

# SIXTH FORM COURSE BOOKLET 2023-4



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# PRINCIPAL'S WELCOME

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Dear Students and Parents,

Making the right Sixth Form decisions – particularly choosing the best subjects for you – will have a great impact on what you do after leaving school, whether you are entering a profession or going on to university. This guide to our courses shows what a breadth of options are available at the Blanchelande Sixth Form, and as you take it all in, here are three important factors to consider.

## **A close community**

At Blanchelande, each student is known individually with pastoral care being the foundation stone. Our Head of Sixth Form, Matt Noble, oversees our vertical Sixth Form tutor groups. Further support is provided by the UCAS Coordinator, the Head of Careers, the Head of Inquiry-Based Learning, and the EPQ Coordinator. For a small Sixth Form there is a huge amount of support.

## **High standards**

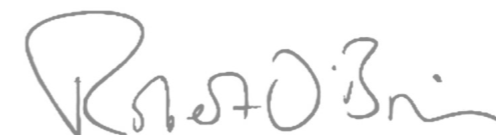
Standards are high across the board. Whether it's personal presentation (professional but comfortable), the unique Blanchelande Diploma (which lays the foundation for university personal statements) or academic standards, we are looking for students who want to thrive and flourish, and to work in a focused environment. University preparation includes Oxbridge for those who want to give it a try, with every student helped to find the right post-18 pathway.

## **Outstanding facilities**

Blanchelande Sixth Formers enjoy a range of facilities, all on one site and of a very high standard. Provision includes the excellent Library with adjoining Common Room (with kitchen), a Fitness Suite, an A-Level Science laboratory and seminar rooms that give lessons a professional tone, as well as all the facilities of the senior school. Sixth Form students bring their own laptop and, unlike their time in the senior school, have use of mobile devices. There is also onsite parking.

At Blanchelande, students can enjoy all the perks of Sixth Form life while remaining part of a closely-knit school community: one school, one site, one set of teachers, and one tried-and-tested ethos that places the well-being of students at the very centre. Not to mention a growing track record of excellent A-Level results – I am proud of the outstanding teachers we have waiting for you.

I look forward to welcoming you.



Robert O'Brien  
Principal



*One school, one site, one set of teachers, and one tried-and-tested ethos that places the well-being of students at the very centre.*

# HEAD OF SIXTH FORM'S WELCOME

Welcome to our Sixth Form booklet. As Head of Sixth Form, I am privileged to work with a group of talented, committed and enthusiastic students and colleagues, whose dedication and commitment are fundamental both to Blanchelande's character but also its continued success and growth.

Over the following pages, my colleagues and I (I am also Head of Modern Foreign Languages) will give you an idea of what Blanchelande College has to offer you. Before they do, however, and to help you make your decision regarding where to go for Sixth Form, please permit me to outline the qualities I believe set us apart from other schools in Guernsey.

We offer more than twenty A Level and AS subjects, including subjects not available elsewhere on the Island. This is thanks to the school's ability to attract and retain excellent teaching staff. Moreover, our small size enables us to offer a bespoke combination of subjects, given that we can tailor the timetable to each student. While our Head of UCAS Mr. James Miller can offer advice on subject choices for particular university courses or careers, we are happy to advise students to study courses they enjoy and to keep their options open in the knowledge that even careers such as Medicine offer a foundation degree route to entry.

Our class sizes facilitate personalised teaching and learning. Our teachers know their students as individuals, understanding their strengths and weaknesses, enabling them to tailor lessons to the individual and follow up with instant feedback. Furthermore, there is an online option for when students are unable to make it into school, permitting them to keep up with lessons in real time, even when they aren't in school.

As they join the Sixth Form, all students follow the Interrobang course, which prepares students for the demands and challenges of A level study, as well as qualifying them for our EPQ course, led by Mr. and Mrs. Torien, our Head of Inquiry and Library team. Students also have the opportunity to continue with Mathematics through Mathematical Studies. Students can gain an AS Level in both of these qualifications. The Modern Languages department offers all students the opportunity to gain an official diploma



*The Hero's Journey continues.*

*Our Sixth Form enables students to nurture and develop their talents, both inside and outside the classroom as well as in the wider community.*

in French and Spanish at levels equivalent to GCSE and AS Level, both qualifications certified by the relevant Ministry of Education. Our Sixth Form diploma allows students to focus on their holistic development, tracking and recording achievements that will enable them to develop as individuals and draft richer personal statements on their university and future employment applications. All of this is underpinned by our tutors, who maintain a close and personal relationship with each tutee, looking after each individual's academic progress, pastoral welfare and personal development, within a Catholic ethos that focuses on our strength as a close-knit community, supportive of each other's talents and efforts.

There are also opportunities for leadership and personal growth for all our students, and the whole of our Sixth Form community is encouraged to seek out and embrace new challenges, both inside and outside the school. Our students also take part in the silver and gold Duke of Edinburgh awards, as part of which they undertake expeditions and volunteer in the community, both within and outside the school. This idea of service is central to our identity as a Catholic school and is an aspect of our identity of which we are extremely proud. Common Room life is also an important aspect of life at Blanchelande, and our Sixth Formers are very attached to their personal space, which they use to socialise and study, as well as hold meetings and plan Sixth Form and whole school events. Lastly, we also offer a gym with a personal trainer, as well as the chance to work, live and play in one of the most serene and beautiful environments in Guernsey.

This in a nutshell is what makes us unique. If this introduction has piqued your interest, we invite you to read more about what we have to offer in the following pages. It just remains for me to say thank you for reading and we look forward to welcoming you to our Sixth Form.

Best wishes,

A handwritten signature in black ink, appearing to be 'M Noble', written in a cursive style.

Matthew Noble  
Head of Sixth Form

# THE BIG QUESTIONS

*As a student surveying your post-16 options, use this diagram to help guide your thinking.*

*Blanchelande's Sixth Form is geared up to help you to answer each question.*



What subjects will best shape your future?



What are the entry requirements for your chosen career or university pathway?



How can you become an effective communicator and leader?



How can you stand out?



Where will you find the advice you need?



What habits of study do you need to be successful?

# CHOOSING YOUR A-LEVELS

## Key Questions

- A-Levels require you to work more independently than you have been used to. Which subjects are you most enthused to study?
- A-Levels are rigorous. Which subjects do you get your best grades in?
- What are your intentions for work or university?

## Follow your passion

Not everyone has a fixed career plan at this stage and many change professions during the course of their life. Start with what you enjoy and what drives you most. Don't be tempted to copy someone else's pathway; it might not be the best one for you.

## Research

Read through the subject specific information in this booklet and consider which course appeals to you most.

The following four links will help you to identify the best A-Level combinations for you:

- [https://www.ucas.com/sites/default/files/tips\\_on\\_choosing\\_a\\_levels\\_.pdf](https://www.ucas.com/sites/default/files/tips_on_choosing_a_levels_.pdf)
- <https://www.informedchoices.ac.uk>
- <https://university.which.co.uk/advice/a-level-choices/six-things-you-need-to-know-before-making-your-a-level-choices>
- <https://www.ucas.com/alternatives/alternatives-higher-education>

## Ask lots of questions

To help you narrow down the many options before you and feel confident about the decisions you make, talk to as many people as you need to: your parents, current teachers, A-Level teachers, friends who may have already been through the decision-making process, and other students.

## Don't panic!

When presented with any situation, it helps to breathe, take your time, focus and then decide what to do. This is no different. Take the time you need to find out all you need to know.



# ART, CRAFT & DESIGN (INCLUDING PHOTOGRAPHY)

Complementary Subjects: Design Technology, English, History, Music and Photography



**Course Title:** A-Level Art and Design  
**Examination Board:** AQA  
**Entry Requirements:** Grade 6 in GCSE Art (desirable but not a pre-requisite)  
**Contact:** Mrs. Bonner - bonnerh@blanchelande.sch.gg



*Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As students progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.*

*-From The National Curriculum*

## Is Art the right choice for me?

Do you enjoy the combination of practical, technical and creative activities? With our investment in digital and photographic media your skills in this area can advance. Our Adobe Creative Cloud access can develop technical knowledge and present the opportunity to take increasingly sophisticated photographs with advanced post production edits. Working with different media such as fashion and textiles can also build on personal interests and practical skills with fabrics.

Do you enjoy seeing your skills, ideas and understanding develop over time and through sustained effort? Successful students have personal motivation to improve and diversify their expressive skills. They are open to collaboration with peers and accept support, advice and guidance from their teacher. Inspiration, perseverance and good time management with independent working skills are key to success in Art.

## What will I gain from A-Level Art?

- A-Level Art & Design supports the development of personal creativity. It builds confidence in presenting these skills in a portfolio suitable for application to a creative course, e.g., a Foundation Course in Art and Design or a direct application to a three-year BA (Hons) degree course.
- A creative course studied at A level is suitable for a variety of university degree course applications, including architecture, engineering and journalism. With its emphasis on imagination, collaborative working and problem solving, Art can lead to careers in advertising, marketing, publishing and the media.
- Most importantly, Art will allow you to express yourself whilst developing skills of enquiry with understanding and tolerance of others. It will set you on a lifelong journey of discovery and deepen your appreciation of the rich human artistic heritage.

## Enrichment

- Visits to Art Galleries - both local and when possible, in UK/abroad
- Talks and workshops on island e.g., opportunities with Candie Museum & Art for Guernsey, visits from Arts Universities.
- School Arts Competitions e.g. The Sovereign Art Foundation, Art for Guernsey, Guernsey Arts Commission, Independent Schools Association competitions.
- KS5 students have the opportunity to attend Creative Skills Workshops instigated by Specsavers with a series of guest tutors from London and opportunity for long term collaboration through mentoring and summer school initiatives.

UNIT	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1 (Year 12)	Personal creative investigation	An extended, exploratory project/ portfolio. Students develop work based on an idea, issue, concept, or theme leading to a finished outcome or a series of related finished outcomes. Contemporary or past practice of artist(s), designer(s), photographers, or craftspeople will be studied and include written work between 1000 to 3000 words which supports the practical work	Preparatory work over several weeks leads to 15 hours of supervised time over several days under exam conditions. Externally set task. Internally assessed and externally moderated.	60%
2 (Year 13)	Externally set assignment	Students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.	Internally assessed and externally moderated.	40%

# BIOLOGY

Complementary Subjects: Chemistry, Physics, Environmental Science, Mathematics, Mathematical Studies



**Course Title:** A-Level Biology (7402)  
**Examination Board:** AQA  
**Entry Requirements:** Grade 6 in Biology (or 6.6 in Combined Trilogy)  
**Contact:** Mrs. Mason-Smith - masonsmithc@blanchelande.sch.gg



## Is Biology the right choice for me?

Biology A-level will give you the skills to make connections and associations with all living things around you. Biology literally means the study of life - and if that's not important, what is? Being such a broad topic, you're bound to find a specific area of interest, plus it opens the door to a fantastic range of interesting careers.

## What will I gain from A-Level Biology?

Many people use an AS or A-level in Biology in their future studies or work. Even if you don't decide to work in biology, studying it still develops useful and transferable skills for other careers. You'll develop research, problem solving and analytical skills, alongside teamwork and communication. Universities and business regard all these very highly. There are also many careers that Biology can prepare you for, including:

- doctor
- clinical molecular geneticist
- nature conservation officer
- pharmacologist
- research scientist
- vet
- secondary school teacher/ university lecturer
- marine biologist
- dentist

## Enrichment

Get involved in the school's STEM club, read the New Scientist in the library, and/or take the initiative to edit and publish your own biological magazine, read on-line articles about the origins of Darwin's work, form a group with other Sixth Form Biologists to discuss issues or lead a subject club for younger students.

*A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, students should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.*

*-From The National Curriculum*

PAPER	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1	Topics 1-4	<ul style="list-style-type: none"> <li>• Topic 1: Biological molecules</li> <li>• Topic 2: Cells</li> <li>• Topic 3: Organisms exchange substances with their environment</li> <li>• Topic 4: Genetic information, variation and relationships between organisms</li> </ul>	Written exam (2 hours)	35%
2	Topics 5-8	<ul style="list-style-type: none"> <li>• Topic 5: Energy transfers in and between organisms (A-level only)</li> <li>• Topic 6: Organisms respond to changes in their internal and external environments (A-level only)</li> <li>• Topic 7: Genetics, populations, evolution and ecosystems (A-level only)</li> <li>• Topic 8: The control of gene expression (A-level only)</li> </ul>	Written exam (2 hours)	35%
3	Topics 1-8	<ul style="list-style-type: none"> <li>• Topic 1: Biological molecules</li> <li>• Topic 2: Cells</li> <li>• Topic 3: Organisms exchange substances with their environment</li> <li>• Topic 4: Genetic information, variation and relationships between organisms</li> <li>• Topic 5: Energy transfers in and between organisms (A-level only)</li> <li>• Topic 6: Organisms respond to changes in their internal and external environments (A-level only)</li> <li>• Topic 7: Genetics, populations, evolution and ecosystems (A-level only)</li> <li>• Topic 8: The control of gene expression (A-level only)</li> </ul>	Written exam (2 hours)	30%



# BUSINESS STUDIES

Complementary Subjects: Business complements all subjects by providing a business angle to the career pathways of each subject area.



## Is Business Studies the right choice for me?

Business is a real-world A-Level for students considering Business-related courses at university. With a focus on helping you to become a good decision maker, you will learn essential managerial skills, alongside techniques to help you become an analytical problem solver. These skills are all highly sought after and valued in a wide range of careers.

Having an interest in current affairs and world news is essential to be able to contribute to the subject in class. You will need a good standard of Maths and English to cope with the writing element of the course, along with analysing data and graphs.

## What will I gain from A-Level Business Studies?

A Business qualification enables you to embark on a career in a range of fields. The skills you learn are transferable across a broad range of subjects and careers. Whatever you choose to do in the future, you will find that the things you learn on this course will help. For example, you will probably work with lots of different people, so knowledge of motivational theory will help you to work well with others and help them achieve their potential. You might have ambitious plans to start your own business. If that's the case, you'll find the marketing and finance topics particularly useful.

## Enrichment

Participate in trips and visits to a range of businesses to see how they operate. Arrange relevant work experience. Join the debate club to improve your communication skills. Read the business news daily to ensure you are up to date. Write and produce your own articles for the school magazine/newsletter. Get involved with any club/event in school and offer to do their marketing and promotion. Join the drama club to improve your public speaking, confidence, and ability to hold the attention of an audience. Subscribe to a business magazine. Follow influential business leaders on social media.

*Business Studies is the study of how businesses operate in the various global marketplaces, both at a practical and theoretical level.*

*Business is an exciting and fast-moving subject which looks at the way in which businesses start and operate to satisfy customers and make profit for investors.*



**Course Title:** A-Level Business (7132)  
**Examination Board:** AQA  
**Entry Requirements:** Grade 6 GCSE Maths & English  
**Contact:** Mrs. Sloman - slomans@blanchelande.sch.gg

## A-Level course outline

All exam papers test the whole A-level course which covers:

- Topic 1 – What is business?
- Topic 2 – Managers, leadership and decision making
- Topic 3 – Marketing management
- Topic 4 – Operational management
- Topic 5 – Financial management
- Topic 6 – Human resource management
- Topic 7 – Analysing the strategic position of a business
- Topic 8 – Choosing the strategic direction
- Topic 9 – Strategic methods: how to pursue strategies
- Topic 10 – Managing strategic change

UNIT	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1	Business	<ul style="list-style-type: none"> <li>• Section A: 15 multiple choice questions</li> <li>• Section B: short answer questions</li> <li>• Section C &amp; D: choice of 2 essay questions, of which you choose one.</li> </ul>	Written exam: 2 hours 100 marks	33.33%
2	Business	3 mini case studies and you are asked roughly 3-4 questions on each case study, ranging from short-answer questions to extended-answer questions. Some of the questions will involve calculations and interpretations based on the data you have been given.	Written exam: 2 hours 100 marks	33.33%
3	Business	One extended case study with written information and data for calculations, requiring longer answers.	Written exam: 2 hours 100 marks	33.33%

# CHEMISTRY

Complementary Subjects: Biology, Physics and Mathematics



**Course Title:** A-Level Chemistry (9CH0)  
**Examination Board:** Pearson Edexcel  
**Entry Requirements:** Grade 6 in Chemistry and Mathematics (or 6.6 in Combined Trilogy)  
**Contact:** Mr. Edwards - edwardsa@blanchelande.sch.uk



## Is Chemistry the right choice for me?

Chemistry students get to investigate a huge range of ideas: the big question you'll ask yourself is 'what is the world made of?' If you choose it as career, you have the potential to help solve all sorts of problems. You could work on a cure for cancer, or you might develop a new food: the possibilities are endless.

## What will I gain from A-Level Chemistry?

Even if you don't decide to work in chemistry, studying it still develops useful and transferable skills for other careers. You'll develop research, problem solving and analytical skills, alongside teamwork and communication. Universities and businesses regard all these very highly. There are also many careers that Chemistry can prepare you for, including:

- analytical chemist
- chemical engineer
- clinical biochemist
- pharmacologist
- doctor
- research scientist (physical sciences)
- toxicologist
- environmental consultant
- higher education lecturer or secondary school teacher
- patent attorney
- science writer

## Enrichment

Get involved in STEM and the Crest Awards, subscribe to a Chemistry magazine or produce one of your own, participate in the Chemistry Olympiad or Cambridge Chemistry Challenge, lead a Chemistry club for younger students, attend lectures by the Royal Society of Chemistry.

*A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, students should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.*

*-From The National Curriculum*

UNIT	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1	Advanced Inorganic and Physical Chemistry	<ul style="list-style-type: none"><li>• Topic 1: Atomic Structure and the Periodic Table</li><li>• Topic 2: Bonding and structure</li><li>• Topic 3: Redox 1</li><li>• Topic 4: Inorganic Chemistry and the Periodic Table</li><li>• Topic 5: Formulae, Equations and Amounts of Substance</li><li>• Topic 8: Energetics I</li><li>• Topic 10: Equilibrium I</li><li>• Topic 11: Equilibrium II</li><li>• Topic 12: Acid-base Equilibria</li><li>• Topic 13: Energetics II</li><li>• Topic 14: Redox II</li><li>• Topic 15: Transition Metals</li></ul>	Written exam (1 hour 45 minutes)	30%
2	Advanced organic and Physical Chemistry	<ul style="list-style-type: none"><li>• Topic 2: Bonding and structure</li><li>• Topic 3: Redox I</li><li>• Topic 5: Formulae, Equations and Amounts of Substance</li><li>• Topic 6: Organic Chemistry I</li><li>• Topic 7: Modern Analytical Techniques I</li><li>• Topic 9: Kinetics I</li><li>• Topic 16: Kinetics II</li><li>• Topic 17: Organic Chemistry II</li><li>• Topic 18: Organic Chemistry III</li><li>• Topic 19: Modern analytical techniques II</li></ul>	Written exam (1 hour 45 minutes)	30%
3	General and Practical Principles in Chemistry Any content Any practical skills	All topics listed for papers 1 and 2	Written exam (2 hours 30 minutes)	40%

# COMPUTER SCIENCE

Complementary Subjects: Physics and Mathematics



**Course Title:** A-Level Chemistry (H446)  
**Examination Board:** OCR  
**Entry Requirements:** Grade 6 in Mathematics and grade 5 in English  
**Contact:** Mr. Mostert - mostertp@blanchelande.sch.uk



## Is Computer Science the right choice for me?

If you are intrigued by technology or computer devices, you should not ask, 'why study computer science?', but rather, do I have a passion for it? Pursuing an A-Level in Computer Science will have you apply critical thinking and problem-solving skills daily. As the name suggests, Computer Science is a science and requires significant logical insight and the ability to dissect intricate problems into solvable units. The curriculum is broad, and you will be expected to think laterally and with creative insight on a variety of technology related topics. The course also involves a project which requires appropriate time management skills.

## What will I gain from A-Level Computer Science?

The A-Level in Computer Science is engaging and practical, encouraging creativity and problem solving. It will inspire you to develop your understanding and application of the core concepts in computer science, such as systems architecture, networking and practical coding. Not only are these incredibly handy skills, but you will learn to analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs. Computer science expertise can be applied in almost all fields, including law enforcement, education, health care, and economics.

## Enrichment

There are many enrichment opportunities during your time as an A-Level Computer Science student, including exposure to guest speakers, site visits to corporate groups and subject related literature.

*A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.*

*-From The National Curriculum*

UNIT	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1	Computer Systems	<ul style="list-style-type: none"><li>The characteristics of contemporary processors, input, output and storage devices</li><li>Software and software development</li><li>Exchanging data</li><li>Data types, data structures and algorithms</li><li>Legal, moral, cultural and ethical issues</li></ul>	Written exam (1 hour 50 minutes)	40%
2	Algorithms and Programming	<ul style="list-style-type: none"><li>Elements of computational thinking</li><li>Problem solving and programming</li><li>Algorithms to solve problems and standard algorithms</li></ul>	Written exam (1 hour 50minutes)	40%
3	Programming Project	Project based work, including: <ul style="list-style-type: none"><li>Problem analysis</li><li>Design of an appropriate solution</li><li>Developing of the solution and</li><li>Evaluation</li></ul>	Non-exam assessment	20%

# DESIGN & TECHNOLOGY

Complementary Subjects: Art, Mathematical Studies, Physics, ICT



*Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.*

*-From the National Curriculum*

## Is Design & Technology the right choice for me?

It is strongly desirable that students taking this course have previously gained a grade 6 in (I)GCSE DT Graphic products or Resistant Materials/Art related subjects. Regardless of their GCSE specialism they can choose to follow either 3D design or Graphic Communication for the duration of the course.

Students need to be well motivated, organised with a genuine interest and enthusiasm for the subject and a willingness to engage with new ideas. Students will be expected to manage project timelines over a sustained period of time independently, so excellent time management, creativity, problem-solving and an enjoyment of working with a range of materials are all crucial skills.

The practical and design elements of the course are underpinned by supporting design and research work; with good drawing, research and critical writing skills all being a particular focus for the exam board.

The portfolio of design work includes critical, practical and theoretical aspects. Contextual investigation into designers past and present and experimentation with manufacturing processes necessary to make your final products with as mentioned before strong emphasis on design and communication using drawings skills. Modelling work, experience with design software within DT using a variety of processes and techniques including CAD and CAM will also be explored before reaching a final solution/outcome.

Either specialism will be useful for those looking to pursue future careers in 3D Design, furniture, jewellery, Architecture, Graphic design, Product Design, Industrial Design, Digital Design, Illustration, and Web Design. Equally Students may also be suited to starting work directly in fields that interest them such as design, carpentry or architectural apprenticeships in Guernsey.



**Course Title:**  
**Examination Board:**  
**Entry Requirements:**  
**Contact:**

A-Level Art and Design (Graphic Communication/3D)  
WJEC  
Grade 6 in GCSE Design and Technology or Art  
Mrs. Van der Linden - vanderlindenr@blanchelande.sch.gg

## What will I gain from A-Level Design & Technology?

This course is suitable for students who may want to pursue further studies in Graphic design, 3-Dimensional design, Product Design, Architecture, Industrial Design, and Engineering.

## Enrichment

Enter Design and Technology (DT) competitions in illustration or applied design, subscribe to a subject related magazine, lead a DT club for younger students, attend trips and visits arranged by school but also take the initiative to explore DT independently.

UNIT	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1 (Year 12)	Personal creative enquiry	An extended, exploratory project/portfolio.	Internally assessed and externally moderated.	40%
2 (Year 13)	Personal investigation	<ul style="list-style-type: none"> <li>A major in-depth critical, practical, theoretical investigative project.</li> <li>An extended written element of 1000 words.</li> </ul>	Internally assessed and externally moderated.	36%
3 (Year 13)	Externally set assignment	<ul style="list-style-type: none"> <li>Part 1: preparatory study period.</li> <li>Part 2: 15-hour period of sustained focus work .</li> </ul>	Exam Assessment. Internally assessed and externally moderated.	24%

# DRAMA & THEATRE

Complementary Subjects: English, Music, Art and Design Technology



## Is Drama & Theatre the right choice for me?

A-Level Drama and Theatre requires skills in two different areas: theoretical/academic and practical/creative. Not only do you need to enjoy reading, and be able to write analytical/evaluative essays, but you also need a commitment to performing and a capacity to work collaboratively with your classmates on the practical elements of the course. An interest in live theatre is a vital requirement: you need to feel happy about the prospect of spending evenings during the course of year 12 and 13 on regular theatre trips.

## What will I gain from A-Level Drama & Theatre?

A-Level Drama is incredibly useful if you are aiming at drama school, and it is good preparation for Drama at university (i.e. Cambridge, Oxford, Manchester), and for Creative Writing courses. Learners considering joint courses in English and Drama should certainly consider studying both these subjects at A-Level.

Law and Science students might well view this A-Level a very attractive option in addition to their facilitating subjects. It not only offers variety to an A-Level programme, but provides breadth when it comes to university applications, and develops skills applicable to a wide range of higher education subjects and in the workplace.

The confidence, soft skills, and communication skills developed from drama are highly desirable in a wide range of occupational areas including law, marketing, sales and advertising, leisure, sport and tourism, catering and hospitality, retail sales and customer services, broadcast media and the performing arts.

There is a range of apprenticeships that link to an interest in performing arts, including:

- recording engineer
- community arts administrator
- music publishing assistant
- theatre technician
- exercise instructor
- playworker
- radio broadcast assistant

## Enrichment

Lead a Drama Club for younger students, direct a short play of your own, participate in the organisation as well as the performing of school drama productions, attend theatre trips and visits.



**Course Title:** A Level (7262)  
**Examination Board:** AQA  
**Entry Requirements:** Grade 6 in GCSE Drama and English  
**Contact:** Ms. Vlad - vladj@blanchelande.sch.gg

UNIT	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1	Drama and theatre	<ul style="list-style-type: none"> <li>• Knowledge and understanding of drama and theatre</li> <li>• Study of two set plays, one chosen from List A, one chosen from List B</li> <li>• Analysis and evaluation of the work of live theatre makers</li> </ul>	Internally assessed and externally moderated.	40%
2	Creating original drama	<ul style="list-style-type: none"> <li>• Process of creating devised drama</li> <li>• Performance of devised drama (students may contribute as performer, designer or director)</li> </ul>	Internally assessed and externally moderated.	36%
3	Making theatre (practical)	<ul style="list-style-type: none"> <li>• Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play</li> <li>• Reflective report analysing and evaluating theatrical interpretation of all three extracts</li> </ul>	Exam Assessment. Internally assessed and externally moderated.	24%

# ENGLISH LITERATURE

Complementary Subjects: History, Religious Studies and Psychology



**Course Title:** Level 3 Advanced GCE in English Literature  
**Examination Board:** Edexcel  
**Entry Requirements:** Grade 6 at GCSE in English Literature  
**Contact:** Miss Flood - floodj@blanchelande.sch.gg



*English has a pre-eminent place in education and in society. A high-quality education in English will teach students to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, students have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables students both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; students who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.*

-From The National Curriculum

## Is English Literature the right choice for me?

Reading, discussing and writing are key. You will be expected not just to read, but to develop the skill of thinking critically about what you read and of analysing texts to work out how the author's use of situation and language create powerful impressions. You will need to explore your own emotional response to writing and be able to discuss it, in class and through your own writing, and to argue constructively for your point of view.

There are often no 'correct' responses to issues or questions raised in English Literature, so you need to be open minded and willing to hear and discuss the opinions of others.

## What will I gain from A-Level English Literature?

English Literature is a highly respected A-Level. As well as an English Literature degree itself, students of Literature might go on to study for University degrees in a range of subjects including: History, Sociology, Psychology, Drama and Theatre Studies and Law. Even Medical Schools value the subject highly.

It is also very effective in developing transferrable skills such as interpretive abilities, communication, an understanding of how language works, close analysis, and the ability to construct a well-argued case. These are highly valued in a range of graduate careers such as Teaching, Business and Finance, Journalism, Law, Publishing – even Politics.

## Enrichment

English students will have the opportunity to regularly attend livestreamed broadcasts of West End productions, to participate in the Sixth Form Book Club, to attend events during the Guernsey Literary Festival, and to attend workshops to support their own writing in various fiction and non-fiction genres.

UNIT	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1	Drama	One Shakespeare play and one other drama either tragedy or comedy <ul style="list-style-type: none"> <li>Othello</li> <li>A Streetcar Named Desire</li> </ul>	Written exam (2 hours 15 minutes)	30%
2	Prose	Two prose texts from a chosen theme; one pre-1900 text <ul style="list-style-type: none"> <li>A Thousand Splendid Suns</li> <li>Wuthering Heights</li> </ul>	Written exam (1 hour 15 minutes)	20%
3	Poetry	Poetic form, meaning and language, a selection of contemporary poetry and either poetry of a literary period or a single poet <ul style="list-style-type: none"> <li>Post 2000 poetry</li> <li>Geoffrey Chaucer</li> </ul>	Written exam (2 hours 15 minutes)	30%
4	Non-examination assessment (coursework)	Two texts selected by school: <ul style="list-style-type: none"> <li>Jane Eyre</li> <li>Wide Sargasso Sea</li> </ul>	One extended comparative essay referring to two texts (2,500-3,000 words)	20%

# EXTENDED PROJECT QUALIFICATION

Complementary Subjects: All



**Course Title:** Extended Project Qualification (EPQ) (0.5 of an A-Level)  
**Examination Board:** AQA  
**Entry Requirements:** All students studying 3 A-Levels are eligible  
**Contact:** Mrs Toerien - toerienj@blanchelande.sch.gg



## Extended Inquiry for the Heroically Curious

*The EPQ is an exciting one-year inquiry-based course that supports you to delve deeply into something that you feel really passionate about, and to earn up to 28 UCAS points in the process.*

*The course runs from the November of Y12 to November of Y13 and consists of a 30-hour taught skills course on Mondays after school, complemented by 90 independent learning hours, when you work on your project in your own time with guidance from an individually assigned supervisor.*

## Is the EPQ the right choice for me?

Are you curious? Are you (or do you want to become) organised, independent and able to take charge of your own learning? Would you enjoy exploring beyond the curriculum in your spare time? Then the EPQ might be for you.

All year 12 students begin the year with the compulsory 6-week Interrobang! inquiry course. This is your opportunity to decide whether you want to apply for a place on the EPQ course, and ours to assess whether you would be suited to it. You do not have to decide until the October half term of year 12.

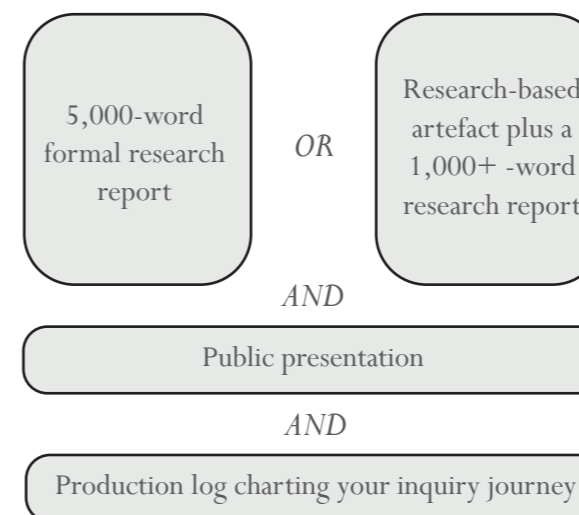
## What will I gain from an EPQ?

Aside from being an astonishing opportunity to explore and develop your own ideas and interests beyond the confines of a taught curriculum, the EPQ equips you with vital inquiry and independent learning skills that will be of utmost importance when you leave school – whether to go to work or university.

Past students have spoken of gaining valuable time management skills that impacted on their approach to all their subjects, alongside learning university-style academic reading and writing skills. EPQ students also gain both confidence and a huge sense of pride as they progress through the year and become experts in their topics. EPQ students also gain both confidence and an immense sense of pride as they progress through the year and become experts in their chosen topics.

## How is the EPQ assessed?

All EPQs are assessed internally based on the following components, and then sent for external moderation by AQA.



## How is the EPQ viewed by universities?

Research suggests that students who take the EPQ are more likely to progress to Higher Education, less likely to drop out and more likely to achieve a good degree result ([tinyurl.com/ycx44k6j](https://tinyurl.com/ycx44k6j)). No wonder then that universities value the EPQ so highly that many are prepared to adjust their offers for EPQ students and to use EPQ results to discriminate between candidates in Confirmation and Clearing ([tinyurl.com/mpsuc732](https://tinyurl.com/mpsuc732)).

Your inquiry journey and expertise in your topic also make you a very strong candidate in interviews, where both universities and employers will value your independent learning and self-management skills.

TERM	TAUGHT COURSE	INDEPENDENT ACTIVITY
Year 12 Michaelmas (November onwards)	Connecting interests with resources. Asking good questions.	Choosing your topic and beginning background investigation.
Year 12 Hilary	Time-planning. Accessing, using and evaluating secondary sources (online and print). Academic reading. Note-making. Conducting primary research.	Planning your project and conducting most of your investigation. Refining your research question.
Year 12 Trinity	Working with the ideas of others to develop your own. Academic writing (including citing and referencing). Drafting & Redrafting.	Completing your investigation (including completing your artefact if making one). Pulling everything together into a coherent argument.
Summer Holiday		Writing up your report.
Year 13 Michaelmas (to end of October)	Presentation skills. Planning final submission. Reflecting.	Redrafting your report based on feedback. Planning and delivering your assessed presentation. Reflecting on the process.

# GEOGRAPHY

Complementary Subjects: Biology, Environmental Science and Mathematics



*A high-quality geography education should inspire in students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As students progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.*

*-From The National Curriculum*

## Is Geography the right choice for me?

This course will help increase your understanding of the world, and the people and places within it. You will develop and apply understanding of geographical concepts, interactions and processes which help to understand and interpret our changing world. As a global citizen, you will also recognise the challenges of sustainability for the future and the implications for your own and others' lives, so Geography will help to also improve you as a critical and reflective learner, aware of the importance of attitudes and values. To study A-Level Geography, you need to have an enquiring and open mind. Geography is a study of the world around us and you need to be aware of issues worldwide. Having an interest in current affairs and reading newspapers is most important as this informs a lot of in-class discussion. You need to be able to debate issues such as migration and to think about them from political and social perspectives as well. Your opinion is important, but you also need to think about debates from someone else's perspective. You will need a good standard of Maths and English to cope with extended writing and the skills required working with maps, graphs and data.

## What will I gain from A-Level Geography?

As a Geography student at sixth form you will have the opportunity to develop a wide range of transferable skills for your future. You will develop strong teamwork, communication and problem solving skills including those used in fieldwork such as map work and leading an independent enquiry. You will also gain a concise, accurate and high level of written communication of geographical theory and understanding including the use of contemporary case studies to demonstrate knowledge of current affairs, geopolitics and critical thinking. Throughout the course you will be stretched to develop your presentation, debating skills and high-level ICT skills, including using GIS software. If you opt to pursue the subject further, a Geography degree enables you to embark on a career in a range of fields, including those in the education, commerce, industry, transport, tourism and public sectors. You will have many transferable skills, attracting employers from the business, law and finance sectors. Examples of employers include: the Armed Forces, Guernsey Water (or any Water company) and The Environment Agency.



**Course Title:** A-Level Geography  
**Examination Board:** Edexcel  
**Entry Requirements:** Grade 6 GCSE Geography  
**Contact:** Mrs. Fairley - fairleyh@blanchelande.sch.gg

## Enrichment

**Fieldwork:** Compulsory fieldwork of at least 4 days will be undertaken during the A level course. This fieldwork is to ensure you can complete the independent investigation worth 20% of the final A level grade awarded.

**Geography Ambassador:** Being a Geography Ambassador will allow you to demonstrate leadership skills within the Geography Department focusing on raising the profile of environmental issues at local, national and international levels. Examples of this

include: supporting with arranging competitions, leading a Geo club/society, writing newsletter/magazine articles, supporting younger pupils in their geography lessons or fieldwork. You will be involved in promoting what we do in the department and how we are trying to tackle environmental issues in our school and local area. Being a Geography Leader will enhance your 6th form experience to show that you have a range of skills to lead and manage people and have a focus on environmental issues.

UNIT	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1	Physical Geography	<ul style="list-style-type: none"> <li>Tectonic Processes and hazards</li> <li>Landscape systems, processes and change (Coasts)</li> <li>Water cycle and water insecurity</li> <li>Carbon cycle and energy security</li> </ul>	Written exam (2 hours 15 minutes) 105 marks	30%
2	Human Geography	<ul style="list-style-type: none"> <li>Globalisation</li> <li>Diverse Places</li> <li>Superpowers</li> <li>Health, Human Rights and Intervention</li> </ul>	Written exam: (2 hours 15 minutes) 105 marks	30%
3	Geographical Issues	3 synoptic themes: <ul style="list-style-type: none"> <li>Players</li> <li>Attitudes and actions</li> <li>Futures and uncertainties</li> </ul> The synoptic investigation will be based on a geographical issue within a place-based context that links to these themes and is rooted in the compulsory content areas	Written exam (2 hours 15 minutes) 70 marks	20%
4	Non-examined Assessment: Independent Fieldwork Enquiry	Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.	3,000–4,000 words 70 marks Marked by teachers Moderated by Edexcel	20%



# HISTORY

Complementary Subjects: Politics, English Literature, Religious Studies and Psychology



**Course Title:** Level 3 Advanced GCE in History (9HI0)  
**Examination Board:** Edexcel  
**Entry Requirements:** Grade 6 in History, English or Religious Studies  
**Contact:** Mr. Miller - millerj@blanchelande.sch.gg



## Is History the right choice for me?

History GCSE, although useful, is not essential for the study of History A-Level. It is more important that you have or can develop an analytical and precise writing-style. You will also need to assimilate a great deal of information and to assess what is valid for a particular question. Your teachers will guide you through the topics and techniques required. You will need to supplement this work through your own reading and note-taking. Reading around the topics and researching are key elements of A-Level History.

## What will I gain from A-Level History?

History is one of the so-called 'facilitating subjects' when considering university application. These are subjects commonly asked for in universities' entry requirements, regardless of the course you're applying to – this makes History a good choice to keep your degree options open.

Distinguished History graduates are to be found in a whole range of occupations; from politics and the media to business and finance. Many of Britain's leading politicians, civil and diplomatic servants, lawyers, barristers, educators, businessmen and women, financiers and managers are History graduates.

History teaches valuable transferable skills which can be applied across a broad range of careers, such as the ability to interpret and organise information, as well as research skills and strategies. History students learn how to be objective when interpreting issues and events, and they develop excellent verbal and written communication skills. The format of A-Level lessons and the demands of the course develop students' confidence to argue, debate and speculate. Surveys of employers consistently show that History students are seen as having highly desirable skills and employability ratings.

## Enrichment

Students will have the opportunity to work with professional historians, including authors, archaeologists and academics. History students will be the core members of the History Society, which is focused on the history of Les Vauxbelets (the school estate) and other aspects of Bailiwick history.

*A high-quality history education will help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire students' curiosity to know more about the past. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.*

*-From The National Curriculum*

UNIT	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1	Britain transformed, 1918-97	<ul style="list-style-type: none"> <li>Theme 1: A changing political and economic environment, 1918–79</li> <li>Theme 2: Creating a welfare state, 1918–79</li> <li>Theme 3: Society in transition, 1918–79</li> <li>Theme 4: The changing quality of life, 1918–79</li> <li>Historical interpretations: What impact did Thatcher's governments (1979–90) have on Britain, 1979–97?</li> </ul>	Written exam (2 hours 15 minutes)	30%
2	The USA, 1955–92: conformity and challenge	<ul style="list-style-type: none"> <li>Topic 1: Affluence and conformity, 1955-63</li> <li>Topic 2: Protest and reaction, 1963-72</li> <li>Topic 3: Social and political change, 1973-80</li> <li>Topic 4: Republican dominance and its opponents, 1981-92</li> </ul>	Written exam (1 hour 30 minutes)	20%
3	Rebellion and disorder under the Tudors, 1485–1603	<p>In Breadth: Controlling a fractious nation – changes in Tudor government, 1485-1603</p> <ul style="list-style-type: none"> <li>Theme 1: Changes in governance at the centre</li> <li>Theme 2: Gaining the cooperation of the localities</li> </ul> <p>In Depth: Challenges to authority</p> <ul style="list-style-type: none"> <li>Topic 1: Challenging the succession, 1485–1499</li> <li>Topic 2: Challenging religious changes, 1533–37</li> <li>Topic 3: Agrarian discontent: Kett's rebellion 1549</li> <li>Topic 4: Queen takes Queen? The revolt of the northern earls, 1569–70</li> <li>Topic 5: Troublesome Ireland: Tyrone's rebellion, 1594–1603</li> </ul>	Written exam (2 hours 15 minutes)	30%
Course Work	A range of different historical topics and interpretations maybe chosen	An historical enquiry that will enable pupils to investigate and research a question that they have set in conjunction with their teacher. Pupils will be encouraged to explore Guernsey's rich past and use the local resources both in school and beyond. They may however, choose to research some of the great historical interpretations in History from the last millennia.	An assignment, selected by school, of between 3,000-4,000 words	20%

# LAW

Complementary Subjects: Business Studies, English Literature and Psychology



A high-quality history education will help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire students' curiosity to know more about the past. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

-From *The National Curriculum*

## Is Law the right choice for me?

The course is designed to develop and foster your interest and enjoyment in law. The A level qualification is designed to develop knowledge and skills for the further study of law, and related subjects, such as business. You will develop your knowledge of the law in England, and an awareness of law in a European and global context. The course will enable you to know and understand the changing nature of law and the interaction between law, morals, justice and society.

Studying Law will help you to use relevant knowledge and understanding, analyse and learn to apply legal concepts, principles and rules to a variety of situations, and communicate an argument through problem-solving and evaluative writing. These transferrable skills will equip you in a wide range of subjects and real-world situations.

The law is constantly evolving and developing, and you should aim to keep up with these developments, reading the legal section of the Times newspaper, the Lawyer magazine and [www.rollonfriday.com](http://www.rollonfriday.com) for the latest in legal news, jobs and gossip.

## What will I gain from A-Level Law?

You will develop and apply legal method and reasoning to analyse and offer answers to problems, based on legal principles, legislation and case law, as well as the ability to construct persuasive legal arguments by reference to appropriate legal authorities. Moreover, you will learn how to construct a cogent argument with reference to the evidence before you. In short, you will learn how to express yourself with authority (and flair) and win arguments and impress people.

## Enrichment

Participate in mooting, an opportunity to compete against students from other schools across the island, where you will act as an advocate for a fictitious client, appearing before a judge in representing your client's case. There will also be opportunities for work experience with island law firms, where you can learn about the different areas of law you could work in as a qualified solicitor or barrister, from criminal prosecution and defence to commercial, employment, family, civil litigation, and space etc. For those keen to become a lawyer, an opportunity to undertake work experience will be invaluable.



**Course Title:** A-Level Law (H418)  
**Examination Board:** OCR  
**Entry Requirements:** Grade 6 English  
**Contact:** Mr. Noble - [noblem@blanchelande.sch.gg](mailto:noblem@blanchelande.sch.gg)

## A-Level course overview

The course is divided into three sections:

Topic 1: The legal system and criminal law (H418/01)	Topic 2: Law making and the law of tort (H418/02)	Topic 3: The nature of law and the law of contract (H418/04)
<p>Section A: The Legal System</p> <ul style="list-style-type: none"> <li>Civil courts and other forms of dispute resolution</li> <li>Criminal courts and lay people</li> <li>Legal personnel</li> <li>Access to justice</li> </ul> <p>Section B: Criminal Law</p> <ul style="list-style-type: none"> <li>Rules and theory</li> <li>General elements of criminal liability</li> <li>Fatal offences against the person</li> <li>Non-fatal offences against the person</li> <li>Offences against property</li> <li>Mental capacity defences</li> <li>General defences</li> <li>Preliminary offences</li> <li>Evaluation</li> </ul>	<p>Section A: Law Making</p> <ul style="list-style-type: none"> <li>Parliamentary law making</li> <li>Delegated legislation</li> <li>Statutory interpretation</li> <li>Judicial precedent</li> <li>Law reform</li> <li>European union Law</li> </ul> <p>Section B: The Law of Tort</p> <ul style="list-style-type: none"> <li>Rules and theory</li> <li>Liability in negligence</li> <li>Occupiers' liability</li> <li>Torts connected to land</li> <li>Vicarious liability</li> <li>Defences</li> <li>Remedies</li> <li>Evaluation</li> </ul>	<p>Section A: The Law of Nature</p> <ul style="list-style-type: none"> <li>Introduction to the nature of law</li> <li>Law and morality</li> <li>Law and justice</li> <li>Law and society</li> </ul> <p>Section B: The Law of Contract</p> <ul style="list-style-type: none"> <li>Rules and theory</li> <li>Formation</li> <li>Terms</li> <li>Vitiating factors</li> <li>Discharge</li> <li>Remedies</li> <li>Evaluation</li> </ul>

UNIT	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1	The legal system and criminal law	Section A: 20 marks. There will be a choice of medium tariff questions. Section B: 60 marks. There will be a legal scenario and extended response questions.	Written exam: 2 hours 80 mark	33.33%
2	Law making and the law of tort	Section A: 20 marks. There will be a choice of medium tariff questions. Section B: 60 marks. There will be a legal scenario and extended response questions.	Written exam: 2 hours 80 marks	33.33%
3	The nature of law and the law of contract	Section A: 20 marks. There will be a choice of medium tariff questions. Section B: 60 marks. There will be a legal scenario and extended response questions.	Written exam: 2 hours 80 marks	33.33%

# LEITHS CERTIFICATE

## PROFESSIONAL COOKERY

Complementary Subjects: Business Studies



*We are the only Leiths Academy school in the Channel Islands and offer a Level 3 Extended Certificate in Professional Cookery, written and run by Leiths and accredited by the Confederation of Tourism and Hospitality (CTH) In addition to the Level 3 Certificate, we also offer co-curricular courses to Sixth Form pupils, such as 'Cooking for Life.'*

**LEITHS**  
**ACADEMY**  
COURSES FOR SCHOOLS

### Is Professional Cookery the right choice for me?

The Level 3 Extended Certificate in Professional Cookery requires skills in two different areas: practical cookery and organisation and planning.

Not only do you need to have a passion for practical cookery and be able to produce dishes that appeal to a wide variety of target markets, but you also need to work collaboratively with your peers on the group task elements of the course.

An interest in restaurants and enjoyment in dining out is a vital requirement; there will be regular visits to local restaurants as well as potentially in the UK.

### What will I gain from studying Professional Cookery ?

The Level 3 Extended Certificate in Professional Cookery is an A-Level style course worth 12-36 UCAS points. It is a five-term course based on 42 core weeks of practical menus which will develop a wide range of culinary skills.

A Distinction will earn you 36 UCAS points, which is extremely valuable when you consider an AS at Grade A is worth 20 points and an A-Level at Grade C is worth 32 points.

The Leiths Introductory Certificate is designed to fit around your long-term goals and objectives and is offered alongside A-Levels as part of the options on your Sixth Form timetable. The course ends at Easter of the Upper Sixth allowing time to prepare for A-Level examinations.

The qualification enhances a personal statement and UCAS application and can play a pivotal role in opening the door to careers in food and drink from cheffing to food teaching; cookery writing to food photography and journalism; recipe design and development to marketing and advertising.

You will learn how to cook delicious, healthy meals for when you move away from home. You will also perfect higher culinary skills required to create more elaborate meals for your housemates at university like a Sunday roast or how to prepare a celebratory meal to impress your family and friends.

If you receive a top grade upon completion of the course, you will be eligible to apply for positions advertised on Leiths List, where private clients and employers source chefs and staff for a variety of catering requirements.

With Leiths List, opportunities arise in both the UK and overseas. The qualification will open the door to entry level, casual and full-time employment including seasonal work.



**Course Title:** Level 3 Extended Certificate in Professional Cookery  
**Examination Board:** Leiths School of Food and Wine, The Confederation of Tourism and Hospitality (CTH)  
**Contact:** Mrs. Harman - harmanj@blanchelande.sch.gg

### How will I be assessed?

The final assessment is made via three distinct elements as follows:

- Two 3-hour practical assessments examining all seven mandatory units and marked by a visiting Leiths examiner. These will take place towards the end of the course.
- Level 2 Food Hygiene and Allergens course and examination. This course is conducted online and must be completed within six weeks of starting the course.
- Two written menu planning tasks which will be uploaded to an online portal.

In addition, students are required to build a portfolio of evidence to record the completion of all mandatory units as follows:

- Practical cooking log of weekly menus – photographs of completed dishes, tasting marks, student evaluation and time plans.
- Termly theory tests – teacher led tests designed to assess understanding of skills and techniques.
- Group practical cooking task – photographic evidence and written outline of the group event within their local community.

### Three Reasons to Study for the Leiths Certificate

1. Prepare for independent living before you move away for university or work.
2. Evidence to interviewers that you have strong time management, organisation, and practical skills and that you can work well with others as a team under pressure.
3. Open the door to future job opportunities in the UK and beyond, be it whilst on a gap year, whilst studying at university or as a chosen career path.

# MATHEMATICS

Complementary Subjects: Physics, Chemistry, Languages and Music



**Course Title:** Level 3 Advanced GCE in Mathematics (9MA0)  
**Examination Board:** Edexcel  
**Entry Requirements:** Grade 7 or above in GCSE Mathematics  
**Contact:** Mrs. O'Leary - olearys@blanchelande.sch.gg



## Is Mathematics the right choice for me?

You will need a strong understanding of algebra and algebraic techniques as well as a desire to learn more mathematical techniques and discover how to use mathematical models to represent real life situations. Experience of studying further Mathematics at GCSE level is desirable but not essential. Finally, you will need to be willing to take increasing responsibility for your own mathematical development.

## What will I gain from A-Level Mathematics?

Mathematics is fundamental to almost every aspect of human life, and the problem solving, analytical and research skills acquired through A-Level study, as well as the ability to think logically are sure to equip you for a wide range of university courses and careers. Here are just a few careers that Mathematics will help you to reach:

- Accountancy
- Physicist
- Meteorologist
- Web designer
- Programmer
- Insurance broker
- Teacher
- Actuary
- Stock trader
- Financial risk analyst

## Enrichment

Mathematics students will have opportunities to enrich and share their studies, including:

- Senior Team Maths Challenge (STMC): enrichment and challenge to teams of senior students in the UK
- Becoming a Maths Mentor for younger students, supporting the school's Numeracy Support programme

*Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.*

*-From The National Curriculum*

UNIT	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1	Pure Mathematics	<ul style="list-style-type: none"> <li>• Topic 1 – Proof</li> <li>• Topic 2 – Algebra and functions</li> <li>• Topic 3 – Coordinate geometry in the (x, y) plane</li> <li>• Topic 4 – Sequences and series</li> <li>• Topic 5 – Trigonometry</li> <li>• Topic 6 – Exponentials and logarithms</li> <li>• Topic 7 – Differentiation</li> <li>• Topic 8 – Integration</li> <li>• Topic 9 – Numerical methods</li> <li>• Topic 10 – Vectors</li> </ul>	Written exam (2 hours)	33.33%
2			Written exam (2 hours)	33.33%
3	Statistics Mechanics	Statistics <ul style="list-style-type: none"> <li>• Topic 1 – Statistical sampling</li> <li>• Topic 2 – Data presentation and interpretation</li> <li>• Topic 3 – Probability</li> <li>• Topic 4 – Statistical distributions</li> <li>• Topic 5 – Statistical hypothesis testing</li> </ul> Mechanics <ul style="list-style-type: none"> <li>• Topic 1 – Quantities and units in mechanics</li> <li>• Topic 2 – Kinematics</li> <li>• Topic 3 – Forces and Newton's laws</li> <li>• Topic 4 – Moments</li> </ul>	Written exam (2 hours)	33.33%

# MATHEMATICAL STUDIES

Complementary Subjects: Biology, Chemistry, Physics, Geography, Physical Education and Psychology



**Course Title:** Level 3 Mathematical Studies (1350)  
**Examination Board:** AQA  
**Entry Requirements:** Grade 5 in Mathematics GCSE  
**Contact:** Mrs. O'Leary - olearys@blanchelande.sch.gg



*Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.*

*-From The National Curriculum*

## What is Mathematical Studies?

Mathematical studies is a Level 3 qualification, completed in one year (Year 12), and is worth half an A-Level.

## What will I gain from A-Level Mathematical Studies?

Mathematical Studies aims to prepare students for the mathematical demands of higher education and employment where there is a distinct mathematical or statistical element, but where the mathematical demands do not stretch to a requirement for A-level mathematics.

## Is Mathematical Studies the right choice for me?

You should enjoy learning mathematical skills and processes and have a desire to investigate how they can be applied to real life situations. You may also understand that Mathematics is an important complementary discipline to aid the other A-Levels you are studying.

UNIT	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1	Compulsory Components	<ul style="list-style-type: none"> <li>Analysis of data</li> <li>Mathematics for personal finance</li> <li>Estimation</li> </ul>	Written exam (1 hour 30 minutes)	50%
2	Optional content (selected by school)	<ul style="list-style-type: none"> <li>Critical path and risk analysis</li> <li>Expectation</li> <li>Cost benefit analysis</li> </ul>	Written exam (1 hour 30 minutes)	50%

# MODERN FOREIGN LANGUAGES



**Course Title:** A-Level French (7652) or Spanish (7692)  
**Examination Board:** AQA  
**Entry Requirements:** French: Grade 7 in GCSE French  
 Spanish: Grade 7 in GCSE Spanish  
**Contact:** Mr. Matthew Noble - noblem@blanchelande.sch.gg

## Is Modern Foreign Languages the right choice for me?

Languages reveal fascinating things about the people that use them, as cultures are both shaped by the language they speak while actively shaping that language in turn. Are you interested in humanity, history and the challenges of the modern world? If so, you will find A-Level Modern Languages rewarding and worthwhile.

Studying French or Spanish (or both) will involve reading and listening to a wide variety of media texts – news and magazine articles and broadcasts, as well as interviews. You will develop your speaking and writing skills through class-based discussion and by writing in the target language with increasing confidence, including essays and shorter pieces, such as summaries. You will also practise translation from English into French, and vice versa. You will learn to research in your target language, and present back to your teacher and classmates. The A-Level course equips you to be able to function in your chosen language independently, while also laying the foundation for further study.

## What will I gain from A-Level Modern Foreign Languages?

- Knowledge of a second foreign language, enhancing your employability in a globally connected world.
- Excellent analytical and presenting skills in a second or third language.
- Ability to write clearly and concisely in a second or third language.
- An authentic appreciation of another European culture, particularly through literature, film, history and national customs.
- The tools to confidently immerse yourself in Spanish or French contexts outside school.
- An A-Level that universities will particularly value – an A-Level in Spanish or French will enable you to access aspects of other subjects, including History, English, Politics, or Law; it also makes a joint honours degree possible (e.g. studying Law and French).
- Higher employability in careers including: interpreter, translator, teacher, international development worker, diplomacy, broadcast journalist, business, logistics, finance, marketing, advertising and public relations (PR).

## FRENCH

**Complementary Subjects:** French complements all other subjects

### Enrichment

Language immersion courses/trips, engaging with literature/films/songs in French, running a French club for younger students, arranging work experience in France or a French speaking country, involvement in the Le French Festival (celebrating the strong relationship between the bailiwick of Jersey and Guernsey and France), explore ways of celebrating Guernsey's French heritage and maybe launch an initiative to preserve Guernsey's own Norman language!

## SPANISH

**Complementary Subjects:** French, English Literature and Religious Studies

### Enrichment

Language immersion courses/trips, engaging with literature/films/songs in Spanish, running a Spanish club for younger students, arranging work experience in an Hispanic country, celebrate Hispanic festivals around the world and set up stalls to share this with the school/local community, maybe launch an initiative to promote Guernsey's own language and relate this to preserving the regional dialects in Spain and Latin America.

UNIT	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1	Listening, reading and writing	<ul style="list-style-type: none"> <li>• Aspects of French-speaking society: current trends</li> <li>• Aspects of French-speaking society: current issues</li> <li>• Artistic culture in the French-speaking world</li> <li>• Aspects of political life in the French-speaking world</li> <li>• Grammar</li> </ul>	Written exam (2 hours 30 minutes)	50%
2	Writing	<ul style="list-style-type: none"> <li>• One text and one film or two texts from the list set in the specification (Un sac de billes and Entre les murs)</li> <li>• Grammar</li> </ul>	Written exam (2 hours)	20%
3	Speaking	<ul style="list-style-type: none"> <li>• Individual research project</li> <li>• One of four themes ie Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world</li> </ul>	Oral exam (21-23 minutes – including 5 minutes preparation time)	30%

UNIT	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1	Listening, reading and writing	<ul style="list-style-type: none"> <li>• Aspects of Hispanic society</li> <li>• Artistic culture in the Hispanic world</li> <li>• Multiculturalism in Hispanic society</li> <li>• Aspects of political life in Hispanic society</li> <li>• Grammar</li> </ul>	Written exam (2 hours 30 minutes)	50%
2	Writing	<ul style="list-style-type: none"> <li>• One text and one film or two texts from the list set in the specification (Como agua para chocolate and El laberinto del fauno)</li> <li>• Grammar</li> </ul>	Written exam (2 hours)	20%
3	Speaking	<ul style="list-style-type: none"> <li>• Individual research project</li> <li>• One of four themes ie Aspects of Hispanic society or Artistic culture in the Hispanic world or Multiculturalism in Hispanic society or Aspects of political life in Hispanic society</li> </ul>	Oral exam (21-23 minutes – including 5 minutes preparation time)	30%

# MUSIC

Complementary Subjects: English, History, Mathematics and Physics



**Course Title:** A-Level Music (H543)  
**Examination Board:** OCR  
**Entry Requirements:** GCSE Music grade 6 (desirable but not a pre-requisite)  
**Contact:** Dr. Laura Kennedy - kennedy1@blanchelande.sch.gg



## Is Music the right choice for me?

A genuine interest and passion not just for listening to music but also for understanding the technicalities, theory and creation of music is essential. You will need to have musical experience separate to your academic studies (i.e. having taken a musical instrument up to grade 5) and thus have a good grounding in musical theory and be a strong performer in either instrumental or vocal music or in Composition

## What will I gain from A-Level Music?

A-Level Music is a highly regarded subject, either alongside other creative courses or as a means of demonstrating a broad range of skills next to Science, Mathematics or other non-creative subjects.

Whilst Music can be a useful subject for Arts and Media courses at university, the most obvious degree pathway is to go on to a degree in Music, which can lead to a range of exciting career options, including becoming a professional musician, a sound technician, a music therapist, a teacher, or a private tutor. The OCR A-Level in Music specification provides a full foundation for study at Higher Education level, including conservatoires and universities.

Jobs that are less directly related to a Music degree, but where a Music degree could be very valuable include arts administration, and work in radio and television and theatre or events management.

## Enrichment

Get involved in Music clubs and activities and run one of your own, put together a concert with other pupils, attend concerts, compose and listen to as much music as you can.

*Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As students progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.*

*-From the National Curriculum*

COMPONENT	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
Performing A (01)	Student has free choice - applies knowledge of skills, techniques and interpretation to free performance choices.	Recital – minimum of 6 minutes and three contrasting pieces. Choice of: <ul style="list-style-type: none"> <li>• solo piece(s) on one or more instrument or voice</li> <li>• ensemble performance (including accompanying)</li> <li>• realisation using music technology</li> </ul> Section 1: Free Choice Section 2: Focused Study	Externally assessed Non-exam	25%
Performing B (02) Completed by most able performers	Student has free choice - applies knowledge of skills, techniques and interpretation to free performance choices.	Recital -minimum 10 minutes and 3 contrasting pieces. Choice of: <ul style="list-style-type: none"> <li>• solo piece on one or more than one instrument or voice</li> <li>• ensemble performance</li> <li>• accompanying</li> <li>• realisation using music technology.</li> </ul> Section 1: Free Choice Section 2: Focused Study	Externally assessed Non-exam	35%
Composing A (03) Completed by most able composers	Composition relates to Areas of Study chosen to be studied.	Learners are required to compose three separate pieces of music with a combined duration of at least 8 minutes.	Externally assessed Non-exam	35%
Composing B (04)	Composition relates to an Area of Study chosen to be studied.	Learners are required to compose two separate pieces of music with a combined duration of at least four minutes.	Externally assessed Non-exam	25%
Listening and Appraising (05)	Area of Study 1 and 2 compulsory.  Learner studies and chooses questions related to two other Areas of Study 3,4,5 or 6.	<ul style="list-style-type: none"> <li>• AoS 1: Instrumental Music of Haydn, Mozart and Beethoven.</li> <li>• AoS 2: Popular Song: Blues, Jazz Swing and Big Band.</li> <li>• AoS 3: Developments in instrumental Jazz, 1910 to the present day.</li> <li>• AoS 4: Religious Music of the Baroque Period.</li> <li>• AoS 5: Programme Music 1820-1910.</li> <li>• AoS 6: Innovations in Music, 1900 to the present day.</li> </ul>	Written exam (2 hrs 30 mins)	40%

# PHYSICS

Complementary Subjects: Mathematics, Mathematical Studies, Biology and Chemistry



**Course Title:** A-Level Physics (7408)  
**Examination Board:** AQA  
**Entry Requirements:** Grade 6 at GCSE or 6.6 in Combined Trilogy  
**Contact:** Mr. Broad - broadd@blanchelande.sch.gg

## Is Physics the right choice for me?

You will already be familiar with many of the topics that you will study, including forces, waves, radioactivity, electricity and magnetism. At A-level, you'll look at these areas in more detail and find out how they are interconnected. You will also learn how to apply Mathematics to real-world problems and explore new areas such as particle physics, cosmology and medical physics.

## What will I gain from A-Level Physics?

Perhaps more importantly, you will develop skills that can be transferred to just about any other area of work, from setting up a business to saving the planet. Even if you don't go on to become a physicist, learning to think like one will help you get to the root of any problem and draw connections that aren't obvious to others. Physics won't give you all the answers, but it will teach you how to ask the right questions.

There are also many careers that Physics can prepare you for, including:

- Space investigation
- Medical Physics
- Architecture
- Engineering
- Film, TV and computer science/IT
- Law

## Enrichment

- Physics Olympiad (Year 13)
- Trips to CERN and the Isaac Newton group of Telescopes (ING)
- CREST Awards
- Lead a Physics Club for younger students
- Read Physics magazines in the library
- Write and produce your own articles for the school magazine/ newsletter



*A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, students should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.*

*-From The National Curriculum*

UNIT	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1	Sections 1–5 and 6.1 (Periodic motion)	1. Measurements and their errors 2. Particles and radiation 3. Waves 4. Mechanics and materials 5. Electricity 6.1. Periodic motion	Written exam (2 hours)	34%
2	Sections 6.2 (Thermal Physics), 7 and 8 Assumed knowledge from sections 1 to 6.1	6.2. Thermal Physics 7. Fields and their consequences 8. Nuclear physics  In addition: assumed knowledge from sections 1 to 6.1 (see Paper 1 above)	Written exam (2 hours)	34%
3	Section A: Compulsory section: Practical skills and data analysis Section B: Students enter for one of sections 9, 10, 11, 12 or 13	Section B: One of the following:  9. Astrophysics 10. Medical physics 11. Engineering physics 12. Turning points in physics 13. Electronics	Written exam (2 hours)	32%



# PSYCHOLOGY

Complementary Subjects: Mathematics, Mathematical Studies, English and Biology



**Course Title:** A-Level Psychology (7182)  
**Examination Board:** AQA  
**Entry Requirements:** Grade 6 in Mathematics and English  
**Contact:** Miss Page - [pagem@blanchelande.sch.gg](mailto:pagem@blanchelande.sch.gg)



## Is Psychology the right choice for me?

You should have a genuine curiosity about the way humans think and behave. Psychology is a science and you do need to be comfortable with numbers. The requirement to write essays, in which you present arguments for and against an issue, means that you should also have a good grasp of the English language. A-Level Psychology involves studying a wide range of topics, so there is a lot of information to absorb, and importantly, you will need to learn how to apply this knowledge. The topics Psychologists study are complex, therefore, it is common to find different explanations of psychological phenomena, such as the nature of intelligence. An important skill you will learn is how to evaluate conflicting theories about the topics you cover, and the studies that support, or challenge them.

## What will I gain from A-Level Psychology?

The A-Level Psychology course is a great subject to study because it will help you to develop a range of transferable skills including critical analysis, independent thinking and research. These skills are beneficial in both the working world and when going onto further study. Studying Psychology at university can give you a whole host of exciting career options including, marketing, human resources, teaching, nursing, forensic psychology and occupational therapy.

## Enrichment

Attend Psychology conferences, get involved in debating theories and evidence at Debate Club, voice your opinions in writing on current affairs, get in touch with universities to see if you can be involved in a research project. Get involved in lower seniors Psychology Club. Read about current research in the Psychology Review magazine available in the library.

PAPER	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1	Compulsory content 1-4	1. Social influence 2. Memory 3. Attachment 4. Psychopathology	Written exam (2 hours)	33.3%
2	Compulsory content 5-7	5. Approaches in Psychology 6. Biopsychology 7. Research methods	Written exam (2 hours)	33.3%
3	Compulsory content 8 and Optional content	8. Issues and debates in Psychology 9. Relationships 10. Schizophrenia 11. Aggression	Written exam (2 hours)	33.3%

# PHYSICAL EDUCATION

Complementary Subjects: Sciences, Geography, Mathematics and Psychology



*A high-quality physical education curriculum inspires all students to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for students to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.*

*-From the National Curriculum*

## Is Physical Education the right choice for me?

Throughout the course you will develop your knowledge and understanding relating to scientific, socio-cultural and practical aspects of PE. This will include understanding the physiological and psychological states that affect performance, the role of technology in contemporary sport and socio-cultural factors that influence involvement in sport. You should also have an active interest in health, well-being and the theoretical understanding of the human body.

## What will I gain from A-Level Physical Education?

Physical Education (PE) isn't just about playing sport. Within lessons you will utilise booklets and undertake group work activities with regular assessments, as well as enhancing your practical performance. The PE course promotes independent learning and encourages you to take ownership over your own learning and progress. You will develop study and employment skills that will support you throughout your course and future employment of studies. Physical Education lends itself to a range of careers in sports and fitness as well as other industries. Supporting over 450,000 jobs in the UK, sport is a fast-growing sector in the economy. Employment opportunities could include being at the cutting edge of elite sport, technological developments, sports law and health related careers, for example, Dietician, Physiotherapy and Sports medicine. Other careers that you could consider doing with PE include: Sports Scientist, PE teacher, Professional Sports person, Sports Coach/Consultant, Sports Policy Adviser at local and national level. Useful sites include Careers in Sport, Prospects, BASES, All About Careers and The Apprenticeship Guide.

## Enrichment

Participate in and lead sports clubs and practices in and out of school, attend talks, lectures, trips and workshops and arrange related work experience.



**Course Title:** Physical Education and Sport (7582)  
**Examination Board:** AQA  
**Entry Requirements:** Grade 6 in Physical Education and Biology. (Both a high level of sporting competence and regular competitive participation in at least one sport/physical activity are requirements.)  
**Contact:** Mrs. McDougall - mcdougallm@blanchelande.sch.uk

PAPER	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1	Factors affecting participation in physical activity and sport: <ul style="list-style-type: none"> <li>Section A: Applied anatomy and physiology</li> <li>Section B: Skill acquisition</li> <li>Section C: Sport and society</li> </ul>	Written exam (2 hours)	35%
2	Factors affecting optimal performance in physical activity and sport: <ul style="list-style-type: none"> <li>Section A: Exercise physiology and biomechanics</li> <li>Section B: Sport psychology</li> <li>Section C: Sport and society and technology in sport</li> </ul>	Written exam (2 hours)	35%
Physical Performance	Practical performance in physical activity and sport: <ol style="list-style-type: none"> <li>Performance assessment (practical performance)</li> <li>Performance analysis assessment (analysis and evaluation in written format)</li> </ol>	Internal assessment and External moderation	30%

# THEOLOGY & PHILOSOPHY

Complementary Subjects: Religious Education complements all subjects



## Is Theology & Philosophy the right choice for me?

You may love precision; you may appreciate the opening up of the mind to see in a different way. You should have an enquiring mind and enjoy asking and discussing big questions; those that don't have a definitive answer. Religious Studies and Philosophy challenges students to criticise and analyse different ideas whilst developing well-reasoned arguments. Lessons will take the form of discussions and group work. The abilities and capacities which will serve you best are things like tenacity and clarity of thought, willingness to listen and to try to understand, concentration and focus. Independent study is important, and you will need to be organised!

## What will I gain from A-Level Theology & Philosophy?

A-Level Religious Studies and Philosophy can provide you with excellent transferable skills, from essay writing, developing confidence in debating, to developing the ability to appreciate other viewpoints. These skills can be helpful in a range of University degrees involving critical thinking and discussion e.g. Humanities, English, Psychology, PPE.

Religious Studies and/or Philosophy or a related subject at degree level can lead to a range of challenging and rewarding jobs, using either direct knowledge gained from the subject or from the skills gained. Possible jobs from a Religious Studies and/or Philosophy degree include: Lecturing, teaching, advice worker, archivist, work within 'third sector' organisations, counselling, community development worker, and police officer or youth worker.

## Enrichment

Theology and Philosophy students form the core of the school's Debating Society, and hold fortnightly lunchtime debates on 'big questions', such as the existence of God, the relationship between Science and Religion, and whether miracles occur. Students also enjoy the opportunity to attend lectures and talks held by universities and visiting speakers.

PAPER	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
1	Philosophy of religion	Ancient Philosophical Language and Thought: <ul style="list-style-type: none"> <li>Plato</li> <li>Aristotle</li> <li>Soul, mind and body</li> </ul> Existence of God: <ul style="list-style-type: none"> <li>Ontological Argument</li> <li>Cosmological Argument</li> <li>Teleological Argument</li> </ul> God and the World: <ul style="list-style-type: none"> <li>Religious Experience</li> <li>Problem of Evil</li> </ul> Theological and Philosophical Developments: <ul style="list-style-type: none"> <li>Nature and attributes of God</li> <li>Religious language</li> </ul>	Written exam (2 hours)	33.3%



**Course Title:** Religious Studies (H573)  
**Examination Board:** OCR  
**Entry Requirements:** Grade 6 in Religious Education (or English/History)  
**Contact:** Miss Ellert - ellertm@blanchelande.sch.gg

PAPER	AREA OF STUDY	CONTENT	ASSESSMENT	% (OF TOTAL MARK)
2	Religion and ethics	Normative Ethical Theories: Religious <ul style="list-style-type: none"> <li>Natural Law</li> <li>Situation Ethics</li> </ul> Normative Ethical Theories: Secular <ul style="list-style-type: none"> <li>Kantian Ethics</li> <li>Utilitarianism</li> </ul> Applied Ethics: <ul style="list-style-type: none"> <li>Euthanasia</li> <li>Business Ethics</li> </ul> Ethical Language: <ul style="list-style-type: none"> <li>Meta Ethics</li> </ul> Significant ideas: <ul style="list-style-type: none"> <li>Conscience</li> </ul> Developments in Ethical Thought: <ul style="list-style-type: none"> <li>Sexual Ethics</li> </ul>	Written exam (2 hours)	33.3%
3	Developments in religious thought	Insight: <ul style="list-style-type: none"> <li>Augustine</li> <li>Death and the afterlife</li> </ul> Foundations: <ul style="list-style-type: none"> <li>Knowledge of the existence of God</li> <li>The person of Jesus Christ</li> </ul> Living: <ul style="list-style-type: none"> <li>Christian moral principles</li> <li>Christian moral action</li> </ul> Development: <ul style="list-style-type: none"> <li>Pluralism and Theology</li> <li>Pluralism and Society</li> </ul> Society: <ul style="list-style-type: none"> <li>Gender and Society</li> <li>Gender and Theology</li> </ul> Challenges: <ul style="list-style-type: none"> <li>Secularism</li> <li>Liberation Theology and Marxism</li> </ul>	Written exam (2 hours)	33.3%



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