



Lancing College

Senior School & Sixth Form

A young woman with long brown hair, wearing a blue blazer over a light blue shirt, sits on the left. A young man with short brown hair, wearing a blue suit jacket, white shirt, and red and blue striped tie, sits on the right. They are both smiling and looking at each other. They are sitting on stone steps in front of a large, classical stone column.

**Sixth Form Choice**  
**2024**



# Sixth Form Choice 2024

Lancing's Sixth Form offering is developing in exciting ways. Our new Sixth Form Centre will be open later this year, offering a dedicated space right at the heart of the College for Sixth Formers to socialise, to work, and to relax together. Alongside the physical development we have been reviewing and refining our Sixth Form programme to both enrich our offering and enable maximum flexibility and individualisation of each student's learning.

Alongside the Sixth Form subject option choices the new Lancing Sixth Form Super-Curriculum and Extension Pathways will be in place from September 2024.

## The Lancing Sixth Form Super-Curriculum and Extension Pathways

- The **Sixth Form Super-Curriculum** will be shared by all students, a core broadening of the life skills and vital 'soft skills' that we believe prepare students so well to move beyond Lancing and out into the world of Higher Education and employment.
- The **Extension Pathways** will enrich and deepen students' experience of the areas in which they may wish to specialise in their future studies and careers.

## Lancing Subject Option Routes for Sixth Form Study

From next academic year we are going to liberalise our initial programmes of study to allow more students to choose to begin on three subjects. There will be a range of choices available – with each option route agreed according to student preference and need. The context to this decision is an increasing focus from university admissions tutors on high grades in a student's principal three subjects. In the last few years – with the exception of Further Mathematicians – we have also seen an increasing wish from our students to drop the fourth subject earlier in the Lower Sixth, often in order to focus on enrichment and extension work in the disciplines relevant to their further studies.

### Route A: Three A Levels/option blocks

For those students who may benefit from more support with their studies.

### Route B: Three A Levels/option blocks + Extended Project Qualification (or equivalent extension study programme)

This, experience tells us, is likely to be the preferred route for many students making the automatic entrance criteria for Sixth Form (five Grade 6s or more at GCSE), allowing subject specialism plus a greater emphasis on depth and developing study skills.

### Route C: Four A Levels/options initially

This we envisage being the choice either of the high-achieving all-rounder or those who wish to pursue Further Mathematics. Students would, in all likelihood, be achieving a GCSE grade profile of at least a Grade 7 average to make this a well-advised route and, of course, would need to meet the qualifying criteria for each of their subject choices.

### Route D: Four A Levels plus an EPQ

This option carries the same entry criteria for Route C but would have added to this even more extension material, via an EPQ or alternative extension pathway. While highly rewarding and accessible to some of our students, there is a high cognitive and workload demand for this pathway.

Lancing also continues to diversify its Sixth Form curriculum offering. Changes made in the last few years include BTEC Business as a one A Level equivalent, BTEC Sport as a two A Level equivalent, and the addition of A Levels in Computer Science, Drama and Photography. All the assessment for an A Level takes place at the end of the two year course in a series of terminal examinations. This is accompanied by coursework components in some subjects. There will be rigorous internal examinations at the end of the Lower Sixth which not only provide an important assessment of progress at the half-way point of the course, but which will also be central to setting UCAS predicted grades for university applications.

With a range of subjects and types of qualification on offer, it is important for students to look closely at the course outlines provided in this booklet to have a good understanding of the content and the method(s) of assessment used in each subject. The booklet also provides information about the minimum expected grades at GCSE.

If there are queries about any of this information, please do not hesitate to get in touch:

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# Art (Edexcel Level 3 Advanced GCE Art and Design)

Fine Art A Level is a suitable choice for students who enjoy creative activity as well as appreciating the work of others. Students must be committed and curious, approaching the subject with an open mind and an ability to work both independently and collaboratively. The ability to take on board the advice and constructive criticism of their teachers is vital. This is a challenging course both practically and intellectually, fully recognized by universities as being on an equal footing with more explicitly academic subjects.

The A Level is taken as a two year linear course with all components assessed in the final year, which means that a portfolio is built up over a prolonged period of time.

Real enthusiasm is required to develop an analytical response to the visual world and to explore personal creativity. The works of established practitioners are referred to constantly, studied as an integral element of creative practice and in order to develop students' understanding of the various roles of Art – social, political, historical and cultural.

Within Fine Art, students may experience a wide range of media including drawing, painting, printmaking, textiles, photography and sculpture. Students will create a body of work with a final piece or pieces, supported by preliminary studies and critical and contextual research.

There are frequent visits to galleries in the UK and a biennial trip abroad is planned.

There is an exhibition at the end of the course within the magnificent Reeve Art School, which is transformed into a gallery space in order to celebrate the creativity and achievements of our students.

## COURSE STRUCTURE

In the Lower Sixth, lessons until the end of the Lent Term will follow regular specialist workshops, building a range of skills in media to include drawing, painting, printmaking, textiles and sculpture. This will support Component 1, the Personal Investigation, giving students a broad base of practical skills and an understanding of critical analysis.

### ■ **Component 1: Personal Investigation (60% of A Level)**

From the third term of the Lower Sixth year onwards into the Upper Sixth, students will develop and complete Component 1: Personal Investigation which is worth 60% of the overall mark.

This incorporates:

1. A body of practical work expressing or communicating themes and ideas according to their own interests and preoccupations. The portfolio demonstrates an ability to sustain an idea towards the creation of an outcome or concluding series of works.

2. A Personal Study, which is an illustrated piece of continuous prose showing contextual research and understanding related to the students' practical work is presented in a minimum of 1,000 words.

### ■ **Component 2: Externally Set Assignment (40% of A Level)**

Work for this component consists of two parts:

#### **Preparatory Study Period**

- A thematic starting point for a project is presented in the exam paper is provided to the candidate in February of the second year of the course.

- Responses are developed during the preparatory study period which amounts to approximately 10 weeks in total. These take the form of critical, practical, experimental preparatory pieces and supporting studies.

#### **Period of Sustained Focus**

- The controlled assessment takes place over 15 hours during which time a final outcome is produced unaided.

## REQUIREMENTS/SUBJECT COMBINATIONS

Ordinarily at least a grade 6 in GCSE Art is required to take the A Level. If Art has not been studied at GCSE, students must submit a personal portfolio and discuss with the Head of Art before opting for the course. Fine Art as a subject can complement most other subjects.

## FURTHER STUDIES

Students with A Level Fine Art can proceed to degree courses in a wide range of areas including:

Fine Art, Photography, Education, History of Art, Curatorship, Architecture, Graphic or other forms of Design, Fashion, Media, Business, Marketing, Film, Animation, Games Design.

Alternatively, many students choose to move on to excellent Art and Design Foundation courses, where they are prepared for specialist degree courses in even greater depth.

The Art Department will provide extensive support and guidance for students wishing to apply for creative careers, as well as assistance with portfolio preparation during the A Level course. A portfolio is a distinct requirement for the most Architecture courses in addition to applications to Universities for related careers in the creative industries.

# Biology (AQA)

The course offers a detailed grounding in Biology and is supported by practical activities and trips which reflect modern investigation techniques and illuminate particular biological concepts. Practical investigative skills are assessed within external theory examinations and by means of a scientific laboratory book, building on the format developed at GCSE. Scientific skills of formulating hypotheses, designing experiments, obtaining and recording reliable quantitative data and analysing and evaluating results are all developed and assessed within the course. The Biology Department also offers a residential trip to complement the A Level classroom teaching. Every May the Department explores local ecology and ecosystems in Juniper Hall, Surrey. This compulsory trip runs during term time at an approximate cost of £350. All Lower Sixth biologists find the four day experience to be highly beneficial in terms of developing essential practical and field work skills especially those relevant to the A Level Biology Practical Endorsement.

The course content provides an introduction to biochemistry and cell biology, which in turn provide a basis for the understanding of plant and animal physiology. The emphasis is on mammalian/human physiology, and the course provides a framework for the understanding of the relationships between form and function in the context of the challenges which all organisms must face if they are to survive.

The variety of living things is studied in relation to classification. Studies of key themes in ecology, genetics and evolution expand the biological picture to emphasise the unity and diversity of life. The course also provides opportunities to study the impact of modern scientific developments on everyday life as well as the social and ethical implications of biological research and decisions based upon it.

To keep pace with developments in the subject, reference is made not only to standard texts, but to current journals and review articles and students are encouraged to develop the skill of critical reading.

## COURSE STRUCTURE

The course is divided into a number of topics:

- Topic 1: Biological Molecules
- Topic 2: Cells
- Topic 3: Organisms exchange substances with their environment
- Topic 4: Genetic information, variation and relationships between organisms
- Topic 5: Energy transfers in and between organisms
- Topic 6: Organisms respond to changes in their internal and external environments
- Topic 7: Genetics, populations, evolution and ecosystems
- Topic 8: The control of gene expression.

Assessment is by three 2 hour exams that cover material from all eight topics. There is also a separate practical endorsement.

- **Unit 1 (35% of A Level)**  
Any content from topics 1–4, including relevant practical skills.
- **Unit 2 (35% of A Level)**  
Any content from topics 5–8, including relevant practical skills.
- **Unit 3 (30% of A Level)**  
Any content from topics 1–8, including relevant practical skills.
- **Practical Endorsement**  
To be taken alongside the A Level. This will be assessed by teachers and based on direct observation of the student's competency in a range of skills that are not assessable in written examinations.

## REQUIREMENTS/SUBJECT COMBINATIONS

Besides the obvious expectation that students will work hard and demonstrate a clear interest and commitment to the subject, students must have a grade 7 in GCSE Biology (Separate Award) or grade 7/8 in the Combined Science Award. Students perform best in their A Level Biology if the subject is taken together with at least one other science subject or Mathematics. However, Biology may be taken with a wide range of other subjects and can make a valuable contribution in helping students to develop a broad skill base at A Level. Biology is most useful when taken together with Chemistry, which would be essential for anyone considering studying Medicine or Veterinary Science and an advantage for other biologically based science courses at university. Biology can be a useful complement to Geography as a preparation for those interested in agriculture, forestry or horticulture.

## FURTHER STUDIES

Biologists go on to study Medicine, Veterinary Science, Biochemistry or other biological sciences at university and find careers in areas such as marine laboratories, forensics, food science, pharmaceuticals, public health and teaching, as well as non scientific careers such as management, administration and accountancy.

# Business (Pearson BTEC Level 3 National Extended Certificate)

All Business students should leave school equipped with the skills to enable success in the world of business. This is becoming ever more important given the changing global landscape.

The BTEC Level 3 National Business course offers a qualification that you can study alongside any other three A levels. The Extended Certificate 360 GLH consists of four units. Of these four units, three are mandatory (83%) and the fourth unit is chosen from a range of units that mirror the more traditional A Level in Business but allows for practical experience and extension. 58% of the course is externally assessed.

The externally assessed modules are:

- Marketing Campaign
- Personal and Business Finance

The internally assessed modules are:

- Exploring Business
- Recruitment and Selection

This qualification ensures that students develop essential skills necessary for success in higher education and the world of employment. The specification uses contemporary contexts, allowing learners to understand the strategic, complex and inter-related nature of business from a local to global perspective.

The course enables students to:

- Develop a holistic understanding of business and enterprise by investigating different types and sizes of organisations in various business sectors and environments
- Analyse and evaluate business issues whilst increasing their knowledge and understanding of contemporary business opportunities and problems in a wide range of contexts
- Investigate and interpret how businesses adapt to operate in dynamic markets from a range of perspectives
- Appreciate the range of ethical dilemmas and responsibilities faced by organisations and individuals
- Apply a number of analytical techniques, including decision-making models, investment appraisal tools and ratio analysis, to investigate business strategies in different situations
- Expand and use a range of generic skills including decision making and problem solving, critical analysis and numerical skills in order to make justifiable decisions using both quantitative and qualitative methods.

The Business Department is an active department endeavouring to offer students a wide range of activities to reinforce classroom teaching and broaden their experience.

We run regular trips for students to appreciate the real-world application of classroom based teaching. This year we have visited Wimbledon, the Branding Museum, and have hosted a variety of seminars focusing on Real Estate development and Finance.

The BTEC Level 3 National Business qualification ensures that students are equipped with the right skills to leap into a new career in the world of business thanks to the fine balance of practical and academic skills.

## REQUIREMENTS/SUBJECT COMBINATIONS

Students considering BTEC Business should want to learn about the topics outlined above, have developed and want to develop further skills in numeracy, data handling and communication, and perhaps see themselves as future entrepreneurs or business managers. The course requires an ability to write fluently and have a sound mathematical understanding, so grade 6 in both GCSE English and Mathematics are strongly recommended.

## FURTHER STUDIES

A BTEC in Business is valuable for any student who wishes to pursue a Business or Business Management course at university, but is also useful to support the further study of other subjects that have a commercial aspect, eg Engineering, Architecture or creative disciplines such as Fashion.

# Chemistry (AQA)

The A Level Chemistry course seeks to inspire students and nurture their passion in the subject. Practical work is at the very heart of the Sixth Form Chemistry syllabus, with every student having the opportunity to complete over 50 laboratory tasks over two years, including the synthesis of aspirin and the measurement of the iron content in ferrous sulphate tablets for people with anaemia.

The A Level specification has been designed by AQA, in conjunction with teachers, universities and other professional organisations, to enable students to develop key transferable skills such as analysis and problem solving, time management and organisation, written and oral communication, data and record maintenance, teamwork and IT competency.

The course content is divided into the three traditional branches of chemistry (physical, organic and inorganic) and has been updated to include exciting new areas such as the action of the cis-platin anti-cancer drug, time of flight (TOF) mass spectroscopy and the chemistry of DNA. There is no coursework or practical examination, giving more scope for students to carry out multi-stage experiments and individual project work.

## COURSE STRUCTURE

Assessment is by three 2 hour exams, with each containing a mixture of short and long answer question types; Unit 3 will additionally contain multiple choice type questions. Practical work is assessed across all three papers, with a total of 15% of the total A Level marks for practical knowledge and understanding.

### ■ Unit 1 (35% of A Level)

*Physical Chemistry:* Atomic Structure; Calculations; Bonding; Energy; Reversible Reactions; Redox; Electrochemistry; Acids.

*Inorganic Chemistry:* The Periodic Table and its patterns: Group 2 and Group 7; Period 3; Transition Metals and reactions of ions in aqueous solution.

### ■ Unit 2 (35% of A Level)

*Physical Chemistry:* Atomic Structure; Calculations; Bonding; Energy; Reversible Reactions; Rates of Reaction.

*Organic Chemistry:* Alkanes; halogenoalkanes; alkenes; alcohols; organic analysis; optical isomerism; aldehydes and ketones; carboxylic acids and derivatives; aromatic chemistry; amines; polymers; amino acids, proteins and DNA; organic synthesis; NMR spectroscopy; chromatography.

### ■ Unit 3 (30% of A Level)

Any content from the full syllabus.

## REQUIREMENTS/SUBJECT COMBINATIONS

The A Level Chemistry course has been developed with GCSE in mind to ensure smooth progression between qualifications, with continuity of content and question type. Students will need at least a grade 7 in GCSE Chemistry (Separate Award) or grade 7/8 in the Combined Science Award. Students must also be able to demonstrate a competence in skills such as data handling, algebra and graph construction, with at least 20% of the marks at A Level coming from mathematical type questions. It is entirely possible to take Chemistry as a stand-alone science subject, although the majority of students opt to study it alongside either Biology or Physics. Essentially, we are looking for students who are inquisitive, prepared to engage in scientific discussion and willing to challenge their understanding of chemical concepts and ideas.

## FURTHER STUDIES

A good A Level pass in Chemistry opens up a wide range of possibilities when applying for higher education courses; in the past five years our students have gone on to study Biochemistry, Natural Sciences, Medicine, Engineering and Economics at university. A good degree in Chemistry indicates to employers that an applicant is intelligent, hard-working, numerate and literate, with sound problem-solving skills as well as possessing practical ability. It is for this reason that graduate chemists have an excellent record in gaining employment in a range of professions such as finance, teaching, law and medicine as well as in scientific research and development.

# Classical Civilisation (OCR)

Classical Civilisation offers an introduction to a culture which, while very different, has had an outstanding influence on our own. The units studied emphasise a variety of ways of approaching the ancient world – through its literature, its historians, its material remains, and its art and religion – and cover periods ranging from the Second Millennium BC to the end of the Roman Empire. Students will develop a broad knowledge and a wide range of valuable and transferable interpretive skills.

## COURSE STRUCTURE

Assessment is by three exams. The Unit 1 paper is 2 hours 20 minutes, and the Unit 2 and 3 papers are both 1 hour 45 minutes in length.

### ■ Unit 1: The World of the Hero (40% of A Level)

Students study both Homer's *Iliad* and Virgil's *Aeneid* in depth. They study the literary qualities of the poems along with their cultural and religious context. They also place them in their historical and political context by studying the Mycenaean world of pre-Classical Greece and the relationship of Virgil to the first Roman emperor Augustus and his regime.

### ■ Unit 2: Culture and the Arts: Greek Theatre (30% of A Level)

The drama produced in the ancient Greek theatre forms some of the most powerful literature of the ancient world and has had a profound and wide-reaching influence on modern culture. To fully understand this cultural phenomenon requires study of not only the plays but the context in which their form and production developed.

To develop this understanding this component involves the study of the physical theatre space used by the Greeks to stage their dramas, and also depictions of this staging in the visual/material record.

This study of the production of Greek drama is coupled with an in-depth study of three plays, all of which have proven to be enduring favourites: Sophocles' *Oedipus the King*, Euripides' *Bacchae* and Aristophanes' *Frogs*. The themes and concepts explored by these plays are of significant relevance and interest as much to the modern audience as they were to that of the original performance.

### ■ Unit 3: Beliefs and Ideas: Greek Religion (30% of A Level)

Religion was an essential part of ancient Greek identity, permeating all strata of society and all aspects of an individual's daily life. Religion could be connected to the household, to life in the city or life in the countryside; moreover, politics and religion were intertwined to the extent that political decisions were sometimes made on the basis of divine oracular intervention. Religion was also an important tool for the creation of local and Panhellenic identities, as well as of competition between the Greek city-states.

Studying the practicalities of religious ritual, and the role it played in society, alongside the functions and layout of famous temple complexes, will make this component tangible for learners and help develop their sense of the central role religion played in the life of everyday people.

Learners will also explore the nature of the gods and their relationship with mortals. Key to this is the depiction of the gods by Homer and Hesiod, whom Herodotus credited with giving the Greeks their first understanding of the characters and responsibilities of the gods. Also included are the very different role of Mystery Cults, and the tensions caused by the rise of philosophical thinking.

## REQUIREMENTS/SUBJECT COMBINATIONS

Classical Civilisation traditionally sits well with History, English, Art and Religious Studies as well as with languages, both classical and modern, but the archaeological units may combine equally well with Geography and the sciences. GCSE Classical Civilisation (or Latin) is not required but candidates should have demonstrated their ability in essay-writing subjects, and have at least a grade 6 in GCSE English.

## FURTHER STUDIES

Degree courses in Classical Civilisation, Archaeology and Ancient History are offered by major universities, as well as combined degrees with other subjects. Those without the classical languages will have the opportunity to pick up one or both as part of a university course. A Level Classical Civilisation will prove a useful introduction to degree-level work in any of the humanities.



# Computer Science (AQA)

Computer Science is the study of computers and computational systems, and is both theoretical and practical, involving technical analysis, planning, programming and testing. Students will develop the ability to model and analyse problems, and to make use of the theory to design solutions. Computer Science has a strong mathematical underpinning, and the problem solving inherent in this course requires precision, careful reasoning and creativity.

## COURSE STRUCTURE

The course is comprised of a number of topics:

- Topic 1: Fundamentals of programming
- Topic 2: Fundamentals of data structures
- Topic 3: Fundamentals of algorithms
- Topic 4: Theory of computation
- Topic 5: Fundamentals of data representation
- Topic 6: Fundamentals of computer systems
- Topic 7: Fundamentals of computer organisation and architecture
- Topic 8: Consequences of uses of computing
- Topic 9: Fundamentals of communication and networking
- Topic 10: Fundamentals of databases
- Topic 11: Big Data
- Topic 12: Fundamentals of functional programming
- Topic 13: Systematic approach to problem solving.

Assessment is by two 2 hour 30 minute exams and a practical project.

### ■ Unit 1

#### **(40% of A Level)**

This on-screen exam tests students' abilities to program, as well as their theoretical knowledge of computer science from topics 1–4 together with elements of topic 13. The exam consists of short questions as well as an exercise to write, adapt and extend programs.

### ■ Unit 2

#### **(40% of A Level)**

This written exam tests students' abilities to answer questions from topics 5–12. It consists of short answer and extended answer questions.

### ■ Unit 3: Practical Project

#### **(20% of A Level)**

This task assesses students' abilities to use the knowledge and skills gained through the course to solve a practical problem. Students will be expected to follow a systematic approach to problem solving as explored in topic 13.

## REQUIREMENTS/SUBJECT COMBINATIONS

Students are not expected to have studied Computing at GCSE or have any prior experience of programming although a basic exposure to this would be beneficial. More important is that students have the ability to think logically and systematically; to this end a grade 7 in GCSE Mathematics is strongly recommended.

Computer Science sits very well alongside A Level Mathematics (and Further Mathematics) as well as other sciences, or as part of a balanced sciences/arts curriculum.

## FURTHER STUDIES

The study of Computer Science at A Level is not a requirement for students wishing to go on to study this subject at degree level, but it does provide a very solid foundation for so doing. With computer programming becoming an ever more useful and sought after skill, a Computer Science A Level would provide learners with a range of transferable skills which could be of use in related degree subjects or in the workplace thereafter.

A Level Computer Science can lead directly to a degree in Computer Science, Computing or Software Engineering, with career opportunities such as systems analyst, network engineer, IT consultant or games developer. Computer Science is also very useful for careers in engineering, physics, biology, economics, management studies and other disciplines where the ability to understand the nature of data and to write scripts or programs to process huge amounts of data quickly and accurately is valued by universities and employers.

# Design and Technology

## (Product Design – AQA)

The Product Design course of study within Design and Technology broadly investigates the creation of all manufactured products. With a focus on problem-solving and independent project work, students undertake design challenges from identifying situations through to analysing final solutions. Product Design encompasses a wide range of design disciplines including consumer products, engineering problems, architecture, fashion, electronics and traditional craftsmanship.

In addition to two written papers at the end of the Upper Sixth, students will undertake a major independent study design project that accounts for 50% of the A Level. The major project will be supported with a number of smaller, side projects which will look into specific aspects of the world of design. Some will be purely practical and others will be purely theoretical; some will be very brief and others will be much more in-depth.

Within the Lancing College Design and Technology Department we create a structure intended to give students the widest possible range of experience in different aspects of designing while still offering opportunities for tailoring the projects to best fit individual interests. It is one of the few A Level courses to offer, at its core, the development of major project management skills.

We emphasise working in groups and teams throughout the projects. At A Level the course changes markedly from GCSE, with group sizes generally less than half the size of GCSE and weekly lesson time doubled. There is open workshop time during most afternoons and A Level students are welcome to spend free lessons in the Design and Technology Centre.

### COURSE STRUCTURE

Assessment is by two 2 hour exams and a substantial practical project.

#### ■ Unit 1: Core Principles (25% of A Level)

The written exam includes a mixture of short answer, multiple choice and extended response questions.

#### ■ Unit 2: Specialist Knowledge (25% of A Level)

Another written exam, also with short answer, multiple choice and extended response questions:

**Section A:** Product Analysis. Up to six short answer questions based on visual stimulus of products

**Section B:** Commercial Manufacture. Mixture of short and extended response questions.

#### ■ Unit 3: Non-Exam Assessments (50% of A Level)

This unit is the major project, assessing practical application of technical principles, designing and making, as well as specialist knowledge. It is a substantial design and make task of 45 hours duration. Evidence is through a digital portfolio and photographic evidence of a final prototype.

### REQUIREMENTS/SUBJECT COMBINATIONS

Students who opt for the A Level Design and Technology course will normally, though not necessarily, be expected to have completed a GCSE course in Design and Technology and to have achieved a grade 6. Design and Technology can be an excellent parallel course to Physics and Mathematics and is particularly useful as a foundation in manufacturing for those studying Business. Some choose to pursue the subject simply because they enjoy the alternative, practical and hands-on approach to the subject in contrast to more theoretical studies.

### FURTHER STUDIES

The subject can feed into a multitude of career paths, including product design, engineering in its numerous forms, architecture, graphic design, interior design, and architectural/design preservation. Students looking for a career in the creative arts often combine Art and Product Design. Further details of many related courses can be found on the Design and Technology page of the Lancing VLE, under *Design in Further Education*.

# Drama and Theatre (Edexcel)

This subject provides an opportunity to study a range of dramatic elements from the points of view of a performer, director, designer and critic. Students acquire a knowledge and understanding of the language of drama and theatre and develop performance and analytical skills – on the stage and on the page. Individual creativity is nurtured together with the challenges of collaboration both practically and academically.

The course is supported by an extensive co-curricular Drama programme. This diverse and popular activity is open to all and proves invaluable to Drama students in terms of understanding how a production is brought to the stage and an audience. There are opportunities for Sixth Formers to direct productions and this can be as part of an Extended Project Qualification (EPQ).

The majority of the teaching will be based in the College Theatre or Cherry Hall Drama Studio, but there will also be a number of classroom-based lessons.

## COURSE CONTENT

The course aims to engage students through encouraging creativity, focusing on practical work which reflects 21st-century theatre practice and develop skills that will support progression to further study of Drama and a wide range of other subjects.

The performance texts that will be studied for the exam will require students to articulate how they would perform in certain roles, design for certain scenes and interpret a text for performance, putting practical work at the heart of the specification. Texts previously studied include: *Equus* by Peter Shaffer, *Lysistrata* by Aristophanes, *The Duchess of Malfi* by John Webster, *That Face* by Polly Stenham, *Top Girls* by Caryl Churchill, *Dancing at Lughnasa* by Brian Friel, *Speaking in Tongues* by Andrew Bovell, *The Pillowman* by Martin McDonagh, *Antigone* by Sophocles, *Colder Than Here* by Laura Wade, *Accidental Death of an Anarchist* by Dario Fo, *Machinal* by Sophie Treadwell, and *Macbeth* by William Shakespeare.

## COURSE STRUCTURE

### ■ Unit 1 (40% of A Level)

Students are required to work in small groups to devise an original performance piece. They will use one key extract from a performance text and a theatre practitioner as stimuli. Performer or designer routes are available. There are two parts to the assessment:

- A portfolio (60 marks)
- The devised performance/design realisation (20 marks).

### ■ Unit 2 (20% of A Level)

Students are required to work with professional performance texts to produce:

- A group performance/design realisation of one key extract from a performance text (36 marks)
- A monologue or duologue performance/design realisation from one key extract from a different performance text (24 marks).

### ■ Unit 3 (40% of A Level)

A terminal exam of 2 hours 30 minutes, comprising:

- A live theatre evaluation. Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen (20 marks)
- Page to Stage: Realising a Performance Text. Students answer two extended response questions based on an unseen extract from the performance text they have studied. Students will demonstrate how they, as theatre makers, intend to realise the extract in performance (36 marks)
- Interpreting a Performance Text: Students will answer one extended response question from a choice of two based on an unseen named section from an additional performance text studied during the course. Students will demonstrate how their re-imagined production concept will communicate ideas to a modern-day audience. Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions (24 marks).

## REQUIREMENTS/SUBJECT COMBINATIONS

Although it is useful to have taken Drama at GCSE (and attained at least a 6), it is not essential. The need to write fluently means that at least a grade 6 in GCSE English is expected, however. The course may be taken by those seeking diversity in their Sixth Form studies; equally it may be taken in combination with other humanities subjects, although there is a distinctly different approach and set of skills required given the practical elements of the course.

## FURTHER STUDIES

Drama and Theatre is well-established as a degree course at many universities; the subject is also highly valuable – and valued – for the life skills it fosters, including confidence, independence and the ability to work creatively as part of a team.

# Economics (OCR)

Economics is both a theoretical and a practical subject and the A Level syllabus reflects this. At the heart of the subject is the modern world, and a successful economist must be able to understand economic theory and be able to use and apply this theory in relevant ways to study local, national, European and world economic issues.

The subject is often divided into microeconomics, which is the study of a part of the economy such as an individual firm or industry, and macroeconomics, which looks at economic problems at the national or international level, eg inflation, unemployment, exchange rates. In the theoretical components of the course we introduce basic principles, an understanding of which is necessary for a detailed study of the economy and economic problems.

Although the course does not require a high level of formal mathematical skills, it does demand an ability to analyse economic problems with a clear and logical approach. Some examples of the type of questions considered are:

- How do firms maximise profits?
- What causes inflation?
- What are the consequences of allowing an exchange rate to fall?

These principles must then be applied to issues such as:

- Privatisation, eg should the railways be re-nationalised?
- Unemployment, eg did the furlough scheme help or hinder?
- Taxation policy, eg will the taxes be too high after COVID-19?
- Environmental problems, eg shouldn't we think about a circular economy?

## COURSE STRUCTURE

Assessment is by three 2 hour exams.

### ■ Unit 1: Microeconomics (33.3% of A Level)

In this unit, students will discuss and evaluate how well this theory explains our observations of economic agents in the real world. In particular the theoretical workings of the free market help to provide a useful starting point for explanation and analysis. Imperfections and market failures provide a route into discussing the merits and drawbacks of government intervention and the usefulness of theory in explaining observations taken from the real world of economics.

### ■ Unit 2: Macroeconomics (33.3% of A Level)

This unit enables students to develop their technical and analytical skills so that they can better understand how the macroeconomy functions on both the domestic and global levels. Students must adopt a critical approach to their study of policy through understanding the limitations and conflicts that they present. Policy approaches are also considered in an historical context to understand how macroeconomics has changed over time.

### ■ Unit 3: Themes in Economics (33.3% of A Level)

The material in this unit is synoptic in nature and is dependent on content from both Units 1 and 2. Students will be required to apply their prior learning to particular unseen themes.

## REQUIREMENTS/SUBJECT COMBINATIONS

Students will not normally be allowed to take A Level Economics without having obtained at least grade 7 in GCSE English and preferably in GCSE Mathematics, with a grade 6 in Mathematics a minimum. In the case of those wishing to enter with a grade 6 in Mathematics, consideration will be given to their performance in other humanities disciplines. The study of Economics demands its own distinct methods of thought and analysis and is a fascinating area for serious academic study in its own right. However, it also fits in well with a wide variety of other subjects. It combines well with subjects like History and Geography as some of the methods used in these subjects are similar and they often deal with related topics. Economics will also suit those who are studying Mathematics and/or sciences; the ability to think clearly and logically is very important when understanding and applying theoretical concepts in all these subjects. But above all, whatever your A Level subjects, economic skills are important for all those who are interested in a wide variety of political, social and business/financial problems.

## FURTHER STUDIES

Economics A Level provides a useful introduction to the subject for all those who intend to read it at university and also provides an excellent theoretical background for those who intend to follow Business, Management or Accountancy courses. The course is designed around topics so that it not only engages students but facilitates an understanding of their role in society. The content encourages the development of skills as independent learners, but more importantly critical thinkers and decision makers. These are all skills that make students stand out as they work their way through higher education and into the work environment.

# English Literature (OCR)

Studying English Literature at A Level is a rigorous intellectual activity. The course provides the opportunity to read examples of work in all three of the major genres, written from the time of Chaucer to today. Students learn to become critical readers, and to look carefully at the language and literary forms with which writers express their ideas. Furthermore, students come to see that literature is produced within a social, intellectual and historical context. Critical works are also considered.

Alongside the development of reading skills, importance is placed on the improvement of written communication. Students are required to write with clarity and cogency, marshalling critical detail within an argumentative structure.

## COURSE STRUCTURE

Students are examined in three units, one of which is coursework. Both the Unit 1 and Unit 2 exams are 2 hours 30 minutes in length.

### ■ Unit 1: Shakespeare and Poetry pre-1900 (40% of A Level)

In Section A of this paper, students answer two questions on their chosen Shakespeare play, one question is passage-based, the other is an essay question requiring knowledge of the whole play. Section B invites candidates to compare another pre-1900 play (eg Webster's *The Duchess of Malfi*) with the work of a pre-1900 poet (eg *Paradise Lost IX & X*).

### ■ Unit 2: Comparative and Contextual Study (40% of A Level)

Students study two thematically linked texts. The examination requires pupils to compare the chosen texts and tests their close reading skills of a themed, unseen passage.

### ■ Unit 3: Coursework – Literature post-1900 (3,000 words) (20% of A Level)

Students write two essays: one is a response to a short passage; one is a comparison between two literary texts, informed by critics' views and an understanding of literary, social and biographical contexts.

## Typical texts studied

Texts which may be studied include: *Hamlet*, *Measure for Measure* (William Shakespeare); *The Duchess of Malfi* (Webster); *A Doll's House* (Ibsen); *The Great Gatsby* (Fitzgerald); *Mrs Dalloway* (Woolf); and poetry by Chaucer, Milton, Coleridge or Rossetti.

## REQUIREMENTS/SUBJECT COMBINATIONS

To be successful at English Literature, students must enjoy reading and expanding their vocabulary. They are required to read with care, think deeply and write with consideration and accuracy. The Department recommends at least a grade 6 in either GCSE English or English Literature. The subject sits well in combination with other arts/humanities or as part of a balanced curriculum involving Mathematics or sciences.

## FURTHER STUDIES

English Literature A Level is seen as providing excellent training for all careers; close reading of text and written expression are its core skills, and these are recognised as vital in many professional environments. Most importantly, an enjoyment of literature is something which stays with one for life.

# French (AQA)

French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. The Francophonie, the international organisation of French-speaking countries, comprises 68 states and governments. French is the second most widely learned foreign language after English, and the ninth most widely spoken language in the world. An ability to speak French and English is a real advantage in the international job market.

The French Department offers study trips to Paris as well as study days in London to reinforce students' learning of the language and culture. The improvement of speaking skills is supported by individual sessions with a language assistant, who is a native speaker.

## COURSE STRUCTURE

In the Lower Sixth, students will develop their understanding of themes relating to the society and culture of the countries where French is spoken, and their language skills; they will do this by using authentic spoken and written sources in French. The focus is on how French-speaking society has been shaped, socially and culturally, and how it continues to change. Students study aspects of the social context together with aspects of the artistic life of French-speaking countries.

In the Upper Sixth, students will also study the following topics: social issues and trends of French-speaking society, political and artistic culture in the French-speaking world, and literature.

Assessment is by three examined units.

### ■ Unit 1: Listening, Reading, Writing (50% of A Level)

A 2 hour 30 minute written exam in three parts.

### ■ Unit 2: Writing (20% of A Level)

A 2 hour written paper with essays to be written on one book and one film or two books from the list provided in the specification.

### ■ Unit 3: Speaking (30% of A Level)

A 21–23 minute oral exam (including 5 minutes of preparation time). Students are assessed on the individual research project and one of four sub-themes:

- Aspects of French-speaking society
- Artistic culture in the French-speaking world
- Multiculturalism in French-speaking society
- Aspects of political life in French-speaking society.

## REQUIREMENTS/SUBJECT COMBINATIONS

The course is suitable for you if you:

- enjoy language learning, particularly the structure (grammar) of a language
- enjoy learning about other cultures
- want to communicate with speakers of a foreign language
- want to study the language at university
- want to work abroad or for international companies
- want to broaden an otherwise narrow choice of subjects
- want to develop opinions about current issues
- have a good memory and a logical mind.

Most students who wish to take French will be expected to have a grade 7/8 at GCSE, although students with a grade 6 are not necessarily excluded and can go on to gain very good grades.

## FURTHER STUDIES

French sits well in combination with virtually any other subject. As well as obvious synergy with the humanities, it is also a useful addition for scientists and for those planning to study Business, Economics and International Relations, especially those who might be considering a university course with a year abroad.

# Geography (OCR)

*“Where we come from, what we do, what we eat, how we move about and how we shape our future are all directly the province of the geographer. More than ever we need the geographer’s skills and foresight to help us learn about the planet – how we use it and how we abuse it.”*

Michael Palin

The A Level course has been designed to give students the knowledge, understanding and skills necessary to become autonomous citizens in an increasingly globalised world. Through the study of dynamic and contemporary ideas such as climate change and globalisation, students can understand and interact with issues that affect people and places at a range of scales from local to global – and all that is in between.

Geography is potentially the most relevant subject for any student in the 21<sup>st</sup> century and the Geography Department aims to encourage a passion and love of this dynamic subject. Students will take part in a range of field trips to enhance the study of the world, locally within the school grounds and internationally. All pupils will be able to take part in the annual geography field trip which has taken place in the past to Iceland and Morocco.

## COURSE STRUCTURE

Students are assessed in four units, one of which is an independent investigation. Both the Unit 1 and Unit 2 exams are 1 hour 30 minutes; the Unit 3 exam is 2 hours 30 minutes in length.

### ■ Unit 1: Physical Systems (24% of A Level)

In this unit students will develop an understanding and appreciation of:

- Landscape systems, contextualised through the study of coastal landscapes
- Earth’s life support systems, which encompasses the water and carbon cycles vital to our planet.

### ■ Unit 2: Human Interactions (24% of A Level)

In this unit students will study:

- Global connections, with a focus on migration and power and borders in a global world
- Changing spaces, which gives learners an insight into the nature of places and the fluidity of their meanings and representations.

### ■ Unit 3: Geographical Debates (32% of A Level)

This unit allows students to explore in depth two of the most challenging, dynamic and fascinating issues of the 21<sup>st</sup> century; Disease Dilemmas and Tectonic Hazards. These debates draw on wider considerations of climate change and globalisation, with the implications on people and the environment being at the heart of this component.

### ■ Unit 4: Investigative Geography (20% of A Level)

In this component students will undertake an independent investigation linked to any aspect of the course to satisfy their intellectual curiosity. This will be a fieldwork enquiry. The component is designed to encourage students to deepen their knowledge and understanding of the chosen topic whilst developing a number of geographical and study skills relevant to higher education or within the world of work.

## REQUIREMENTS/SUBJECT COMBINATIONS

Geography at GCSE is not a requirement for students who wish to embark on the A Level, but those who have taken GCSE would usually be expected to have achieved at least a grade 6. The A Level will require a wide range of skills including mathematics, a clear writing style and the ability to read and digest information selectively. Most important is a curiosity of the world around you and a desire to know how it all works and interacts. Geography is a broad subject that combines well with both arts and science A Levels.

All Geographers will be expected to attend a residential Geography fieldwork course. This compulsory trip runs during term time at an approximate cost of £600. This trip will be essential for pupils to collect data for their coursework project as well as providing an opportunity to experience the subject in the field. There will also be a one day trip in the Upper Sixth year to further extend studies.

## FURTHER STUDIES

Almost every university in Britain offers a degree course in Geography or related discipline (such as environmental science). Geographers are amongst the most employable graduates due to the range of skills the subject enables; geographers can work in commerce, industry, the civil service, law, retailing, tourism, journalism, estate management, agriculture, planning and conservation amongst many more jobs and professions.

# German (AQA)

German is the language of Europe's powerhouse and is the most spoken language in the EU. It is the main language used in business and international diplomacy, with Germany being the UK's largest trading partner. Based on the survey carried out by the British Academy, German is the most requested language by employers.

The German Department offers biennial study trips to Berlin where students' knowledge of the language, history and culture is reinforced. Classroom learning is enriched by study visits to London and Brighton. The improvement of speaking skills is supported by individual sessions with a language assistant who is a native speaker.

## COURSE STRUCTURE

In the Lower Sixth, students will develop their understanding of themes relating to the society and culture of the countries where German is spoken, and their language skills; they will do this by using authentic spoken and written sources in German. The focus is on how German-speaking society has been shaped, socially and culturally, and how it continues to change. Students study aspects of the social context together with aspects of the artistic life of German-speaking countries.

In the Upper Sixth, students will also study the following topics: social issues and trends of German-speaking society, political and artistic culture in the German-speaking world, and literature.

Assessment is by three examined units.

### ■ Unit 1: Listening, Reading, Writing (50% of A Level)

A 2 hour 30 minute written exam in three parts.

### ■ Unit 2: Writing (20% of A Level)

A 2 hour written paper with essays to be written on one book and one film or two books from the list provided in the specification.

### ■ Unit 3: Speaking (30% of A Level)

A 21–23 minute oral exam (including 5 minutes of preparation time). Students are assessed on the individual research project and one of four sub-themes:

- Aspects of German-speaking society
- Artistic culture in the German-speaking world
- Multiculturalism in German-speaking society
- Aspects of political life in German-speaking society.

## REQUIREMENTS/SUBJECT COMBINATIONS

The course is suitable for you if you:

- enjoy language learning, particularly the structure (grammar) of a language
- enjoy learning about other cultures
- want to communicate with speakers of a foreign language
- want to study the language at university
- want to work abroad or for international companies
- want to broaden an otherwise narrow choice of subjects
- want to develop opinions about current issues
- have a good memory and a logical mind.

Most students who wish to take German will be expected to have a grade 7/8 at GCSE, although students with a grade 6 are not necessarily excluded and can go on to gain very good grades.

## FURTHER STUDIES

German sits well in combination with virtually any other subject. As well as obvious synergy with the humanities, it is also a useful addition for scientists and for those planning to study Business, Economics and International Relations, especially those who might be considering a university course with a year abroad.



# History (Edexcel)

Nationally, History is a very popular choice at A Level, and entry to university courses has become highly competitive. One appeal lies in the opportunity to travel in the imagination to another place in time, and to seek to comprehend the thoughts and assumptions of that other age. Conversely, study of the past can also help us to understand the present, and maybe even the future. Those who opt to study History will, we hope, develop their abilities to use evidence critically and to write and argue effectively.

## COURSE STRUCTURE

Two courses are available:

- A course which ranges widely from the Medieval to the Early Modern period (1).
- A course which is exclusively Modern (2).

**Course choice will depend upon Option Blocks.**

**1. The Medieval course** aims to provide a breadth and variety of historical study. It explores England's distinctive political, social, economic and cultural development during the 11th and 12th centuries within the broader context of contemporary continental European historical change, and in the Norman Conquest of Southern Italy, the Crusades and the Golden Age of Spain examines significant forces shaping our contemporary geopolitical climate.

- **Unit 1: The Crusades, c 1095–1204**
- **Unit 2: Anglo-Saxon England and the Anglo-Norman Kingdom, c 1053–1106**
- **Unit 3: The Golden Age of Spain, 1474–1598**
- **Unit 4: Coursework – The Norman Conquest of Southern Italy**

**2. The Modern History course** is focused on the last 250 years, and its aim is to provide an extensive understanding of the events which have created today's world. It explores the rise of fascism in Germany and Italy within the broader context of the reshaping of Germany across the 20th century. It considers the origins of World War One and also examines the Irish struggle for constitutional change and the impact of that struggle on mainland Britain.

- **Unit 1: Germany and West Germany, 1918–89**
- **Unit 2: The Rise and Fall of Fascism in Italy, 1911–46**
- **Unit 3: Ireland and the Union, c 1774–1923**
- **Unit 4: Coursework – The Origins of World War One**

The Unit 1 and Unit 3 exams are both 2 hours 15 minutes and the Unit 2 exam is 1 hour 30 minutes in length. The details for each of the four units are the same for both the Medieval-focused course and the Modern History course.

### ■ **Unit 1 (30% of A Level):**

Students select from a choice of essay titles to demonstrate their understanding of the period in breadth, and answer one compulsory question that assesses the ability to analyse and evaluate historical interpretations.

### ■ **Unit 2 (20% of A Level):**

Students select from a choice of essay titles to demonstrate their understanding of the period in depth, and answer one compulsory question based on two sources, which assesses source analysis and evaluation skills.

### ■ **Unit 3 (30% of A Level):**

Students select from a choice of essay titles to demonstrate their understanding of the period in breadth and depth, and answer one compulsory question based on two sources, which assesses source analysis and evaluation skills.

### ■ **Unit 4 (20% of A Level):**

Students complete a single assignment, which assesses the ability to carry out a historical enquiry, analysing and evaluating historical interpretations, and organising and communicating the findings.

## REQUIREMENTS/SUBJECT COMBINATIONS

History at GCSE is not a requirement but students who have taken GCSE should have at least a grade 6. Students for whom English is not a first language have been among our most successful candidates, but for all History students strong language skills are important, as is an enjoyment of reading and of questioning. History at A Level combines well with many other subjects. It leads on naturally to a wide range of university courses, both the vocational and the purely academic.

# Latin (OCR)

Translation of the Latin language is an exercise which develops valuable skills of focus and precision while providing a key to some of the most intriguing and influential texts of the Ancient (or any other) World. Close reading of these texts fosters important and transferable analytical skills and is, moreover, enormous fun for those with an enquiring mind and a taste for a puzzle. The enduring appeal of Latin as a subject owes much to this but also, just as importantly, to the cultural perspective and independence of mind, which it has always encouraged in its students.

## COURSE STRUCTURE

Assessment is by four exams. The Unit 1 and Unit 2 papers are 1 hour 45 minutes and 1 hour 15 minutes respectively, and the Unit 3 and Unit 4 papers are both 2 hours in length.

### ■ Unit 1: Unseen Translation (33% of A Level)

Students translate a passage of unseen prose into English and a passage of unseen verse into English, and scan two lines of verse.

### ■ Unit 2: Prose or Comprehension (17% of A Level)

Students **either** translate unseen material from English into Latin or demonstrate their understanding of a passage of unseen prose text through comprehension, translation and questions on syntax and accidence.

### ■ Unit 3: Latin Prose Literature (25% of A Level)

Students will be required to understand and respond to passage(s) from a set text, demonstrate knowledge and understanding of the wider context of a set text, translate passages of each set text into English, critically analyse the literary style, characterisation, argument and literary meaning of a passage from a set text, and write at length, drawing upon a study of a set text as well as material studied in translation. This unit focuses on prose texts by Cicero, Tacitus and Seneca.

### ■ Unit 4: Latin Verse Literature (25% of A Level)

The requirements of this unit are similar to Unit 3 but this time with a focus on verse texts by Virgil, Ovid, Propertius and Tibullus.

## REQUIREMENTS/SUBJECT COMBINATIONS

While Latin has a natural affinity with other arts subjects, particularly History, English and modern languages, the analytical nature of the discipline makes it an ideal companion for subjects such as Mathematics, Economics, Music and the sciences. Candidates should have obtained at least a grade 6 at GCSE.

## FURTHER STUDIES

Degree courses in Classics and combined degrees with related subjects are offered by major universities and enjoy a strong reputation among employers. It is a long time since Latin was a requirement for other degree subjects, but it remains extremely well regarded by admissions tutors in other disciplines. Applicants for degrees in Classics may take up Greek in their own time in the Sixth Form, at a summer school, or as part of their university course.

# Mathematics and Further Mathematics (Edexcel)

A Level Mathematics is a useful, interesting and popular course – the most popular in the Sixth Form. In the Lower Sixth there are at least four sets: the setting is adjusted throughout the year but initially is based on GCSE and Additional Mathematics results, with set 1 consisting exclusively of students with good Additional Mathematics passes and/or with a grade 8 at GCSE.

## COURSE STRUCTURE

The **Mathematics** course is split into Pure Mathematics and Applied Mathematics in the ratio 2:1. Assessment is by three 2 hour exams.

### ■ Unit 1: Pure Mathematics (33.3% of A Level)

The content of this paper will be taught during the Lower Sixth and all the content will be assumed knowledge for Unit 2. This paper builds on the algebra, trigonometry and graphs studied at GCSE whilst also introducing calculus, vectors and series.

### ■ Unit 2: Pure Mathematics (33.3% of A Level)

The content of this paper will be taught during the Upper Sixth. It builds and expands heavily on all of the topics from Unit 1. Topics such as differentiation, integration and trigonometry are covered in much more depth as well as introducing new material on proof and numerical methods.

### ■ Unit 3: Mechanics and Statistics (33.3% of A Level)

The content of this paper will be spread out evenly over the course of the Upper and Lower Sixth. The Statistics element looks at how we handle large amounts of data through sampling, presentation and interpretation as well as a variety of different distributions and hypothesis testing. The Mechanics content focuses on kinematics, Newton's laws, forces and moments.

The **Further Mathematics** option should be considered by anyone interested in Mathematics for its own sake, and is also strongly recommended for those considering further study in Physical Sciences, Engineering, Computing, or Economics. **Please note: to study Further Mathematics, students will require a minimum of grade 8 at GCSE.**

## COURSE STRUCTURE

Those choosing to take Mathematics and Further Mathematics at A Level will cover the same material as stated on the left in the Lower Sixth and, in addition, will take four further 1 hour 30 minute exams.

### ■ Unit 1: Further Mathematics 1 (25% of A Level)

The content of this paper will be covered during the Upper Sixth and all the content will be assumed knowledge for Unit 2. Students will learn new topics such as complex numbers and matrices as well as further developing their knowledge of calculus and vectors.

### ■ Unit 2: Further Mathematics 2 (25% of A Level)

The content of this paper will be covered during the Upper Sixth. This unit develops concepts learnt with regard to complex numbers and calculus from Unit 1 whilst introducing new topics such as polar coordinates, hyperbolic functions and differential equations.

### ■ Units 3 and 4 (25% of A Level each)

Unlike Units 1 and 2, which are compulsory, there is an element of choice with regards to Units 3 and 4. There are 8 topic areas further developing the statistics, mechanics and pure mathematics studied so far as well as the introduction of decision mathematics from which two will be studied, both in the Upper Sixth.

STEP Mathematics papers may also be taken; these are a requirement for certain university Mathematics courses.

## REQUIREMENTS/SUBJECT COMBINATIONS

Students wishing to take Mathematics must have at least a grade 7 at GCSE, and it should be noted that an exam mark of 60% gains a grade 7 at GCSE but a C at A Level. In preparation for this jump, any student choosing to take A Level Mathematics will be given a bridging pack to complete over the summer before the start of the Lower Sixth, which will focus on the core skills from GCSE that are crucial to make a successful start to the A Level course. A good pass in A Level Mathematics is highly prized by universities and employers, and this is one reason why it is so popular with Lancing College students. It is an ideal complement to the sciences and/or Economics, but is also taken by many students as part of a balanced arts and sciences curriculum.

## FURTHER STUDIES

Those wishing to pursue Mathematics itself at degree level should be looking at the Further Mathematics A Level course, but Mathematics A Level is a very useful boost to virtually any university application. It is more or less essential for any science or Economics degree and very valuable for many others, such as Architecture or Business.

# Music (OCR)

Studying Music at A Level will provide a contemporary, accessible and creative education in Music with an integrated approach to the three main elements – performing, composing and appraising. Students are encouraged to be creative and to broaden their musical horizons and understanding with areas of study that inspire and challenge.

The OCR specification enables students to explore performance and composition in detail with the option to then specialise in one area or other. Through the various genres, styles and eras contained in the course's areas of study, students explore musical context, musical language, and performance and composition skills. This is a course with options and pathways designed to appeal to, and cater for, a wide range of interests, instruments, personalities and directions.

As with musical study at GCSE, music students are expected to play a significant part in the musical life of the College, and are encouraged to participate regularly in music-making activity.

## COURSE STRUCTURE

Candidates follow four areas of study. Compulsory areas of study are:

- Instrumental Music of Haydn, Mozart and Beethoven
- Popular Song: Blues, Jazz, Swing and Big Band.

Options include:

- Developments in Instrumental Jazz 1910 to the present day
- Religious Music of the Baroque Period
- Programme Music 1820–1910
- Innovations in Music, 1900 to the present day.

Lancing students currently study options 2 and 3 of the above.

Students are examined in three units.

**They must take either Units 1, 3 and 5 or Units 2, 4 and 5.**

Students at Lancing usually take Performing B and Composing B.

Units 1–4 are externally assessed via audio-visual/audio recording. Unit 5 is assessed by a 2 hour 30 minute exam.

### ■ Unit 1: Performing A – Recital (25% of A Level)

This must last a minimum of six minutes and include two contrasting pieces, with a choice of:

- Solo piece(s) on one or more instruments or voice
- Ensemble performance (including accompanying)
- Realisation using music technology.

### ■ Unit 2: Performing B – Recital (35% of A Level)

This must last a minimum of ten minutes and include three contrasting pieces, with a choice of:

- Solo piece(s) on one or more instrument or voice
- Ensemble performance (including accompanying)
- Realisation using music technology.

### ■ Unit 3: Composing A (35% of A Level)

Students must produce compositions with a combined duration of at least eight minutes:

- One to a brief set by OCR
- One to a brief written by the candidate
- Three short technical exercises.

### ■ Unit 4: Composing B (25% of A Level)

Students must produce two compositions with a combined duration of at least four minutes:

- One to a brief set by OCR
- One to a brief written by the candidate.

### ■ Unit 5: Listening and Appraising (40% of A Level)

Students take a written exam which includes aural extracts. It involves:

- Analysing and evaluating music
- Familiar and unfamiliar pieces
- Prescribed works
- Questions based on aural extracts.

## REQUIREMENTS/SUBJECT COMBINATIONS

Students who have taken a GCSE in Music should have gained a minimum of a grade 6 (or IGCSE grade B). The course is open to students who have not taken Music at GCSE, providing they have experience of performing at the appropriate level (eg ABRSM/Trinity-Guildhall Grade 5), have passed ABRSM Music Theory Grade 5, and are keen to learn about a diversity of music.

## FURTHER STUDIES

A Level Music is obviously an important part of an application for a Music degree at university or for a place at a music college. It is also highly regarded by all leading universities and employers.

# Photography (Edexcel Level 3 Advanced GCE Art and Design)

Photography is delivered through the Edexcel Art & Design specification. Photography A Level is suitable for students who have a genuine interest in working creatively and who are prepared to explore and develop their ideas through lens-based media. Curiosity and personal discipline are required to make the most of this challenging and rewarding course.

The A Level is taken over two-years with all components assessed in the final year, which means that technical and creative skill, learning and understanding is developed and assessed consistently over five terms. Work is exhibited professionally in the Art School at the end of May in the final term.

Real engagement is required to develop a critical understanding of photographic theory, which enables a sophisticated understanding and approach to image making. The works of established practitioners are studied as an integral part of the course. Visits to galleries and photographic expeditions are undertaken on a regular basis.

A portfolio of work is normally a requirement for students wishing to apply for courses in the creative industries, and students will be supported in this regard by the Art Department. In addition to the timetabled lessons, students are expected to use the facilities as much as possible in their spare time, as well as sustaining their knowledge and interest by independently visiting exhibitions and venues for photographic shoots.

All equipment is provided by the Art Department, but it is advisable for students to invest in a good quality digital camera of their own - advice will be provided accordingly.

## COURSE STRUCTURE

### ■ Component 1: Personal Investigation (60% of A Level)

The Personal Investigation consists of two integrated constituent parts:

1. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance.
2. An extended written element of a minimum 1,000 words of continuous prose, containing images and text which must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.

### ■ Component 2: Externally Set Assignment (40% of A Level)

Work for this component consists of two parts:

#### Preparatory Study Period

- A thematic starting point for a project is presented in the exam paper is provided to the candidate in February of the second year of the course.

- Responses are developed during the preparatory study period which amounts to approximately 10 weeks in total. These take the form of critical, practical, experimental preparatory work and supporting studies.

#### Period of Sustained Focus

- The controlled assessment takes place over 15 hours during which time a final outcome is produced.

## REQUIREMENTS/SUBJECT COMBINATIONS

It is not imperative that students will have studied Photography previously, though the GCSE course does provide an excellent foundation, as does GCSE Fine Art. The main requirement is for students to be resourceful, enjoy creative thinking and the analysis of images and ideas, as well as being prepared to keep an open mind in terms of their expectations.

A broad range of artistic photographic practice is explored, both digital and analogue. We value traditional and experimental photographic practice using the darkroom as much as digital photography, retouching and photographic manipulation using Adobe Photoshop. Photography can be taken alongside Fine Art for students aspiring to further study of creative practice, or as a subject that can bring creative breadth to any combination of A Levels.

## FURTHER STUDIES

Students may take Photography in order to support successful applications to higher education courses leading to careers in areas including: Fine Art, Architecture, Graphic or other forms of Design, Fashion, Media, Business, Marketing, Media, Film, Animation, Games Design.

# Physics (AQA)

The AQA A Level Physics course follows naturally from the GCSE completed in Fifth Form. It is an exciting balance of practical and theoretical work, while computer techniques are used to bring alive many novel applications of the subject, ranging from medical physics to quantum behaviour; computer models are used widely to help students develop their understanding of new concepts.

During the Lower Sixth the topics studied build on the work covered at GCSE but also include many of the Physics-related topics which gain attention in the press or are the subject of TV science documentaries, such as quantum theory, the nature of light, and the sort of electronics that leads to robotic control. Within the course students will have the opportunity to develop their practical and data handling skills and increase their understanding of the role that mathematics plays in Physics. They will also consider the historical and social issues that arise out of the development of the ideas of Physics.

The wide range of topics is enhanced by the opportunity to take one of the optional modules. After a poll of students' preferences in December of the Upper Sixth, we shall offer you a choice from: Medical Physics; Engineering Physics; Astrophysics; Turning Points in Physics. The optional unit comprises 14% of the full A Level qualification. Available options will depend on numbers and set distributions.

## COURSE STRUCTURE

The eight compulsory modules can be summarised as follows:

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity
- Thermal physics
- Fields and their consequences
- Nuclear physics.

Assessment is by three exams, all of 2 hours in length:

- **Paper 1: Modules 1–5  
(34% of A Level)**
- **Paper 2: Modules 6–8 plus assumed knowledge of  
modules 1–5  
(34% of A Level)**
- **Paper 3: Practical skills, data analysis and the  
optional module  
(32% of A Level)**

In addition, the Practical Endorsement is fulfilled alongside the taught course; students complete a minimum of 12 prescribed practical activities to demonstrate practical competence.

## REQUIREMENTS/SUBJECT COMBINATIONS

There are many areas of the course that support or draw on the ideas that are met in the other sciences and, as Physics is a quantitative science, there is a considerable use of mathematics. New mathematical ideas are tackled within the course when they arise, and although it is helpful for students to study Mathematics in the Sixth Form, it is not essential. It is more important for the student to have an enquiring mind and to display a sense of curiosity, which will be rewarded by a course which is interesting, useful and fun to follow. Students wishing to study Physics must have obtained at least a grade 7 in GCSE Physics (Separate Award) or grade 7/8 in the Combined Science Award.

## FURTHER STUDIES

A Level Physics is essential for any student considering a career in physics, engineering or wishing to pursue one of a wide range of physics-related careers, such as medical physics or astronomy. Physics can be studied alongside Mathematics, Chemistry or Biology for those wishing to pursue a scientific, engineering or medical career, or alongside other subjects such as Economics/Business or a foreign language for those who see their future in the business world or those who wish to study or work abroad.

# Politics (AQA)

A detailed knowledge of the way governments work and an in-depth examination of current political affairs are of fundamental importance to any student. A great pleasure of the course is that students will be able to use the real life, up-to-date political stories of the day to combine with the political theory they have learned. This course examines the political world within the UK and the US but will draw comparisons from a variety of other political systems. The objective is for students to develop a knowledge and understanding of patterns of authority and power, and how different pressure groups influence government policy. On a wider level, students should develop their capacity for critically analysing the actions of government and also establish a broader perspective on their roles as individual citizens.

## COURSE STRUCTURE

Assessment is by three 2 hour exams:

- **Unit 1: The Government and Politics of the UK (33.3% of A Level)**  
Students will examine the structure and role of government in the UK, as well as how the political system works in practice. The functions of Parliament, the Prime Minister and the UK judiciary will be analysed as well as political parties and pressure groups, electoral systems, UK parliamentary elections and voting behaviour in the UK.
- **Unit 2: The Government and Politics of the USA (33.3% of A Level)**  
Students will study the political system of the USA with a focus on the US Constitution, Congress, the President and the judiciary as well as US political parties and pressure groups, electoral systems, elections and voting behaviour in the US. Comparisons across the two political systems are required within Unit 2.
- **Unit 3: Political Ideas (33.3% of A Level)**  
This unit requires students to analyse three traditional political ideologies: conservatism, liberalism, and socialism. A further ideology, feminism, will also be examined.

## REQUIREMENTS/SUBJECT COMBINATIONS

No prior knowledge of Politics is assumed. What you must have is a desire to debate and contribute to what is, by definition, an up-to-date and dynamic A Level option. This course requires good analytical writing skills and therefore the ability to communicate ideas effectively on paper is essential; to this end at least a grade 6 in GCSE English is expected. The regular reading of a quality daily newspaper is also vital to success.

As a social science, Politics will combine with most subjects, especially History, Economics, English, Business, languages and related humanities, as well as the sciences.

## FURTHER STUDIES

Politics is not normally a requirement for entry to read Politics at university. However, it is well regarded by universities and would be a good training for degree courses such as Law, Politics and Business, History, Economics, International Relations and many other subjects.

# Psychology (OCR)

There are few areas of life that are not influenced by some aspect of Psychology. From the changes in our behaviour as we grow older to the influences that might make some people turn to crime or the way advertisers seek to modify our purchase decisions all are the subject of psychological investigations.

The A Level Psychology course provides a broad introduction to the major areas of interest to psychologists in their attempts to understand the functioning of the brain and resulting human behaviour. Psychology is therefore a research-based subject and employs techniques closely allied to other sciences. Five different branches of Psychology are investigated: cognitive psychology, developmental psychology, physiological psychology, social psychology and the psychology of individual differences. A key feature of the course is the use of original research papers, which allows students to gain a real feel for psychological research and providing opportunities to evaluate research that has contributed to our understanding of human behaviour.

## COURSE STRUCTURE

Assessment is by three 2 hour exams:

### ■ **Unit 1: Research Methods (30% of A Level)**

Students study the planning, conducting, analysing and reporting of psychological research across a range of experimental and non-experimental methodologies and techniques. They are introduced to and have the opportunity to carry out practical activities and investigations, which illustrate the way psychologists collect data about behaviour and experience and how this data is statistically analysed.

### ■ **Unit 2: Psychological Themes through Core Studies (35% of A Level)**

Students meet a mixture of classic and more current research papers in Psychology. They discuss the studies and are encouraged to evaluate the techniques and methods used. The topics covered include memory in the context of eye witness testimony, brain function, aggression, and studies of autism. Also included are classic studies into the nature of obedience and an introduction to the work of Freud.

### ■ **Unit 3: Applied Psychology (35% of A Level)**

This unit focuses on criminal and child psychology. Criminal psychology looks at the application of Psychology in understanding why people may turn to crime and applications of psychology to the working of the criminal justice system. Child psychology studies some of the influences on the way children develop from physiological studies of the development of the visual system to the influence of advertising on children.

## REQUIREMENTS/SUBJECT COMBINATIONS

To deal successfully with a subject which combines essay style components as well as the understanding and application of statistical techniques, students wishing to take Psychology must have grade 7 in GCSE Maths and English and a sound background of GCSE Science.

## FURTHER STUDIES

A Level Psychology provides a good preparation for those interested in pursuing a degree in the subject, but the content is of general interest and the skills developed in the course are applicable in a wide variety of contexts. Psychology can thus be used as a subject to complement the work of those whose first interest is science or those whose main interest is more in the arts.

Those who follow up their Psychology at university find the skills developed are widely recognised and graduates find employment in a very wide variety of careers, ranging from those with a clear link to Psychology such as offender profiling, counselling and educational psychology to advertising, teaching and management. Those thinking of further specialising in a psychology-related career should consider taking university courses recognised by the British Psychological Society.



# Religious Studies (Edexcel)

There are two basic reasons to study Religious Studies. The first and most important reason is for its own sake. If you are at all interested in philosophical issues dealing with the existence of God, the nature of knowledge and the person of Christ as presented in the Bible and with the key issues facing the Christian faith in the modern world then this is the subject for you. We deal with these questions through discussion, research and writing and rigorously test arguments and theories, all of which provides excellent training in the sorting and assessment of ideas; this is the second chief reason for studying Religious Studies.

## COURSE STRUCTURE

Assessment is by three 2 hour exams:

### ■ Unit 1: Philosophy of Religion (33.3% of A Level)

Students look in detail at three of the classical arguments for the existence of God: the cosmological, teleological and ontological. Also in this unit there is a study of religious experience and a hard look at the 'problem of evil'.

In the Upper Sixth, topics such as a philosophical study of religious language, the influence of Freud and Marx, life after death and the religion versus science debate are considered.

### ■ Unit 2: New Testament Studies (33.3% of A Level)

This unit gives a window on a whole new world. It starts with a background look at the world of first century Palestine under Roman occupation, and moves on to examine the person of Jesus as given in the Gospels, looking at the miracles and signs, the question of authorship and problems on interpretation.

In the Upper Sixth students study Jesus' teaching of the Kingdom of God in the parables and the reason for his death as portrayed in Luke's gospel.

### ■ Unit 3: Philosophy and Ethics (33.3% of A Level)

This paper provides an excellent and varied tour of modern and ancient ethical theories – check these out: utilitarianism, Kantian deontology, natural law, situation ethics, virtue theory – all these are discussed and unpicked. We look at the relationship between religion and morality and then turn to environmental ethics, moral issues around war and peace, sexual ethics and equality and much more. All this is brought into 'dialogue' with your studies in philosophy of religion and the New Testament to give a coherent and rich survey of many aspects of the subject as it is studied today.

## REQUIREMENTS/SUBJECT COMBINATIONS

There are no formal requirements for starting the course but the need to write fluently means that at least a grade 6 in GCSE English is expected. Clearly literary skills are at a premium, and the willingness to read, understand, write clearly and debate issues are highly valued. It is not necessary to have studied GCSE Religious Studies; indeed the A Level syllabus is distinctly different from most GCSE approaches, even if a few of the topics might be familiar.

## FURTHER STUDIES

Religious Studies sits alongside any other humanities subject in terms of its 'saleability'. We have had several recent students go on to study Theology or Religious Studies at university; likewise many others go on to study Law, English, History and a variety of other subjects. For these students Religious Studies has provided a distinctive angle on the world and has contributed to their all-round education.

# Spanish (AQA)

Spanish is the third most widely spoken language in the world after Mandarin Chinese and English, and is used by 500 million people. Twenty three different nations speak Spanish either as the official language or as a primary language, thus increasing the opportunity of any successful Spanish student to work or study abroad. Spanish is one of the official languages of the European Community, the United Nations and international conferences. It is definitely an expanding language, with its popularity growing every year.

The Spanish department offers immersive experiences throughout the course such as trips to Spain with host families, tapas meals, trips to London to see our chosen plays and/or to the British Film Institute to fully understand Spanish filmography linked to the curriculum. Speaking skills are reinforced by individual sessions with a language assistant who is a native speaker.

## COURSE STRUCTURE

In the Lower Sixth, students will develop their understanding of themes relating to the society and culture of the countries where Spanish is spoken, and their language skills; they will do this by using authentic spoken and written sources in Spanish. The focus is on how Spanish-speaking society has been shaped, socially and culturally, and how it continues to change. Students study aspects of the social context together with aspects of the artistic life of Spanish-speaking countries.

In the Upper Sixth, students will also study the following topics: social issues and trends of Spanish-speaking society, political and artistic culture in the Spanish-speaking world, and literature.

Assessment is by three examined units.

### ■ Unit 1: Listening, Reading, Writing (50% of A Level)

A 2 hour 30 minute written exam in three parts.

### ■ Unit 2: Writing (20% of A Level)

A 2 hour written paper with essays to be written on one book and one film or two books from the list provided in the specification.

### ■ Unit 3: Speaking (30% of A Level)

A 21–23 minute oral exam (including 5 minutes of preparation time). Students are assessed on the individual research project and one of four sub-themes:

- Aspects of Spanish-speaking society
- Artistic culture in the Spanish-speaking world
- Multiculturalism in Spanish-speaking society
- Aspects of political life in Spanish-speaking society.

## REQUIREMENTS/SUBJECT COMBINATIONS

The course is suitable for you if you:

- enjoy language learning, particularly the structure (grammar) of a language
- enjoy learning about other cultures
- want to communicate with speakers of a foreign language
- want to study the language at university
- want to work abroad or for international companies
- want to broaden an otherwise narrow choice of subjects
- want to develop opinions about current issues
- have a good memory and a logical mind.

Most students who wish to take Spanish will be expected to have a grade 7/8 at GCSE, although students with a grade 6 are not necessarily excluded and can go on to gain very good grades.

## FURTHER STUDIES

Spanish sits well in combination with virtually any other subject. As well as obvious synergy with the humanities, it is also a useful addition for scientists and for those planning to study Business, Economics and International Relations, especially those who might be considering a university course with a year abroad.

# Sport (BTEC Level 3 Diploma)

This course provides an introduction to the sport and active leisure sector by developing a broad range of knowledge and skills in a variety of sport related areas. BTECs are made up of a number of units that have a practical focus with supporting knowledge and understanding that is assessed through on-going coursework. This allows students to build their qualification in stages and take responsibility for their own learning by planning their work, completing research and reviewing their progress under the supervision of Departmental staff. The course has flexibility to allow students to specialise in certain areas, such as performance and coaching, or to complete differing levels with corresponding credit point values. BTECs can be taken alongside traditional A Levels and earn equivalent UCAS points. Universities and colleges value the independent study skills required by students along with the organisation, time management, communication and research skills that are also highly thought of by employers.

## COURSE STRUCTURE

BTECs are coursework-based with the majority of the units internally assessed. Each completed assignment is awarded pass, merit or distinction and these grades are collated for all units to give an overall award. It is anticipated that over a two year course of study, students will complete the Level 3 Diploma in Sport across nine units which is broadly equivalent to two A Levels.

Compulsory units include:

- anatomy and physiology
- fitness training and programming for health, sport and wellbeing
- professional development in the sports industry
- sports leadership
- investigating business in sport and the active leisure industry
- skill acquisition in sport.

Optional units include:

- application of fitness testing
- sports psychology
- technical and tactical demands of sport.

Assignments include practicals, written work, presentations and report writing that require students to read, research, keep records, plan, produce drafts, present work and meet deadlines. Extensions on coursework submission deadlines are not permitted. A small number of compulsory modules require an external exam and some others have an externally assessed written component.

## REQUIREMENTS/SUBJECT COMBINATIONS

Students undertaking the course are likely to have completed a GCSE in Physical Education but more importantly have experience performing practically at a high level and are independent, reflective learners who think creatively. The BTEC Diploma (two A Level equivalent) will be taken alongside no more than two other subjects.

## FURTHER STUDIES

Students completing the course will have an excellent grounding for many related careers and further study. Employment within sports and outdoor educational facilities with regard to coaching, instruction and management is possible. Further study could be pursued, leading to careers in performance and excellence, sports science, psychology, therapy, management, marketing, media, physiotherapy or business. The BTEC Diploma in Sport also fulfils many requirements of a well-rounded university application.

**Be inspired**  
**Be brilliant**  
**Be you**

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