or 6-6 in Combined Science, plus a 6 in Mathematics.

PROGRESSION

A good pass in A-level Physics demonstrates that a student is numerate, literate, proficient in problem-solving and analysis, and has the ability to express difficult concepts in a logical and coherent manner. It is a useful qualification for entry into a wide range of scientific, technical and engineering professions.

Future careers could include: acoustics consultant, aerospace engineer, agricultural engineer, architect, astronomer, audiologist, games developer.

POLITICS



Are you interested in how society works? Do you worry about how well your rights are protected? Do you get angry when you watch the news? If so, maybe A-level Politics is for you.

Politics is a living subject: constantly changing and developing. As you read this page, politicians are making decisions that will impact significantly on your future life. Perhaps, you should find out more about them...

We will be following the AQA Government and Politics syllabus. This focuses on the institutions and processes of the British and American systems (with reference to other countries and European Union), encouraging candidates to identify points of contrast and comparison and critique political ideas. This subject will develop your critical thinking and argumentative skills. It will also encourage you to write in a focused and coherent way, relating abstract ideas and political ideologies to the real world.

The AQA A-level is assessed on the basis of three two-hour examinations taken in the summer of the Upper Sixth.

These are:

- UK Government and Politics
- USA Government & Politics
- Political Ideas

SUGGESTED ENTRY REQUIREMENTS

Grade 6 or above in English Language

PROGRESSION

Studying Politics at A-level is excellent preparation for any Arts or Humanities degree. Many students who take Politics A-level go on to study History, Politics, International Relations, Law, Business, Economics, PPE

Future careers could include civil service, non governmental organisations, diplomacy, political lobbying and public relations

PRODUCT DESIGN



Think of almost any issue in the modern world – climate change, pandemics, affordable housing - and the chances are that people with STEM skills, science, technology, engineering, and maths, will be at the core of devising a solution.

A-level Product Design offers you the opportunity to study, propose and realise prototype solutions to chosen contexts and topics.

A-level Product Design is an inspiring, rigorous and practical subject where creative innovation in design is rewarded highly. This course encourages learners to use creative thinking skills to develop design ideas to produce prototypes that consider user needs, wants, current trends, values and that solve real world problems,

Assessment:

Written examination: 3 hours (50%)

Non-exam assessment: approximately 80 hours (50%)

Learners take a single examination in product design and work to produce a non-exam assessed design and make project based on a brief developed by the candidate, assessing the candidate's ability to: identify, evaluate design decisions and outcomes, including prototypes made by themselves and others

SUGGESTED ENTRY REQUIREMENTS

Grade 6 or above in a GCSE Design and Technology related course

PROGRESSION

A-level Product Design develops skills and technical knowledge of commercial practices, materials, processes, computer aided design, graphical communication and creative problem solving that are relevant to numerous careers such as media, advertising, architecture, manufacturing, business, theatre, jewellery, automotive and maritime design.

Future careers could include: 3D design, product design, different areas of engineering, architecture, graphics and advertising.

PHILOSOPHY, ETHICS AND RELIGION



This interesting and challenging Edexcel course will help you to develop as a scholar and as a well-rounded individual. You will learn to ask questions about the nature of reality and the place of religion within our world. You will develop skills in explanation, critical analysis, evaluation and debate. It will help you to understand the world around you and the diverse views of a range of different people. You will learn about how key thinkers have developed philosophical ideas by analysing their writings. Crucially, you will develop your writing ability and learn to present your thoughts clearly, and write coherent arguments grounded in reason.

The Edexcel specification encompasses philosophy, ethics and New Testament studies. The course will examine the origin and strength of your own views alongside those of established philosophers and ethicists such as Plato, Descartes and Kant as well as more modern writers such as Richard Dawkins and Peter Singer. You will also develop a detailed understanding of religious interpretations of the New Testament, as well as understanding the belief systems that underlie the Christian faith. The course requires students to tackle classic arguments including the problem of evil and the relationship between religion and morality, and also to engage with 21st century concerns of war and peace, matters of life, the nature of life after death, the concept of 'free will' and how these ideas relate to Christian belief.

Assessment is by three exams, each of which last for two hours and require a mixture of short answers and longer extended writing. Each paper provides 33% of the total marks.

Unit 1 Philosophy of Religion

Unit 2 Religion and Ethics

Unit 3 New Testament Studies

SUGGESTED ENTRY REQUIREMENTS

There is no need or requirement to have studied RS to GCSE level, but a Grade 6 or above in English Language or Literature is preferred.

PROGRESSION

Students have gone on to study theology, philosophy, religious studies, PPE, English and law at university or have combined philosophy with other subjects on a degree course. Students can find ethics valuable in their medical training.

Careers options include: Medicine, Nursing, Law, Police, Journalism, Political consulting, Teaching, Historian, Lobbying, Museum Curating, Human Rights, Diplomacy, Marketing, Publishing, Psychotherapy...and many more...

PSYCHOLOGY

Psychology is the scientific study of behaviour: psychologists are interested in exploring the reasons behind what we do, think or feel. At A-level we attempt to answer questions such as: What is stress? How reliable is memory? What counts as 'normal' behaviour? To answer such questions, we examine a wide range of theories (explanations) and the evidence psychologists have gathered to support or refute these theories. Psychologists gather this evidence using a range of methods, including experiments, interviews, case studies, questionnaires and observations. You will discover what these methods entail, why they are useful and their limitations. You will be encouraged to look critically at psychological theories and evidence in order to develop skills of analysis and evaluation.

We follow the AQA A-level specification which is examined at the end of two years of study with 3 exam papers, each 2 hours long and worth 33.3% of the final mark.

Paper 1

Introductory Topics in Psychology

Each section is worth 24 marks; all questions are compulsory

- Section A: Social influence
- Section B: Memory
- Section C: Attachment
- Section D: Psychopathology

Paper 2

Psychology in Context

- Sections A & B are worth 24 marks; C is worth 48 marks; all compulsory
- Section A: Approaches in Psychology
- Section B: Biopsychology
- Section C: Research Methods

PSYCHOLOGY



Paper 3

Issues and Options in Psychology

Each section is worth 24 marks. Section A is compulsory.

- Sections B, C, D contain 3 topics each: select one from each section
- Section A: Issues and Debates in Psychology
- Section B: Relationships, Gender or Cognition & Development
- Section C: Schizophrenia; Eating Behaviour or Stress
- Section D: Aggression, Forensic Psychology or Addiction

It is important to realise that while psychology is a fascinating subject offering insights into many current issues and concerns, it is also a broad and demanding subject. A high level of commitment and organisation is essential. You need to be able to write coherently, think analytically and be able to evaluate the strengths and weaknesses of theories and of research; there is a strong emphasis on scientific methodology.

SUGGESTED ENTRY REQUIREMENTS

You are not expected to have studied psychology previously but a curiosity about people and an interest in understanding why we behave the way we do are essential. Grade 6 or above in Biology or 6-6 in Combined Science, plus a grade 6 in Maths and a grade 6 in English is required.

PROGRESSION

By studying psychology, you will gain transferable skills that can be applied to any career that involves working with people. You can also build further on your study of psychology to specialise in areas such as clinical, forensic, educational, sport or health psychology. Psychology is also a valuable subsidiary subject for those considering medicine.

SPORT SCIENCE



The OCR Cambridge Technical Extended Certificate in Sport and Physical Activity (Level 3) allows students to develop their knowledge and skills in both practical and theoretical aspects of sport science and coaching. It is equivalent to a full A-level in terms of UCAS points and is scored using the Pass, Merit, Distinction and Distinction system. Sport Science is assessed in both coursework and exam-based units which enables pupils to keep track of their progress throughout the course.

Compulsory units:

- **Unit 1 Body systems and the Effects of Physical Activity**

Written exam assessment. In this unit you will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them.

- **Unit 2 Sports Coaching and Activity Leadership**

Coursework Assessment. This unit will give you an understanding behind the theory of coaching and activity leadership. You will explore the methods that can be employed to improve the performance of participants, and the roles and responsibilities of coaches and leaders in delivering and teaching sport and physical activity. The main part of the unit is related to developing the necessary skills and understanding to plan, deliver and evaluate a series of sports or activity sessions.

- **Unit 3 Sports Organisation and Development**

Written Exam Assessment. In this unit you will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. You will also gain an understanding of sports development, including the organisations involved, specific target groups for development and how the success of sports development initiatives can be measured.

Optional Units

A further two units are also studied from:

- Organisation of Sports events
- Sport and Exercise Psychology

SUGGESTED ENTRY REQUIREMENTS

Grade 5 in English and Mathematics.

PROGRESSION

Careers in sport, leisure management, physiotherapy, the Forces, sports journalism/media, biomechanics, sports rehabilitation, sports technology development or teaching physical education.

The multi-disciplinary nature of this course is compatible with a wide range of career choices.

CERAMICS (3D ART & DESIGN)



This three dimensional design course offers students the opportunity to work in a wide range of two- and three-dimensional media and techniques. It extends skills and experiences gained in prior study of Ceramics as well as introducing new methods and disciplines. Students work from a range of starting points, developing their own personal ideas and interpretations through drawings and design work. Initial ideas developed in sketchbooks are translated into three-dimensional reality using a range of materials which may include clay, wood, metal, glass, plastics, willow and textile media.

The exam board is AQA, Art and Design: 3D Design. As well as the three dimensions of height, width and depth, students must also consider elements of line, texture and colour, all of which serve to enrich and complement the final outcome and give students an ideal opportunity to experiment with different techniques of surface decoration. Three-dimensional outcomes can take the form of sculptural items, decorative ware, textural wall hangings, contemporary furniture design, jewellery etc. Students are given the opportunity to exhibit work both in school and within the wider community.

Assessment:

- Personal Investigation
A practical unit of coursework supported by a written investigation of 1000-3000 words.
60% of the final A-level mark.
- Externally set assignment
Fifteen hours with additional preparation studies.
40% of the A-level mark.

SUGGESTED ENTRY REQUIREMENTS

Grade 6 or above in Art or 3-Dimensional Design (e.g. Ceramics)

PROGRESSION

Students studying this course develop visual literacy, practical skills and work related skills e.g. research, creative thinking, problem solving and independent learning.

A-level Three Dimensional Design is an excellent foundation for the study of a wide range of degree courses including Ceramics, Sculpture, Glass, Interior, Furniture, Product, Jewellery, Fashion Design etc.

Future careers could include:
pottery, design, graphics, print, interior design, product design, media.



OPTION CHOICES 2024/2025

Our policy is that most students will start the Lower Sixth with four subjects (this retains the opportunity to try out subjects they have not studied before) but drop to three at the end of their first term.

This enables them to focus on meeting the exacting demands of the new A-level and also creates the opportunity for additional academic or personal enrichment. There may be occasional exceptions such as Further Mathematicians who wish to continue with four subjects.

Students choose one subject from each option block:

BLOCK A	BLOCK B	BLOCK C	BLOCK D
Biology Dance English Literature Film Studies Mathematics Politics	Ceramics Business Chemistry Economics History Physics Philosophy Psychology Sport Science Computer Science	Fine Art Business Chemistry History Music Music Technology Physics Geography Product Design	Biology Drama Further Mathematics Geography Mathematics Psychology Latin/ Classical Civilisation

Students interested in Latin should contact the Head of Sixth Form. Students interested in the Leiths Diploma should contact the Head of Sixth Form.

Subject Choices for A-Level: Please indicate your choices of A-level subject based on the blocks above. You can choose one subject from each block. Your first three choices should be for the subjects which you currently intend to take for the full two years. The fourth is the subject which you currently think you are most likely to drop after one term.

OPTION CHOICES 2024/2025

Scan the QR Code to complete the option choices form



Your choices are not final and binding but all are subject to achieving the standard required in our entrance tests of at GCSE.

Pupils Name

Pupil Signature





ST EDMUND'S
SCHOOL
CANTERBURY

LEARNING PATHWAYS

A-level work is considerably more demanding than at GCSE level and in many subjects this requires a greater range and depth of skills. Choosing the correct subjects for Sixth Form studies is paramount and it can initially appear daunting. Basing choices on some clear principles ensures that students make the right decisions to set them up for the next two years and the decades beyond.

Our A-level courses are organised into seven distinctive pathways. When joining our Sixth Form, students don't just select a list of subjects, they enrol onto one of these seven pathways. The pathways are designed to help students delve deeper into their chosen subjects, focusing on areas that truly interest them. They guide pupils' unique journey through Sixth Form, including academic enrichment activities, co-curricular trips and visits, open lectures and workshops which complement the classroom based lessons.

Students can combine subjects from different pathways, but the choice of pathway depends on their future ambition. We believe that successful education is fuelled by pupils having a clear sense of direction and purpose, an enquiring mind and an interest in learning.

