



**SUTTON GRAMMAR SCHOOL**

---

# **Sutton Grammar School Sixth Form**

## **Subject Descriptions**



# SUTTON GRAMMAR SCHOOL

---

## Contents

Headmaster’s Introduction .....

Art and Design .....

Biology .....

Business .....

Chemistry .....

Computer Science .....

Design and Technology .....

Drama .....

Economics .....

English Literature .....

Geography .....

Government and Politics .....

History .....

Mathematics .....

Modern Foreign Languages .....

Music .....

Philosophy .....

Photography .....

Physical Education .....

Physics .....

Psychology .....

# SUTTON GRAMMAR SCHOOL

---

## Headmaster's Introduction

Throughout the school, but particularly in the Sixth Form, we strive to support and challenge every student to rise to their individual potential and follow their individual aspirations.

This school has long valued breadth in the subjects taken by students in the sixth form. Our expectation is that students start and finish four A-level subjects.

We believe a student studying four A Levels presents as a better prospect to university admissions and a more competitive candidate in the employment market beyond too. Virtually all universities make offers based on three A-levels, but there are many advantages of taking four subjects, not least the breadth of choice. The fourth subject gives a safety net in several ways – A-levels are harder and sometimes very different to GCSE. Not all students make the transition so starting with four subjects gives everyone the best chance of finishing with at least three strong final grades. We value very much the broadening aspect of taking more subjects in the sixth form. Scientists and engineers are encouraged to include a contrasting A-level subject – perhaps a language, a humanity, English or an arts subject.

Rarely are careers narrowly based in one type of activity and keeping a broad spectrum of studies to a high level is the best way to stay flexible and competitive.

Our research into the attitude of universities to subjects like music, art and drama garnered some encouraging results. We contacted admissions staff at Russell Group universities for courses like medicine and engineering asking about their attitude to broadening subjects. With one exception the tutors welcomed the inclusion of broadening subjects in the A-levels offered by applicants for their courses. A few medical courses give points for the inclusion of a broadening third or fourth subject.

Another important aspect of our sixth form is the co-curricular offer 'Cogitas' in Year 12, and our taught Personal Development programme and a scheduled sports afternoon across both years of sixth form. We expect all students in the sixth form to take part in these activities, we believe they are of value to all students. Committing to four A-level subjects for two years (with substantial co-curricular study) is the best post-16 preparation for university and working life.

In thinking about your subjects, consider the specific needs of your potential careers (e.g. chemistry for medicine, physics and maths for engineering). Choose subjects you think will be interesting and that you will enjoy committing time to studying. Find out about the courses and assessment styles to make sure these fit with your strengths too.

The sixth form here has grown in recent years and the number of students joining has grown at an even faster rate. In each of the last two years between 40 and 50 students have joined the lower sixth who took their GCSE (or equivalent) exams elsewhere. These students bring new ideas into subject discussions and are a very welcome addition to our school.

Our extra places are open to boys and girls equally. There is no quota but, as a guide, in each of the last two years we took almost equal numbers of boys and girls into the sixth form.

I am proud of the many interests and achievements of our sixth form students and I feel that our mixture of a broad curriculum, many extra-curricular opportunities and friendly atmosphere make this a great Sixth Form to be a part of.

**Ben Cloves**  
**Headmaster**



# SUTTON GRAMMAR SCHOOL

## Art, Craft and Design

*Edexcel Specification ([A Level 9FA0](#))*

*Read in conjunction with Photography*



"We need people who think with the creative side of their brains – people who have painted...it enhances symbiotic thinking capabilities, not always thinking in the same paradigm, learning how to kick-start a new idea, or how to get a job done better, less expensively." - Annette Byrd, GlaxoSmithKline

### What is this subject about?

Art at A Level is about developing an adventurous approach to your practical skills and ideas. You will gain a deeper understanding of past and contemporary artists in order to produce thought provoking work, within sketchbooks and on a large scale. The course is designed and assessed to document your thought processes and show a journey of ideas, portrayed with various creative media.

You will build upon your strengths from the Art GCSE, developing skills which support your studies in every subject. You will improve your ability to research and analyse information, solve problems, find, and understand links and connections which will result in creative personal outcomes. Painting, photography, printmaking, sculpture, computer-aided design, animation and film, observational drawing, still life and life-drawing are amongst the most common media and processes employed, but candidates are encouraged to introduce any media they feel necessary to their work.

### What do you need to know before taking this course and what kind of student is this course suitable for?

The course is suitable for students who have achieved the minimum of a '7' grade for GCSE Art. If you think you want to do any Art, Architecture or Design-related subject in higher education you must take Art at A level as these university courses require you to show an Art portfolio as part of the application process. Art can also be one of the subjects you take at A Level because you enjoy it and because it compliments your other choices to show you are well rounded.

### What will I learn on this course?

#### Unit 1: Coursework (60%)

You will be given broad themes and teacher directed workshops which you will then develop in to personal projects. There is one written personal study, which is a minimum of 1000 words and worth 12% of the coursework. There are four clear assessment objectives to meet.

# SUTTON GRAMMAR SCHOOL

---

Essence is one of the projects within Unit 1, that is based on capturing the 'essence' of a person, place or thing that is significant to you. Developing your skills through media and techniques workshop, you will develop a series of personal responses before developing your ideas in to a final piece. There will be at least one trip to a gallery or museum and a workshop both usually in London and occasionally abroad to places such as Paris or Barcelona. You can develop your personal interests tailored to university and apprenticeship applications and use the materials you wish to develop your skills within.

## **The personal study (essay)**

Alongside the coursework is an in-depth critical and analytical written piece of continuous prose, making links to the practical investigations on a theme within the field of Art and Design in Unit 1. This essay will demonstrate an understanding of relevant social, cultural or historical contexts, using technical and specialist language. This essay is a minimum of 1000 words.

## **Unit 2: Externally set exam (40%)**

You will work on an exam project from February to May on a theme set by the exam board. You must then make a related final piece within 15 hours over two to three days in May. As with the coursework there are four clear assessment objectives to meet. After initial research into a general theme, the focus of the exam project is chosen by you with teacher support. This project can be used towards your portfolio for apprenticeship and university applications.

## **How is this course assessed?**

The course is made up of coursework and exam projects. There are no written exams, although you are expected to support your practical work with critical appraisal including an essay for the second year of the A level. For the second year of the A Level there is a 15 hour exam for the final piece. As with GCSE Art there is an exhibition at the end of each year to show off your work to family and friends. Your work is marked by the Art teachers and then by external moderators. Students taking this subject get excellent results and find the course very rewarding.

## **How will this course benefit me in the future?**

You can use the portfolio you will have created to continue your Art studies at degree level, opting for a wide range of courses available nationally, with Architecture being a desired choice. It is also popular to complete a one-year Art Foundation course and then to study a more specialist three-year degree course. This A Level course will help you in all areas of study by improving your creativity, flexibility, research and problem-solving skills.

---



# SUTTON GRAMMAR SCHOOL

---

## Biology

*[Edexcel: Year 12 units: 8BN0/01, 8BN0/02, Year 13 units: 9BN0/01, 9BN0/02 and 9BN0/03](#)*

### What is this subject about?

Biology is a modular course which builds on the biological principles and processes studied at GCSE. Students will develop a greater understanding of biological facts and principles and an appreciation of their significance in our changing world. Examples, of this include the use of gene therapy, how to determine the time of death of a human, and how hormones can switch genes on or off. A number of implications of the biology studied are discussed in detail, such as the ethics of performance enhancing drugs, the importance of stem cells and the use of keyhole surgery alongside prosthetics.

### What do you need to know before taking this course and who is this course suitable for?

To take A Level Biology, students must achieve a minimum of an 8 grade in Biology GCSE or two 8s in combined science.

### How will this course benefit me in the future?

Biology is essential if studying any Life Science course in Further Education and is usually taken by boys wishing to study medicine or dentistry. It combines well with all Sciences, Mathematics, Geography, Psychology and Physical Education although many students studying "Arts" A Levels have taken it with a great deal of success. It is a very interesting and popular course and most should at least consider it as an option. Much emphasis is placed on practical activities and learning by extended study in both practical and theory. All of these are critical to many university courses and are therefore valued by many different university departments.

### What will I learn on this course?

During Year 12 students will complete the following four taught topics:

**Topic 1: Lifestyle, Health and Risk** discusses the importance of lifestyle choices for good health and considers ideas about correlation, causation and risk. The role of diet and other lifestyle factors in maintenance of good health is considered with particular reference to the heart and circulation and to cardiovascular disease (CVD).

**Topic 2: Genes and Health** introduces the relevant biology through the context of the genetic disease cystic fibrosis (CF). The potential of gene therapy as treatment for CF is examined, along with discussion of the social and ethical issues surrounding genetic screening.

**Topic 3: The Voice of the Genome** follows the story of the development of multicellular organisms from single cells to complex individuals. The role of the genotype and environment on phenotype is considered alongside the role of epigenetics.

**Topic 4: Biodiversity** focuses on biodiversity and the wealth of natural resources used by humans. The meaning of biodiversity and how it can be measured is considered, along with how diversity has come about through adaptation and natural selection.

During Year 13 students will complete the following four taught topics:

**Topic 5: On the Wild Side** builds an appreciation that photosynthesis is the primary process that underpins the majority of ecosystems, and provides students with an understanding of how ecosystems work. The topic continues by looking at whether climate change will lead to extinction of species or evolution by natural selection.

---

# SUTTON GRAMMAR SCHOOL

---

**Topic 6: Infection, Immunity and Forensics** looks at how forensic pathologists determine the identity of a person and establish the time and cause of death. This topic also investigates how hosts combat infection. This topic also investigates the evolutionary battles that take place between invading pathogens and their hosts. The topic ends by looking at hospital acquired infections, their prevention and control.

**Topic 7: Run for Your Life** is centred on the physiological adaptations that enable animals, including humans, to undertake strenuous exercise. The topic summarises the biochemical requirements for respiration and looks at the links between homeostasis, muscle physiology and performance.

**Topic 8: Grey Matter** relates understanding of brain structure and functioning to the response to stimuli and the development of vision and learning. The contributions of nature and nurture are discussed, as is the ethics of using animals for medical research. It investigates how imbalances in brain chemicals may result in conditions such as Parkinson's disease and its treatment with drugs are investigated.

## **How is this course assessed?**

The Pearson Edexcel Level 3 Advanced GCE in Biology A (Salters-Nuffield) consists of three externally examined papers, each being worth one third of the overall mark. Each has a total of 100 marks and is 2 hours long. The papers will include questions that target the conceptual and theoretical understanding of experimental methods.

Students must complete all assessment in May/June in any single year.

## **Paper 1: The Natural Environment and Species Survival. Paper code: 9BN0/01**

This written paper will assess students understanding of Topics 1-6, and will contain multiple-choice, short open, open-response, calculations and extended writing questions.

## **Paper 2: Energy, Exercise and Co-ordination. Paper code: 9BN0/02**

This written paper will assess students understanding of Topics 1-4 and Topics 7&8, and will contain multiple-choice, short open, open-response, calculations and extended writing questions.

## **Paper 3: General and Practical Applications in Biology. Paper code: 9BN0/03**

This written paper will assess students understanding of Topics 1-8 and a pre-released scientific article will underpin one exam question. The paper will include synoptic questions that may draw on two or more different topics.

---

# SUTTON GRAMMAR SCHOOL

## Business

[Edexcel Pearson A level Business 9BS0](#)

The Edexcel A level business course sets out a robust and internationally comparable academic course of study that assesses the knowledge, skills and understanding that will be needed for students planning to progress to undergraduate study.

It enables UK universities to accurately identify the level of attainment of students, develop a holistic understanding of business in a range of contexts, enables students to develop a critical understanding of organisations, and business behaviour from a range of perspectives, generating enterprising and creative approaches to business opportunities, problems and issues. Students will develop an awareness of ethical dilemmas and responsibilities forced by organisations and individuals and it will engender a range of business generic skills, including decision making, problem solving, and the challenging of assumptions, critical analysis and a range of numerical quantitative skills.



This world-class qualification is **demanding** - through internationally recognised benchmarked standards, **rigorous** - through assessment tasks and processes, inclusive - recognising students learn at different rates and **empowering** - through the development of transferable skills.

### The Qualification at a Glance

#### Theme 1: Marketing and People

Students will develop an understanding of:

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

#### Theme 2: Managing business activities

Students will develop an understanding of:

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

#### Theme 3: Business decisions and strategy

This theme develops the concepts introduced in Theme 2.

Students will develop an understanding of:

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

#### Theme 4: Global business

This theme develops the concepts introduced in Theme 1.

Students will develop an understanding of:

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



# SUTTON GRAMMAR SCHOOL

---

## **Assessment:**

### **Paper 1: Marketing, People and Global Business**

*(35% of the A level)*

This paper will assess Themes 1 and 4: Marketing, People and global business.

The paper comprises Section A and Section B – one data response question in each section based on a real case study or data.

*Duration 2 Hours 100 Marks*

### **Paper 2: Business Activities, Decisions and Strategy**

*(35% of the A level)*

This paper will assess Themes 2 and 3: Business Finance and Operations, Business decisions and Strategy.

The paper comprises Section A and Section B – one data response question in each section based on a real case study or data.

*Duration 2 Hours 100 Marks*

### **Paper 3 Investigating Business in a Competitive Environment**

*(30% of the A level)*

This paper will assess all 4 themes

A pre-released case study will be provided to centres Section A – Broad context, Market and Industry

Section B – One strand of the case study will be examined e.g. a particular business Students cannot take any research or investigation into the examination

*Duration 2 Hours 100 Marks*

The syllabus provides an excellent opportunity for undergraduate study in accountancy and finance, business management, business administration, human resource management, law, marketing, retail management, tourism management and international business.

The course is supported by a wide resource base from a large well-established publisher, Pearson. It provides stretch and challenge and the assessment criteria though rigorous, puts the student at the forefront of teaching and learning.

---

# SUTTON GRAMMAR SCHOOL

---

## Chemistry

[OCR Chemistry A](#)

### Why choose Chemistry?

A Level Chemistry is an enjoyable, challenging, well-regarded and sought-after subject that is essential for some Higher Education courses, while being a preferred entry requirement for others. Being a highly practical subject, students will gain a wide range of practical skills and will develop their powers of analysis to match. Chemistry combines well with the other sciences and mathematics as well as many other A Level subjects - an increasing number of students also chose Chemistry alongside Humanities and Arts subjects in more non-traditional combinations. Our Chemistry teachers are highly supportive and lessons have pace and are characterised by a community feel and a good working atmosphere.

### What qualifications do you need to study A Level Chemistry?

If you are studying GCSE Chemistry as part of the triple-award/separate sciences programme, you need to have gained at least an '8' grade in GCSE Chemistry. If you are studying GCSE dual-award science that includes Core and Additional Science components, then you will need to have gained two '8' grades. In all cases, at least a grade '7' in GCSE mathematics is also preferred.

### What will you learn and which skills will you develop?

Chemistry represents a wide-ranging and robust body of knowledge that enables you to interpret and understand many of the processes and events that occur around us in everyday life, such as how everyday objects and materials are made, how medicines and drugs work, how humanity grows food, how space flight is powered, how to detect an art forgery, how criminals are brought to justice and how we can prevent and deal with pollution. Chemistry is there to help when specific major disasters occur and we provide both a temporary fix to big problems as well as work with other scientists, engineers and politicians to develop a more permanent solution to them. There are few areas of life where Chemistry does not play a pivotal role!

Many areas of Chemistry are studied in the course and a number of GCSE topics are expanded upon as well as new ones introduced. These topics (a full list is available in the official syllabus) become an 'intellectual toolkit' from which you become increasingly confident at selecting the appropriate tools to solve particular styles of problems.

Chemistry will also give you a wide range of analytical and thinking skills that, combined with a good working knowledge of chemistry, will enable you to bring many concepts together to suggest solutions to complex issues and problems. These skills will be very useful to you in your future studies and career.

There is a large practical component to the course and your practical skills and overall dexterity will be developed, and your confidence will also be boosted as you successfully conduct a wide range of tasks. Planning experiments and investigations and analysing your observations and data become routine and essential parts of your studies.

To gain the most from the course, you ought to be good at thinking through and analysing problems and suggesting solutions to them. Of course, we will also help you to further develop these essential skills throughout the course. Problems can range from small ones inside a test tube to larger ones that affect the planet such as Global Warming. They will include some that involve the identification of unknown chemicals (qualitative Chemistry) as well as those that require you to estimate or calculate the amount of chemical(s) present in a given situation.

### How is the course assessed?

The course will be assessed by terminal examinations. The papers will test theoretical concepts and understanding of practical techniques. There is also a separate practical endorsement that is achieved when you complete a series of assessed tasks.

---

# SUTTON GRAMMAR SCHOOL

---

In summary, students following the course will:

- Carry out experiments and interpret their results and observations
- Learn to select, organise, present and interpret data
- Enhance their imaginative, design and critical thinking skills
- Develop their ability to communicate scientifically in a variety of ways. Strengthen their social and team-working skills and enhance their ability to perform well under interview conditions
- Develop their ability to communicate scientifically in a variety of ways. Strengthen their social and team-working skills and enhance their ability to perform well under interview conditions
- Gain an appreciation of the social, economic, environmental and technological aspects of Chemistry and its importance to society, our country's economy, and as a major industrialised nation in the world
- Appreciate that Chemists are well paid, enjoy good long-term prospects (including in many non-scientific careers), are respected, provide a unique set of skills required by employers and are in great demand throughout the world.
- Consider modern problems that affect people everywhere
- Discover that Chemistry can be a challenging and enjoyable study affecting many areas of everyday life, many of which are often unknown to non-chemists.

## **How else can you get involved in the chemistry department?**

Students enjoy extending their knowledge of chemistry outside of the classroom by getting involved in various different activities:

- The Chemistry Olympiad- whilst aimed primarily at Year 13 students, several of our Year 12 students are also entered and are successful at achieving Bronze, Silver and even Gold awards
- The Cambridge Chemistry Challenge – aimed to challenge Year 12 students
- STEM project – an opportunity to carry out research on Ionic liquids and cutting edge chemistry
- Year 7 chemistry club – an opportunity for you to support and enthuse younger students by carrying out exciting practical experiments.

We welcome and encourage the Sixth Form to come forward with new ideas and initiatives, and fully support their enthusiasm in Chemistry.

---

# SUTTON GRAMMAR SCHOOL

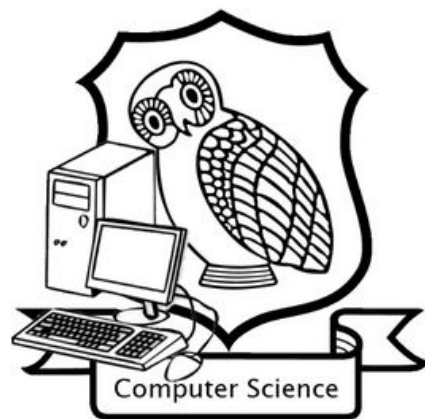
## Computer Science

[AQA \(A Level Specification 7517\)](#)

Computer Science is the study of how computers can be used to produce solutions to real world problems. In Computer Science students develop their own applications. Students will begin the course learning to program in **Java**, which is a natural extension to the simpler version of Java taught at SGS in key stage 3, and C++, which is taught at SGS in key stage 4. Students with limited programming experience will find this course extremely challenging, and caution is warranted. Students joining this course should feel confident programming solutions to common mathematical problems and should already be coding daily as part of their routine. Note this course is comprised of **60% programming** and **40% theory**.

The subject content for A Level Computer Science is as follows:

- 10 Fundamentals of programming
- 11 Fundamentals of data structures
- 12 Fundamentals of algorithms
- 13 Theory of computation
- 14 Fundamentals of data representation
- 15 Fundamentals of computer systems
- 16 Fundamentals of computer organisation and architecture
- 17 Consequences of uses of computing
- 18 Fundamentals of communication and networking
- 19 Fundamentals of databases
- 20 Big Data
- 21 Fundamentals of functional programming
- 22 Systematic approach to problem solving
- 23 Non-exam assessment - the computing practical project



A prerequisite for taking this course is a GCSE in Computer Science Grade 7, 8 or 9. However, students scoring less than an 8 or 9 will find the course very difficult. It is advised that students who are pursuing a university course other than Computer Science might resent the commitment needed to be successful in a Computer Science A-Level class. Computer Science is not a good fourth choice.

We offer the full A Level specification, rather than both the AS and A level courses and therefore the components of the course are as follows:

### Paper 1 – Programming

**What's assessed:** this paper tests a student's ability to program, as well as their theoretical knowledge of Computer Science from subject content 10-13 above and the skills required from section 22 above.

**Question Style:** Students answer a series of short questions and write/adapt/extend programs in an Electronic Answer Document provided by us.

We will issue Preliminary Material, a Skeleton Program and, where appropriate, test data, for use in the exam.

**Assessment Details**

**On-screen exam: 2 hours 30 minutes**

**(40% of A Level)**

# SUTTON GRAMMAR SCHOOL

## Paper 2 - Theory

**What's assessed:** this paper tests a student's ability to answer questions from subject content 14-21 above.

**Question Style:** Compulsory short-answer and extended-answer questions.

**Assessment Details**

**Written exam: 2 hours 30 minutes**

**(40% of A Level)**

## Paper 2 - Theory

**What's assessed:** this paper tests a student's ability to answer questions from subject content 14-21 above.

**Question Style:** Compulsory short-answer and extended-answer questions.

**Assessment Details**

**Written exam: 2 hours 30 minutes**

**(40% of A Level)**

## Non-exam Assessment – Programming

**What's assessed:** the non-exam assessment [NEA] assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving, as shown in section 22

**Assessment Details**

**Practical Project: 75 marks**

**(20% of A Level)**

This course has had many successful students who have subsequently gone onto top universities to study Computer Science. Typically we have at least one student who scores in the top 50 results in the country for this specification. Students who wish to pursue Computer Science at university are fortunate to be able to study this course at SGS.

# SUTTON GRAMMAR SCHOOL

---

## Design and Technology

*We are offering an A Level in Product Design through the EDUQAS exam board.*

### Course Content and Assessment

The qualification is split into two assessed areas, a Non-Examined Assessment (NEA) Project and a Written Theory Paper. More information about the qualification can be found at; <http://www.eduqas.co.uk/qualifications/design-and-technology/as-a-level/>

The **Non-Examined Assessment (NEA)** is a design and make task that demonstrates your ability to work and manage a design project independently. This project is started during year one, you will explore possible project topics, carrying out a range of research activities and development concept ideas. This work is done after undertaking other design and make based activities to build knowledge and skills within the subject. During the second year you will be working predominantly on your Contextual Studies Project.

The **written theory paper** tests the depth and breadth of your knowledge in the subject. It is taught through short assignments and activities and covers a range of subjects such as materials, manufacturing and design history. There is also a strong element of learning through the work done on your NEA Project.

The course looks at how product designers and engineers produce innovative changes in the world.

Core units studied include; Materials, Manufacturing Techniques, Design History, Human Factors and Ergonomics, Resource Management and Sustainable Production, Modelling, Raw Material to Final Product, Innovation and Design. These topics are taught through the use of practical assignments and theory based lessons. These activities enhance your understanding and develop your constructional skills.

You will be encouraged to make use of the workshop facilities including the Laser Cutter and CNC machines. CAD skills are encouraged and used within all aspects of the course.

### What skills will I gain?

The core skills at the heart of the course will develop your ability to independently follow the Design Process, starting from an Initial Brief and then through the use of Research, Investigation, Idea Development, Prototyping, testing and improving, produce a high quality fully resolved product and project folder.

### Where can A Level Product Design lead?

You will gain an excellent understanding of the design process and problem solving skills undertaken by people working in design industries. The courses will be of great benefit to students with an interest in engineering, product design, architecture or other careers that involve a combination of creativity and sound analytical thinking. The course will also enable you to develop a wide variety of transferable skills useful in many other occupations. Former students have pursued careers in Civil, Mechanical, Electronic Engineering, Industrial Design, Product Design and Architecture.

### What qualifications do you need to study A level Product Design?

You will predominantly come through from a GCSE in Design Technology. We accept students who have not studied Design Technology at GCSE but are able to show an ability to meet the levels required and an understanding of the learning methods and practical skills used in this subject

### Assessment

Assessment weighting is split evenly between the Non-Examined Assessment (NEA) and examination. (Please see specification referenced below for more information)

---



# SUTTON GRAMMAR SCHOOL

## Component 1: Design and Technology in the 21st Century

Learners take a single examination in one of the following endorsed areas:

- fashion and textiles
- product design

The examination includes a mix of structures and extended writing questions assessing learners' knowledge and understanding of:

- technical principles
- designing and making principles

along with their ability to:

- analyse and evaluate wider issues in design and technology.

**Assessment Details**

**Written examination: 3 hours**

**(50% of qualification)**

## Component 2: Design and make project

A sustained design and make project, based on a brief developed by the candidate, assessing the candidate's ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and outcomes,
- including for prototypes made by themselves and others

The design and make project will be based within the same endorsed area as the written examination.

**Assessment Details**

**Non-examed assessment:  
approximately 80 hours**

**(50% of qualification)**

### Further Information

Please see the link below to find information and key documents, including the specification for the A level Design and Technology course offered at Sutton Grammar School:

[https://www.eduqas.co.uk/qualifications/design-and-technology-as-and-a-level/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/design-and-technology-as-and-a-level/#tab_keydocuments)

# SUTTON GRAMMAR SCHOOL

---

## Drama and Theatre

*[WJEC Eduqas GCE A Level in Drama and Theatre](#)*

Drama and Theatre Studies is a popular and growing subject at Sutton Grammar and consistently achieves among the highest results of all subjects taken at the school. With lessons taking place in our purpose built studio, students have access to the best technical facilities, and are guaranteed a challenging and enjoyable learning environment which offers creativity, plenty of practical work and ownership of the subject, away from rote learning and examination.

### **What do I need to know or be able to do before taking this course?**

It is useful to have taken Drama at GCSE level but not essential. Students have achieved very highly at Sutton Grammar who have not done Drama GCSE. It is important that you are interested in gaining a greater understanding of how theatre and plays work and that you are keen to be involved with performances.

### **What will I learn on this course?**

The course demands practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, either in a performing or production role. You will also be required to write about drama and to develop your powers of analysis to become an informed critic. The course will involve taking part in drama productions, as well as studying plays and playwrights.

### **What kind of student is this course suitable for?**

You need to be curious about issues and ideas and have a creative instinct for communicating your views through drama. You may be keen on acting, writing or on the visual and technical side of theatre and wish to develop your skills in some or all of these areas. Equally you will be interested in going to the theatre to see plays performed by different theatre companies.

### **Why should I do it?**

Because you have enjoyed Drama up to this point and you have an interest and passion in carrying on. Just because you are doing A levels it does not mean you cannot enjoy learning anymore. In fact now you have greater choice; you should be aiming to enjoy it more.

### **Component 1: Theatre Workshop (20% internally assessed)**

Students will study a full text and choose an extract to practically reinterpret in performance using the techniques and working methods of either an influential practitioner or a recognized theatre company. They will be assessed on both their practical performance as well as a written creative log which documents and evaluates their process.

### **Component 2: Text in Action (40% externally assessed)**

Students will be assessed on two practical performances in this unit. One will be a devised piece which they will create as a result of exploring a stimulus provided by WJEC, the other will be a performance of an extract from another play text that they would have studied. Alongside these two practical performances, the students will also produce a process and evaluation report that will document their exploration and realisation of their performances.

### **Component 3: Text in Performance (40% externally assessed)**

This is a written exam which is split into three sections. Sections A and B will assess the students' knowledge and understanding of two complete theatre texts; one which is written pre 1956 and the other which is written post 1956. Section C of the exam will require the students to answer a series of questions about a prescribed extract from 'The Curious Incident of the Dog in the Night-Time'.

---

# SUTTON GRAMMAR SCHOOL

---

The new A level specification is exciting and innovative and allows for a wider variety of texts to be studied as well as the exploration of numerous performance styles. The WJEC specification in particular, encourages students to study a plethora of theatre practitioners and theatre companies and then apply this knowledge to their own performances, therefore solidifying their theoretical and practical understanding of Drama and Theatre.

## **The Value of Drama and Theatre Studies within and beyond the Sixth Form.**

Doing Drama and Theatre Studies does not mean you have to become an actor, director or theatre designer but if you want to it is a good start. What it will give you is a different learning style, learning by doing and reflection, rather than learning by rote. During the course you will have to take a lot of responsibility for the decisions and choices you make and at all times you will be working collaboratively with others. The self-motivation required makes it ideal preparation for university life and there is not a profession in which collaborative skills are not required. Above all you have more control over what you do than in other subjects and will thoroughly enjoy the challenges that you are faced with. It will undoubtedly develop you into a more confident, sociable, charismatic and rounded individual and provide you with skills and experiences that will last a lifetime.

Drama and Theatre Studies will push and challenge in a way that other A level subjects cannot and provide a level of enjoyment in your learning that is unparalleled. Doing A level Drama will not prevent you from going on to university to study whatever you want, wherever you want.

---

# SUTTON GRAMMAR SCHOOL

---

## Economics

*AQA ([A level specification 7136](#))*



### **What is this subject about?**

We live in a world where peoples' choices are unlimited but the resources available to meet those choices are finite. Consequently, we have a problem of scarcity. For example, we would like to do many things, such as go on holiday and buy a new car but we might not have either sufficient time or money to choose both of these options.

Economics attempts to tackle problems of scarcity by providing people with incentives to change their behaviour, in order to achieve a better allocation of scarce resources. For example, introducing a congestion charge in central London (an incentive to use public transport) means fewer vehicles use the roads (a scarce resource) during the day.

The favourite way for economists to address the problem of scarcity is to use a market. Let buyers and sellers determine the price of a good and how much of that good is traded. Unfortunately, markets do not always achieve the optimum allocation of scarce resources. Imagine if healthcare was left to the market: what would happen? Only those people able to afford healthcare would be treated. Others, with equal need, would be left untreated. In other words, the market would not allocate enough resources to healthcare.

As well as studying individual markets (known as "microeconomics") we also look at national economies ("macroeconomics"). Here, again, the problem is characterised by scarcity and issues of resource allocation. At the national level, these problems give rise to issues such as inflation; unemployment; inadequate growth in the economy; balance of payments difficulties and unsustainable development. To tackle these issues, you will investigate some of the different ways governments can intervene in the economy and alter the total amount of demand and supply of goods and services available.

### **What do you need to know before taking this course?**

No prior knowledge is required before taking this course. However, most universities to which students from SGS apply to study economics require at least A level mathematics in order to be admitted onto their undergraduate courses. To find out more about the subject, you are recommended to read "The Rough Guide to Economics" by Mell and Walker. There are multiple copies available to be borrowed from the school library.

### **What kind of student is this course suitable for?**

The most important attribute in a student coming on to this course is an interest in current affairs. Reading a daily newspaper and magazines, such as The Economist, as well as watching programmes such as Newsnight and Channel 4 News are essential if you are to include relevant up to date examples in your answers.

---

# SUTTON GRAMMAR SCHOOL

---

## **What will I learn on this course?**

On this course you learn how to see the world as an economist. An economic approach can be applied to a vast range of topics because there are so many issues of scarcity and resource allocation.

## **How is this course assessed?**

The course is assessed entirely by written examination. These involve multiple choice questions; data response questions and essays. All the examinations are sat in the summer term of Year 13 and are marked externally.

## **How will this course benefit me in the future?**

As well as preparing you for a career in finance; accountancy and insurance, students from this course have gone on to study a wide range of subjects at university including mathematics; law; medicine; history; modern languages and engineering. Whatever you go on to study, I hope that after the A level Economics course, you will have a better appreciation of both how the society in which you live operates and your role within it.

---

# SUTTON GRAMMAR SCHOOL

## English Literature

*AQA English Literature B 7717*



"Literature is where I go to explore the highest and lowest places in human society and in the human spirit, where I hope to find not absolute truth but the truth of the tale, of the imagination and of the heart." - Salman Rushdie

"Reading is to the mind what exercise is to the body." - Sir Richard Steele

### What is this subject about?

Quite simply, English Literature captures the essence of humanity. If you want to understand yourself and others, there is no better place to look than towards plays, poems and novels. As a subject, it complements any other A Level as you are encouraged to think deeply and write accurately: vital skills for any student hoping to continue into university education. Furthermore, as a traditional, tried and trusted subject, it is therefore universally respected and seen as a difficult and reliable marker of one's academic ability. Being well read is seen as part of being a well-rounded, independent-minded person. English also develops your analytical skills, close reading and questioning of what you read, looking beyond the obvious and, of course, through writing, it develops your own unique perspective and voice.

### What do you need to study A Level English Literature?

A Grade 7 for GCSE English Literature is the usual requirement. Nevertheless, a genuine interest in reading and writing is by far the most important factor. Inevitably, you will have to read a number of hopefully very interesting texts, so you need to be up for this challenge. An interest in History is also very useful as each text has its own unique historical and cultural context. You are not assessed for "speaking and listening" but the most successful students often look to get involved in class discussions, through offering their ideas or through raising apt questions. Finally, being able to think and write quickly, whilst meticulously evaluating your work is a key skill, which will bring exam success.

### What will you learn on this course and how is it assessed?

Assessments: 80% = exams 20% = coursework

### Paper 1 - Aspects of tragedy

Study of three texts: one Shakespeare text; a second drama text and one further text, of which one must be written pre-1900

*Likely texts: Othello, Death of a Salesman & Tess of the D'Urbervilles*

Assessed

- written exam: 2 hours 30 minutes
- closed book



# SUTTON GRAMMAR SCHOOL

---

## Paper 2 - Elements of Crime Writing

Study of three texts: one post-2000 prose text; one poetry and one further text, one of which must be written pre-1900 exam will include an unseen passage.

*Likely texts: The Murder of Roger Ackroyd, Atonement, The Rime of the Ancient Mariner*

Assessed

- written exam: 3 hours
- open book

## Coursework:

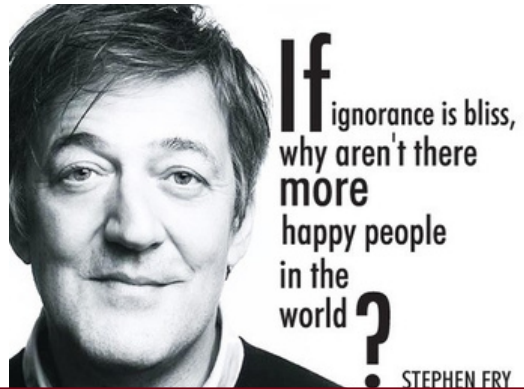
Study of two texts: one poetry and one prose text, informed by study of the Critical Anthology Two essays of 1250 -1500 words, each responding to a different text and linking to a different aspect of the Critical Anthology.

## How will this course benefit you in the future?

In recent years, most of our A Level English Literature students have attained grade A, with increasing numbers attaining the A Star grade. Many former pupils have gone on to read English at Oxford University but many go on to pursue a broad range of subjects from Law, Economics and History to Psychology, Anthropology and Chinese.

The study of English Literature may lead to a career in:

- The Law
- Publishing
- Journalism
- The Media (Film, TV, radio)
- Marketing and Advertising
- Banking
- The Civil Service
- Teaching
- Social Work



*Stephen Fry chose English Literature for his university degree.*

Nevertheless, aside from the world of work, reading English Literature will open your eyes to new horizons; it will better prepare you for all of life's turbulent happenings and make you a culturally richer, more empathetic person as a consequence.

# SUTTON GRAMMAR SCHOOL

## Geography

[OCR H481](#)



### What is this subject about?

"Geography is not only **up-to-date** and **relevant**, it is one of the most **exciting**, adventurous and **valuable** subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them.

"Choosing geography at school can open the doors to a university degree, either specifically in geography or by combining geography with other A Levels to gain a place on a degree programme in another subject. An A Level in geography is recognised for its academic 'robustness' and, most importantly, it also helps young people into the world of work."

Michael Palin, Broadcaster and Former President of the Royal Geographical Society

### What do you need to study A Level Geography?

A **Grade 7** for GCSE Geography is the usual requirement. Nevertheless, a **genuine interest in the world** is by far the most important factor. A Level Geography demands critical thinking, research skills, and the ability to synthesise information from various sources. Students will possess good communication and writing skills to effectively convey complex ideas in essays and reports. Geographers should also be comfortable dealing with a wide-ranging specification which encompasses the scientific processes of hydrology, coasts, tectonics and the climate, as well as the often-controversial and much-debated issues surrounding migration, health, cities and development. A passion for understanding the Earth's dynamic processes and the impacts of human activities on our planet is at the heart of success in A Level Geography. The subject offers a fascinating exploration of our planet making it an excellent choice for those eager to broaden their horizons and make a positive impact on the world.

### What will you learn on this course and how is it assessed?

A Level geography offers a selection of **new, interesting topics** not covered at GCSE level, and allows you to go into **greater depth** in some key elements previously studied.

The total A Level course is split into **four units**, three assessed by examination and one by coursework. All A Level geographers have the unique opportunity to study in their own resource area complete with library and ICT suite in the sixth form building. The department looks to provide students with a broad experience of geography including the **range of skills** required for university.

**Fieldwork** is seen as being extremely important and the department would like to continue its policy of giving students a chance to take part in a residential field trip to acquire skills for the non-examined assessment. This will be at a cost to the students themselves.

# SUTTON GRAMMAR SCHOOL

## OCR A Level (H481) Course Structure

### 01 Physical Systems

#### Percentage of A Level and Assessment style

The Physical Systems component is built around two main topics, Landscape Systems and Earth's Life Support Systems. In Landscape Systems, learners will explore one chosen landscape from three options, coastal landscapes, glaciated landscapes and dryland landscapes. The Earth's Life Support Systems looks at the carbon and water cycles in a systems framework.

22% of the A Level  
1 hour 30 minutes  
Written paper  
66 marks

### 02 Human Interactions

#### Percentage of A Level and Assessment style

The Human Interactions component is built around two main topics, Global Connections and Changing Spaces; Making Places. It investigates the actions, interactions and spatial patterns of people in places. Learners will build a picture of how the world around them is shaped by humans, starting from the local and moving out to regional, national and international scales.

22% of the A Level  
1 hour 30 minutes  
Written paper  
66 marks

Through examples and case studies learners will explore a variety of contrasting places, unpicking the flows and connections that have made them what they are and the way in which global systems and governance have local consequences. The concepts of inequality, interdependence, representation, identity and globalisation are particularly relevant to this component and qualitative research and fieldwork opportunities complement it well.

### 03 Geographical Debates

Geographical Debates takes some of the most dynamic issues the planet faces and encourages learners to engage with, reflect on and think critically about them. Learners will gain a deep understanding of their two chosen topics, exploring the interactions between people and the environment. Learners must choose two options out of the five, climate change, disease dilemmas, exploring oceans, future of food and hazardous earth.

36% of the A Level  
2 hour 30 minutes  
Written paper  
108 marks

### 04 Investigative Geography

Investigative Geography gives learners the opportunity to undertake an independent investigation which is of particular interest to them, which can be related to any area of the specification. The independent investigation will consist of a 3000-4000 word written report which will assess the process of enquiry and investigation. The report must be an independent investigation but data collection can be conducted within a group. Independence will come from the definition of the enquiry and the interrogation of the findings.

36% of the A Level  
2 hour 30 minutes  
Written paper  
108 marks

# SUTTON GRAMMAR SCHOOL

---

## How will this course benefit you in the future?

A Level Geography students from Sutton Grammar have a strong record of success. Over the past decade, several students have opted to take Geography further at top universities including Oxbridge. Geography is recognised as a part-STEM subject in Higher Education and there are close links with a range of subjects including Science, Mathematics, Economics, Business, and Psychology.

The varied skills developed in geography make students of the subject, according to statistics, amongst the most attractive to universities and employers. Approximately 35,000 students study Geography at A Level across England. Of these students, 21% go on to study Science at university, 18% study Geography, 6% study Technology and Engineering, and 35% study Arts, Humanities and Social Sciences. Geography is a broad and flexible subject which provides lots of opportunities for future progression.

Many geographers go on to pursue careers in the following sectors: science, law, politics, finance, banking, sales, business, environment, information technology, management, marketing, research, manufacturing, teaching, childcare, engineering and building, arts, design and media, town planning, working abroad and many (many) more...

If you want to study a **relevant** and **exciting** subject, with **varied lesson activities**, your **own study area**, the opportunity to get **out of the classroom** and excellent **future prospects**, then Geography could be for you. If you would like to know more, why not follow us on X (formerly known as Twitter) **@SGSgeography** or scan the QR code to hear why you should choose Geography from the Royal Geographical Society.



# SUTTON GRAMMAR SCHOOL

---

## Government and Politics

AQA

"No-one is unaffected by politics. Speaking very broadly, it is about the way people organize their lives together in a community....studying and talking about politics are a necessary part of the good life which we seek."  
- John Kingdom, Politics Lecturer

The famous eighteenth century politician Edmund Burke is alleged to have said to have remarked that, "All that is required for evil to triumph is that good men stay silent". Studying politics is all about making sure the good men don't stay silent. It is about understanding the system that governs us; about being able to challenge that system when we need to; about how we might be involved; about speaking up for those who can't. In any society, but especially a democracy, no-one should be willing to simply stay silent. Knowing and understanding the political system is the essential first step to undertaking our democratic responsibilities. With the impact of government over-reach during the Covid crisis, the Brexit referendum and the recent presidency of Donald Trump, politics has certainly been an exciting, relevant and dynamic study. Add to that the rapid turn-over of British Prime Ministers and you will understand that barely a week goes by without some new development to spice up our classroom discussions.

The A-level course is aimed at increasing our understanding of first British politics together with the key ideologies that make up most of our political discourse, and then rounded off with a comparative study of US politics, the greatest political circus on the planet. Students will be tested in three exams at the end of their U6th year.

The basic form of the lessons takes place around discussions and debate – the best way of generating your own ideas, responding to arguments and generally thinking independently. The core information is contained in recommended books and hand-outs, but students will also be expected to regularly access current news sources – newspapers, current affairs magazines, television news programmes and the relevant websites. We use an online resource of tutorial videos and regular updates.

In a normal year, we use visits outside school to support our studies. We visit the Houses of Parliament at Westminster, and have a question and answer session with Sutton's MP, as well as attending a US Politics conference in the U6th which features two ex-members of Congress (one from each party).

Students don't need a great amount of existing political knowledge – that's the purpose of the course! What they do need is a strong general interest in current events, and a willingness to comment on them.

---

# SUTTON GRAMMAR SCHOOL

## History

*OCR Specification, History A*

*A two year course, 3 exams at the end of Year 13 and an extended coursework essay, also completed in Year 13.*

What is the worth of a human life, unless it is woven into the lives of our ancestors by the study of history?" - Cicero

We have selected a diverse range of topics for our students, taking in a variety of countries and peoples and developing skills that will be key at university, regardless of degree subject. Skills such as critical thinking, argument construction and evidence evaluation combine with a developed understanding of how the past shapes the present and the future to make this an exciting and stimulating course. The course clearly prepares students for a History degree but previous students have also gone on to study Law, Journalism, Economics, Philosophy and Medicine, where the balance of an essay based subject has helped with their UCAS application. Historical study develops vital employment skills including communication (written and verbal), decision making and investigative research.

GCSE History students will obviously have an advantage when studying A Level History but we have successfully worked with students who did not take History at Key Stage 4, so all students are welcome to choose the subject. No formal grade at IGCSE/GCSE History is required.

We are always keen to take learning outside the classroom, and the current range of courses at A-level offers several opportunities for this, including combining with Politics to visit Washington DC, or heading up to Bosworth in Leicestershire for the day, the site of the decisive battle that arguably ended the Wars of the Roses.

### **Year 12 – British Period Study and Enquiry – Unit Y105 – Lancastrians, Yorkists and Henry VII 1445-1509**

This unit focuses on a period of British history that leads from the medieval period to the early modern. It focuses on a civil war that raged in England for 40 years and looks at the start of the Tudor dynasty. The period study is a knowledge based section looking at the period 1445-1509. The enquiry is a source based exercise and looks at the Wars of the Roses between 1445-1461. Assessment is at the end of Y13 – the period study assessment will be a knowledge based essay and the enquiry consists of the analysis of 4 primary sources. The total time for the assessment is 1 hour 30 minutes and a sample assessment will be available on the night in the History room.



### **Year 12 – Non- British Period Study – Unit Y212 – The American Revolution 1740-1796**

This unit sees us move our focus overseas, to the tumultuous time of the American Revolution. It provides a nice counterpoint to the British study outlined above. It traces the origins of upheaval in the 'New World' and the final break from European control as the colonies declare independence. Assessment in this unit also takes place at the end of Y13 and consists of two essays to be written in 1 hour. We envisage there will be a mock exam for the Year 12 units sometime towards the end of the Year 12. Sample assessment material will also be available at the Open Evening.



### **Year 13 – Thematic study and historical interpretations – Unit Y315 – The Changing Nature of Warfare 1792-1945**

This unit looks at all facets of warfare over a 150 year period, from the Napoleonic Wars through to World War II. Factors such as communications, technological advancement, training, geography and tactics are all examined as are the influence of generals and the soldiers themselves. There are two elements to assessment – an analysis of historians' interpretations of warfare in the period and two essay questions to answer. The exam lasts 2 hours and 30 minutes and is taken at the end of Year 13.





# SUTTON GRAMMAR SCHOOL

---

## **Year 13 – Topic Based Essay– Unit Y100**

This unit consists of an independent dissertation, 3000-4000 words in length. This will be a taught course by your History tutor and we have decided to make the topic Mao's China, 1949-76. Students will have freedom to choose their own essay question within the topic and then carry out an independent investigation, selecting evidence to help them produce their final essay. This is an exciting new aspect of A Level History and will be both challenging and motivating for students in the second year of the course. The essay is marked and moderated internally and then sent to the board for assessment towards the end of Year 13. There is no final exam for this module.



**This is a well-balanced and rigorous set of modules that combine variety in subject matter with a thorough test of historical skills.**

# SUTTON GRAMMAR SCHOOL

---

## Mathematics

*[Edexcel GCE in Mathematics and Further Mathematics](#)*

Mathematics at AS and A Level builds on GCSE work. It involves the application of theoretical concepts to real life problems, simplifying and modelling them where appropriate in order to provide solutions. You will develop skills in reasoning, logic and proof and will understand when the use of technology in mathematics is effective and appropriate. Questions will often be less structured than at GCSE and may draw on knowledge of several different topics. You will have to think through problems and decide on appropriate strategies and techniques.

### Outline of Course

There are two A Level titles available at Sutton Grammar School: Mathematics and Further Mathematics. The Further Mathematics course depends on a thorough understanding of the pure content of the mathematics course and in this sense is a higher-level program of study. Candidates choosing this option will need to have a level 9 at GCSE. Those wanting to study Single Mathematics will be required to have a level 8 or higher at GCSE.

### Single A Level: Mathematics

AS and A Level will be separate qualifications. An AS-Level qualification will no longer count towards an A Level. AS and A Level Maths will have 100% prescribed content, containing both pure and applied (no optional content). Mechanics and Statistics will be part of the compulsory content for both AS and A Level Maths students. Both A Level and AS Mathematics have a simple 2:1 ratio of pure to applied content. The A Level Mathematics qualification offers a simple three-paper model with calculator usage allowed in all three papers.

### Two A Levels: Mathematics and Further Mathematics

In year 12 students will study AS Single Mathematics and AS Further Mathematics. Further Mathematics students will sit both their full A Level in Single Mathematics and Further Mathematics at the end of year 13. All Further Mathematics students will study Core Pure Mathematics 1, Core Pure Mathematics 2, Further Statistics 1 and Further Mechanics 1.

Mathematics serves as a useful support for other courses as well as being a sought after qualification in the work place and in higher education. Courses that require mathematics at A Level, or are strongly related, include accountancy, engineering, psychology, economics, medicine, architecture, teaching, environmental studies, computing and information technology.

---

# SUTTON GRAMMAR SCHOOL

---

## Modern Foreign Languages

[AQA French](#)

[AQA German](#)

[AQA Spanish](#)

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." - Nelson Mandela.

"Those who know nothing of foreign languages know nothing of their own." - Goethe.

The Modern Foreign Languages Department at Sutton Grammar School will appeal to any student who is interested in communicating with as wide an audience as possible, whether that be abroad or in our own diverse and multi-lingual capital city. It currently offers AS and A Level courses in French, German and Spanish.

In the Sixth Form, students revise and consolidate some of the structures already introduced at the higher tier of GCSE and perfect their understanding and use of grammar. A wide variety of topics are covered during the course which will broaden and deepen students' knowledge and understanding of the societies where these languages are spoken. These topics will include current affairs, the media, advertising, tourism, leisure activities, the arts, social issues, youth concerns, historical events and the world of business and industry. Students will also study in depth one book and one film. Visits abroad are organised on a regular basis.

In French, German and Spanish courses, students will be exposed to authentic materials from an early stage and will be encouraged to communicate in the target language as much as possible since the majority of lessons are conducted in the foreign language.

There are also language assistants working within the department and students will be time-tabled to spend one lesson a fortnight practising role plays and presentations with them.

The overriding objective of the department is to enable students to play an active role in a world that has become completely international and in particular to open their horizons. When they are at university they will have the opportunity to apply for funding to study abroad under the current ERASMUS scheme and we endeavour to provide the boys from this school with the outlook and skills required to make the most of this unforgettable and life changing opportunity.

Transferrable skills are an important aspect of the course and looking at these in a foreign language will help students greatly in their own language. These include: reading, analysing and synthesising information from a variety of sources; making effective contributions to group discussions; listening to others for gist and for detail; making effective presentations; and being aware of and understanding cultural differences.

On leaving Sutton Grammar School, it is hoped that students will be able to pursue their interests in French, German or Spanish at university, either as specialists or in conjunction with another subject. Employment and career opportunities are greatly enhanced for applicants who can demonstrate a higher level of linguistic competence. Students should also be aware of the possibilities offered by European Universities for first and post-graduate degree courses and the relative financial advantage compared to studying in the UK.

---

# SUTTON GRAMMAR SCHOOL

---

Especially when choosing a modern language as a broadening choice (with three other A levels) the language can be taken to AS or to A level over the full two years of your time in the Sixth Form. The courses are co-taught and so a final decision (AS or A level) will not be made until Y13.



*Year 12 Work Experience in Gredos, Spain*

# SUTTON GRAMMAR SCHOOL

---

## Music

*[Welsh Board WJEC](#)*

If a composer could say what he had to say in words he would not bother trying to say it in music – Gustav Mahler

Studying Music at A Level is both challenging and hugely enjoyable. Students will develop their composing and performing skills as well as learning how to analyse and interpret Music. There will be the opportunity for students to perform regularly, and for students to see live concerts. To study Music at A Level, you should have at least a level 7 grade in GCSE Music and be able to play an instrument to roughly grade 5 standard and above (though you do not have to have taken the exams). We follow the Eduqas specification.

For this specification learners must choose either Option A in both Components 1 and 2 or Option B in both Components 1 and 2. All learners must study Component 3.

### Component 1:

**Performing Option A:** Total duration of performances: 10-12 minutes Option A: 35% of qualification

**Option B:** Total duration of performances: 6-8 minutes Option B: 25% of qualification

**Non-exam assessment:** externally assessed by a visiting examiner

**Option A:** A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.

**Option B:** A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.

### Component 2:

**Composing Option A:** Total duration of compositions: 4-6 minutes Option A: 25% of qualification

Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition.

**Option B:** Total duration of compositions: 8-10 minutes Option B: 35% of qualification

**Non-exam assessment:** externally assessed by WJEC

Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition must reflect the musical characteristics of one different area of study (i.e. not the Western Classical Tradition) while the third composition is a free composition.

### Component 3:

Appraising Written/listening examination: 2 hours 15 minutes 40% of qualification

---

# SUTTON GRAMMAR SCHOOL

---

## Three areas of study:

**Area of study A:** The Western Classical Tradition (The Development of the Symphony 1750-1900) which includes two set works.

**One set work for detailed analysis:** Symphony No. 104 in D major, 'London': Haydn

**The other for general analysis:** Symphony No. 4 in A major: 'Italian': Mendelssohn

## A choice of one area of study from:

Area of study B: Rock and Pop

Area of study C: Musical Theatre

Area of study D: Jazz

## A choice of one area of study from:

Area of study E: Into the Twentieth Century including two set works: Trio for Oboe, Bassoon and Piano, Movement II: Poulenc, Three Nocturnes, Number 1, Nuages: Debussy

Area of study F: Into the Twenty-first Century including two set works: Asyla, Movement 3, Ecstasio: Thomas Adès String Quartet No. 2 (Opus California) Movements 1 (Boardwalk) and 4 (Natural Bridges): Sally Beamish

## Questions:

1. Set work analysis with a score
2. Extended responses to the wider context of an Area of Study
3. Unprepared extracts of music with and without a score
4. Comparison questions based on set works and unfamiliar Musical examples

## What if I don't want to continue with Music after A Levels?

Music A Level shows employers and universities that you are dedicated and committed, two qualities that are vital to the process of rehearsing and perfecting performance technique. It demonstrates that you have the ability to effectively manage your time when composing music within a set time frame and to a specific brief. The appraising test shows that you have good analytical skills.

*Some students will want to study Music at university degree level and it is essential that you have Music A Level in order to do this.*

---



# SUTTON GRAMMAR SCHOOL

---

## Philosophy

*AQA A Level 7172*

### What is Philosophy?

Philosophy is simultaneously similar to, yet radically different from science. It is similar to science insofar as its enterprise is to further human understanding, but it is fundamentally different from science in the way that it seeks to do so. Understanding achieved through science rests on the construction of theories, testable hypotheses, prediction and explanation. Philosophy, by contrast, seeks to attain understanding through conceptual clarification in relation to the construction of arguments; in other words, it strives to clarify what makes sense, the conditions under which such sense is possible, and what that sense is able to reveal. One cannot, for example, create a theory that something makes sense; in order to create a theory – for the concept of a theory to even be coherent – sense needs to be there already.

Studying Philosophy develops one's ability to ask searching questions, analyse and evaluate one's own arguments together with the arguments of others and present them in a clear logical form. Throughout the course, students will be directly acquainted with much of the primary literature associated with each of the areas studied, and encouraged to question assumptions and arguments at every turn – both in verbal and written form. Lively debate is encouraged throughout, and formal essay skills will be developed. In addition, there will be opportunities to attend university conferences related to the topics being studied.

The A Level comprises four topics: Epistemology and Moral Philosophy are taught in year 12. Philosophy of Religion and Philosophy of Mind are taught in year 13.

The A Level is 100% by examination. There are two A Level Philosophy exams, each a duration of 3 hours. Paper 1 comprises the topics taught in year 12. Paper 2 comprises the topics taught in year 13.

### Pre-Course Introductory Reading

Blackburn, S. Think!. OUP. 2001 Russell, B. The Problems of Philosophy (1912) available at <https://www.gutenberg.org/files/5827/5827-h/5827-h.htm>

### Course Content, Year 12

#### Epistemology

Epistemology is the study of the theory of knowledge. What is knowledge? What counts as knowledge? How is it that we know anything at all? What methods of justification do we have for our various knowledge claims? What is the difference between knowledge, true belief and certainty? Can science tell us what knowledge is, or does it presuppose the possibility of knowledge before embarking on investigations? In this unit you will explore some of the methods used to answer these questions. You will examine the idea that we might have innate knowledge, together with the conflicting thought that all knowledge comes from experience. If the latter is true then one needs to answer the question: how does experience teach you what to learn from it? Are our perceptions always reliable? Can we always tell if they are not? What implications might this have? What are concepts? Are concepts real? If we understand the world through concepts and they are not real, how can we be said to have knowledge of the world at all?

#### Philosophy of Religion

Are there moral truths, or is our ethical thought made up entirely of opinions? Can reason shed light on what our moral duties are or should we restrict ourselves to trying to make the majority happy whilst minimising pain? Are there circumstances in which it is right to kill an innocent human being? Are we ever morally obliged to torture? How do we judge the moral weight of problems in medical ethics such as those connected with abortion and euthanasia?

---

# SUTTON GRAMMAR SCHOOL

---

Moral Philosophy explores the different forms of thought and argument that give rise to these questions by examining their foundations. It attempts to understand the nature of our moral judgements by examining what kinds of foundational beliefs are internal to different moral positions.

## **Course Content, Year 13**

### **Philosophy of Religion**

Philosophy of Religion is neither a species of religious studies nor religious philosophy. Rather, it is philosophy about religion which means that it tries to understand the kinds of thinking that underpin peoples' religious convictions and clarify the nature of religion in general. Like other areas of philosophy, you will approach it dispassionately whether or not you have personal religious convictions. How might we determine whether or not God exists? What is the role of faith in religious conviction? Can one rationalise religious belief? How might one reconcile religious belief with the presence of evil in the world? What kind of relationship does religious belief have with evolutionary theory? How might organised religion play a role in the survival of the human race? If faith is a central aspect of religious belief, is there any merit in even trying to formulate rational arguments for the existence or non-existence of God?

### **Philosophy of Mind:**

It is the task of Philosophy of Mind to examine different theories of mind and how they relate to (and have been influenced by) developments in modern neuroscience.

Is the mind identical to the brain? If so, can mind and brain be characterised as separate entities? If not, how might we understand the nature of mind? Does research in neuroscience assume a kind of brain/body dualism? Are psychological states, such as pain, reducible to brain states or merely behaviour (or, perhaps, neither)? Does the mind stand in relation to the brain as software stands in relation to the hardware of a computer? Can computers think? In this unit, you will become familiar with various theories of mind that attempt to address these questions, together with learning how to evaluate them critically philosophically and in relation to progress in modern neuroscience.

---

# SUTTON GRAMMAR SCHOOL

## Photography

*[Edexcel Specification \(A Level Photography 9PY0\)](#)*

*Read in conjunction with Art and Design*

"You don't take a photograph, you make it." Ansel Adams (American Photographer)

### What is this subject about?

Photography has been used by practitioners to record, document and present examples of everyday life, in ordinary and extraordinary circumstances. It has also been used as the vehicle for artistic expression, communicating personal ideas about the world around us. It is used to convey personal identity more widely than any other art form, is applied in the creative process across art, craft and design and is widely used in social, commercial and scientific contexts.

The development of affordable lens-based technology has changed the way that both professionals and the public use photography. The Photography A Level includes works in film, video, digital imaging and light-sensitive materials. Specific techniques and processes will be used to convey messages and create works related to other disciplines, such as web-based animations, photographic images in printed journals, and light projections within theatrical or architectural spaces.

Students will learn to define their image before it has even been taken by scouting locations and by planning a shot around specific weather conditions or time of day, using filters, lighting, reflectors, props, makeup, or backgrounds to control each element within the frame. Students will learn to consider the application and implications of new and emerging technologies that can be used in conjunction with traditional and digital photography materials.

Students will become familiar with contemporary and emerging concepts and learn how to analyse and critically evaluate photography, demonstrating an understanding of purposes, meanings and contexts.

Students are required to develop practical and theoretical knowledge including:

- the operations and principles of creating a photographic image, including the use of available and controlled light, lenses, cameras and light-sensitive materials, including digital and non-digital
- a range of materials used in photography, including print and screen-based materials
- how the formal elements evoke responses in the viewer
- the processes for production of digital and print-based photographs
- methods of presentation of photographic images
- sustainable materials and production processes in the construction of work
- the potential of collaborative working methodologies in the creative process.

### Digital Photography Focus

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

- the principles of digital photography, including the pixel and digital processing
- viewpoint, white balance, composition, focus, aperture, shutter speed, exposure, shooting modes, histograms
- the use and qualities of image acquisition hardware and software, image manipulation and analogies between digital and other forms of photography
- the relationships between colour and tone for screen and print-based media, screen calibration, colour gamut, file formats such as raw, jpeg, tiff, png
- the use of a range of source material, software and hardware in the generation and development of ideas.

# SUTTON GRAMMAR SCHOOL

---

## **What do you need to know before taking this course and what kind of student is this course suitable for?**

You need to be prepared to work creatively, showing development of your ideas and documentation of each piece of work in your sketchbook. You will need to be prepared to develop technical photography skills. It is not an easy option, it is for students with a passion for photography.

It is advised that you have your own DSLR camera although the Art Department does have some equipment which may be borrowed.

## **How is the course structured and assessed?**

### **60% Coursework**

You will be given a broad theme and teacher directed workshops which you will then develop in to personal projects. There is one written personal study, which is a minimum of 1000 words and worth 12% of the coursework. There are four clear assessment objectives to meet.

### **40% Externally set exam**

You will work on an exam project from February to May on a theme set by the exam board. You must then make a related final piece within 15 hours over two to three days in May. As with the coursework there are four clear assessment objectives to meet.

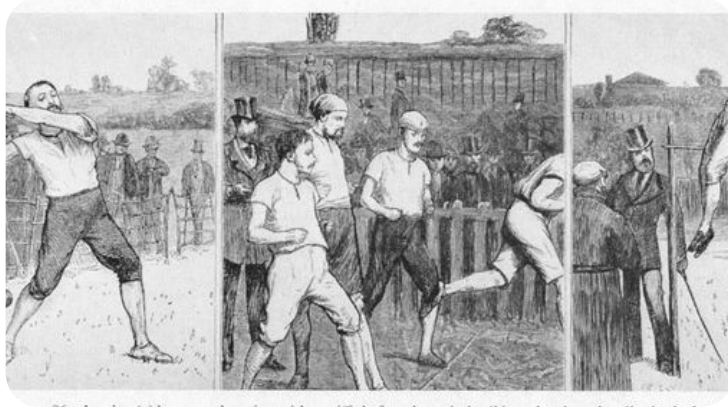
## **How will this course benefit me in the future?**

You could use your Photography portfolio to get on to an Art Foundation Course or a relevant degree. This course will help you in all areas of study by improving your creativity, flexibility, research and problem-solving skills. You will also be able to take excellent photographs which will be useful throughout your life.

---

## Physical Education

[OCR H555](#)



### Course overview

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

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

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

Support and guidance– The Everlearner, which you might have used in Years 10 and 11 is also available as support for this course.

### Why take PE

There are now huge career opportunities in the Sport and Leisure industry. This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology. Students will also develop the transferable skills that are in demand by universities and employers in all sectors of industry. This specification will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team –all skills that will enable them to stand out and effectively promote themselves as they progress through life.

### Content Overview

- Applied anatomy and physiology
- Exercise physiology
- Biomechanics
- Skill acquisition
- Sports psychology
- Sport and society
- Contemporary issues in physical activity and sport

Students need to demonstrate one sport as a performer or coach for the practical unit of the course.

---

# SUTTON GRAMMAR SCHOOL

---

## Assessment Overview

Physiological factors affecting performance (01)

90 marks 2 hour written paper

**30% of total A level**

Psychological factors affecting performance (02)

60 marks 1 hour written paper

**20% of total A level**

Socio-cultural issues in physical activity and sport (03)

60 marks 1 hour written paper

**20% of total A level**

Performance or Coaching

Evaluation and Analysis of Performance for Improvement (EAPI)

**30% of total A level**

We recommended that students should ideally be involved in sports clubs outside of school in order to be able to access the higher marks for practical performance.

# SUTTON GRAMMAR SCHOOL

## Physics

[AQA 7408](#)

Physics aims to quantify the natural world through a series of mathematical relationships. It sets out to understand the fundamental laws that govern the way in which the universe evolves. Consequently, Physics spans an enormous number of disciplines from Astronomy and Cosmology to Particle Physics and String Theory.

Physics has allowed us to better understand the world around us. The start of the universe and the formation of the solar system are representative of some of the big questions that can be tackled. Although, when studied at A level, Physics can also change our understanding of the nature of time and basic assumptions we have such as cause and effect.

In addition, Physics brings us new scientific advances and concepts that we can put to good use in Engineering. All of the technological advances we see around us have their origins in scientific research of some form.

To study A Level Physics, you will need to have an interest in the subject coupled with a good grade in both Maths and Physics GCSE (8 or 9). There is a large mathematical component to the course and although it is not essential, it is strongly advised that Maths is studied in conjunction with Physics.

The two year course is split into nine topics; eight core and one optional.

### Measurements and their errors

### With a choice of one from:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Particles and radiation</li><li>• Waves</li><li>• Mechanics and materials</li><li>• Electricity</li><li>• Further mechanics and thermal physics</li><li>• Fields and their consequences</li><li>• Nuclear physics</li></ul> | <ul style="list-style-type: none"><li>• Astrophysics</li><li>• Medical physics</li><li>• Engineering physics</li><li>• Turning points in physics</li><li>• Electronics</li></ul> |
|---|--|

Most of your learning takes place in a traditional classroom setting but in addition to this you will be expected to consolidate that learning by reviewing material online. This might be through simulations of experiments found either online or through a school package. If your experiment doesn't work in a lesson you might be luckier at home!

In addition to studying theories in Physics, you will also follow a carefully planned practical programme intended to equip you for further lab work you might complete at university. Through this work you will receive the exam board's practical endorsement.



# SUTTON GRAMMAR SCHOOL

---

## Extra-Curricular

Physics at Sutton Grammar goes well beyond the specification. Whether you see yourself as a theorist or practical Engineer, there will be opportunities for you.

We have close links with universities, businesses and organisations keen to encourage you to study the STEM subjects.

Compete in the Physics Olympiad, get involved in a multi discipline Physics project, listen to visiting academics or simply head out on a day trip to a nuclear power station. Maybe you'll be part of the school's UK Space Design Team? There really is something for everyone.



*Physics' 'Helios'team with past pupil Dr Adam Masters*

## Overview

Studying Physics helps develop your problem solving skills by bringing together the skills you have learnt in Maths and applying them to a physical reality. Universities hold Physics A Level in high regard. It is the doorway subject to further study in many numerate degrees but is also a complementary subject to give you a firmer understanding of the world around us. Physics as a discipline is at an exciting time. By studying it at A Level you will have a better understanding of the news grabbing headlines that you will be regularly reading.

The career prospects for Physics/ Engineering graduates are also very good. Having both numerate and analytical skills you will be highly prized by many different types of employer. Research, Banking, Engineering, Project management, Management consultancy and Education are just a few examples of what you might pursue at the end of your learning

---

## Psychology

AQA A Level (7182)



### What is this subject about?

Psychology is a subject which covers a wide spectrum of approaches. It is often referred to as the 'science of mind and behaviour' and it provides the dedicated student with fascinating insights into the structure and function of the human mind, as well as attempting to pinpoint what makes people tick. This course covers a broad range of subjects, including social and cognitive psychology, developmental and physiological psychology and it explores what lies behind atypical behaviour, the psychology of individual differences. By way of example, you will gain an understanding of how people develop differently, the causes of conditions such as autism and how dysfunctional behaviour can afflict personality development, such as addiction to gambling. In all, twenty studies are covered in the first year.

### What do you need to know before taking this course?

As the subject is not studied at GCSE level, many students will wonder whether the course is for them. It is important to know that the broad nature of the subject, through its various approaches, will provide interesting material for all students.

### What kind of student is this course suitable for?

Again, as indicated, this course appeals to a wide audience. Some of you will ask, "What is the true 'bottom line' for me, the student?" In reply, the course encourages and dictates that you will have to do a fair amount of reading. If you are a regular reader, then this may well give you a head start. The course is designed to assess your ability to understand the important aspects of a study. If you have an organised and methodical approach to things and can explain your ideas well in writing, this will also put you in a comfortable place for studying the subject. If you possess fair mathematics skills, this too will be of use, but is not vital, as you will complete some statistical calculations when carrying out your own small scale psychological investigations.

### What will I learn on this course?

In the first year of study you will be taught the basics of psychology and given a broad grounding in this new subject.

They will look at 5 different areas in psychology and 2 perspectives. These are:

- Social Psychology
  - Cognitive Psychology
  - Biological Psychology
  - Developmental Psychology
  - Individual differences
  - The Psychodynamic perspective
  - The Behaviourist perspective
-

# SUTTON GRAMMAR SCHOOL

---

These are taught by looking at historical and contemporary studies,

During this year you will also be taught how to conduct studies and will complete a number of psychological investigations, these will include; experiments, observations, self-assessments and correlation studies. After performing the studies the emphasis turns to report writing where you will be taught how to write a psychological report correctly.

There is also a mathematical element to the study of psychology as pupils will be required to perform statistical tests on data collected from studies.

In year 2 of the course the focus is narrowed to look at specific areas of Psychology, these are:

- **Aggression**
- **Cognition and Development**
- **Schizophrenia**

In addition to this you will continue to perform your own studies and write full psychological reports on these.

## **How is this course assessed?**

The course is assessed by written examination. There are three, two hour, papers which will assess Research methods, Psychological themes through core studies and applied psychology. Each paper is worth 33.3%.

## **How will this course benefit me in the future?**

Psychology courses are very popular, both because of their intrinsic appeal and in their value as a step on the way, not just to careers in psychology, but careers in the health professions and any other employment sector that relies on people skills and personnel interactions and communication.

---