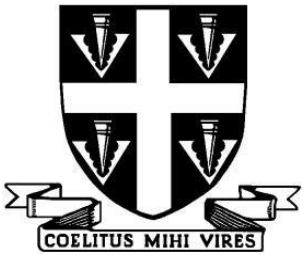
Ranelagh School



Year 12 Course Guide 2024

Introduction

This guide is intended to give you an overview of the post-16 courses being offered at Ranelagh in September 2024. In this document you will find information about each of the subjects, including an overview of the content, assessment methods and entry criteria for each course.

Please use this guide to inform your decisions for next year, in order to help you to select subjects that will give you the best opportunity to achieve and progress. We will do our best to accommodate as many combinations of subjects as possible and courses will run if there is sufficient demand.

The vast majority of students will study three courses in the sixth form (students wishing to study Further Mathematics alongside Mathematics will choose two other courses). As we will be creating the option blocks based on students' initial choices, it is important that you try to select your preferred three subjects. Once the option blocks have been generated, there will still be opportunities for you to amend your choices during the course of the year.

All A Level qualifications are delivered as two-year linear courses with no external examinations in any A Level subjects for students in Year 12, apart from those studying Mathematics and Further Mathematics (see details on the individual course page). Students studying Level 3 Food and BTEC Health and Social Care will take one examined module for their courses in the summer of Year 12.

Key dates

For students in Year 11 at Ranelagh, electronic application forms should be submitted to Miss Sweeney via *Teams* by 1st December: please note that applications submitted after this date will be treated officially as late applications. External applicants should submit a hard copy of the relevant application form by the same date. Students who are already at Ranelagh will have guidance meetings in January, to confirm subject choices in the light of your aspirations for the future. External students will be offered the chance for an in-person or virtual meeting to discuss your choices. Offers of sixth-form places will be made to current students in February, with external students being contacted by the end of the Spring term. All students intending to take up a place in the sixth form in September will be invited to two induction days after the completion of GCSE examinations, when there will be the opportunity to attend taster lessons in your chosen subjects.

Enrolment for the sixth form will take place on the afternoon of GCSE results day for current Ranelagh students (Thursday 22nd August 2024), with enrolment for new students on the morning of 25th August.

Resources

Please be aware that it is school policy to ask for voluntary contributions for some resources and textbooks required for sixth-form study; students will sometimes have the opportunity to sell well-maintained texts back to the school upon completion of their course.

What can I do with……?

A common question that students ask is "what can I do with an A Level or Level 3 qualification in …….?"

In addition to the specialist pathways indicated on the individual subject pages below, it might also be helpful to see a selection of Level 3 subject combinations chosen by our students over the last few years, along with their university destinations. These demonstrate that our curriculum offer really does enable students to study a wide range of subjects at very well-regarded universities, as well as illustrating that for most higher education courses, there is no need to study a particular combination of subjects, or indeed, specific subjects. All of the courses we offer enable students to develop analytical, critical thinking and problem-solving skills, all of which are vital learning attributes when following a degree course in any subject, as well as being invaluable for employment and apprenticeship routes.

You might be surprised to see some of the combinations and subject choices below and overleaf: it is so important not to make assumptions about what subjects you need for particular university or career routes!

Creative fields

A Level combination	University course	University
Art, Geography, Product Design	Architecture	Nottingham
Drama, Psychology, Spanish	Contemporary Music Production	Academy of Contemporary Music
Art, Business, Mathematics	Fashion Business and Promotion	Birmingham City
Drama, English Language, Geography	Filmmaking	Bristol, UWE
Business, Economics, Mathematics	Film Studies	Royal Holloway
Art, Business, English Language	Media, Communication and Social Media	Winchester
Biology, Music, Spanish	Music	Cambridge

Sciences, health and engineering

A Level combination	University course	University
Biology, Economics, Mathematics	Aerospace Engineering	Swansea
Biology, History, Philosophy, Theology and Ethics	Biomedical Science	Warwick
Food, Health and Social Care, Philosophy, Theology and Ethics	Children's Nursing	King's College, London
Business, Mathematics, Sport	Diagnostic Radiography	Hertfordshire
Business, Chemistry, History	Food Science	Nottingham
Biology, Chemistry, French	Global Health	Queen Mary's, London
Mathematics, Music, Physics	Mechanical Engineering	Exeter
Mathematics, Physics, Product Design	Mechatronics and Robotic Systems	Liverpool
Biology, Chemistry, French	Medicine	Leeds
Food, Health and Social Care, Psychology	Midwifery	Bristol, UWE
Biology, Chemistry, Spanish	Neuroscience	Southampton
Business, Health and Social Care, Sport	Nursing	Surrey
English Literature, History, Philosophy, Theology and Ethics	Nursing	York
Geography, Health and Social Care, Psychology	Nursing	Southampton
Mathematics, Music, Physics	Physics	Exeter
Biology, Maths, Sport	Physiotherapy	Cardiff
Business, English Language, Sport	Sport	Bath
Biology, Chemistry, Drama	Veterinary Medicine	Nottingham

Humanities, languages and English

A Level combination	University course	University
English Literature, Geography, Product Design	English	Exeter
English Literature, History, Art	English	Cambridge
Business, Economics, Geography	Environmental Management	Southampton
Food, Geography, Philosophy, Theology and Ethics	Geography	King's College, London
English Literature, Geography, Sport	Geography	Exeter
Biology, Chemistry, Geography	Geology	Birmingham
Business, Geography, History	History	Southampton
English Literature, History, Psychology	History	York
Art, French, Psychology	Modern Languages	Cambridge

Law, philosophy and politics

A Level combination	University course	University
Business, Psychology, Philosophy, Theology and Ethics	Law	Exeter
Biology, Economics, History	Law	Southampton
Art, Business, English Literature	Law	Warwick
Geography, Mathematics, Further Mathematics, History	Law	Oxford
English Literature, Mathematics, Spanish	Law	Birmingham
Biology, Psychology, Spanish	Law with Spanish Law	Nottingham
English Literature, History, Philosophy, Theology and Ethics	Modern History and Politics	Cardiff
Art, Philosophy, Theology and Ethics, Sport	Philosophy	Exeter
Art, Geography, Philosophy, Theology and Ethics	Philosophy and Theology	Oxford
Business, History, Religious Studies	Politics and International Relations	Southampton
Drama, History, Philosophy, Theology and Ethics	Politics and International Relations	Loughborough
Biology, Economics, History	Politics, Philosophy and Economics	Oxford

Social sciences

A Level combination	University course	University
Biology, Drama, Music	Anthropology	Winchester
English Literature, Geography, Psychology	Criminology	Portsmouth
French, Mathematics, Further Mathematics, Chemistry	Criminology	Durham
Biology, Chemistry, Drama	Linguistics with Philosophy	Lancaster

Important questions to consider when you choose your subjects

- What subjects do I enjoy?
- What subjects am I good at?
- What are the differences between the GCSE and Level 3 courses in my chosen subjects?
- Are there any new subjects that I would like to find out more about?
- Do I need a particular subject for a university course I am interested in? Have I checked that I definitely need this subject, or am I making an assumption?
- Who should I speak to in order to find out more information?

Art and Design

Edexcel 9FA01

Overview

The A Level Art course has been designed to give students the opportunity to generate and develop ideas, research primary and contextual sources and record practical and written observations. Students will experiment with media and processes and be expected to refine their creative ideas. The course incorporates two major elements: supporting studies and practical work for the A Level examination which will comprise a portfolio of development work and outcomes based on ideas developed from personal starting points.

Prospective students who are studying GCSE Art are expected to achieve grade 5 or above.

Content overview	Assessment overview	
Component 1 • Generate practical work, ideas and research from a variety of sources to create personal outcomes • Experiment with media and processes, develop and refine ideas, and present outcomes • Personal study (1000-3000 words)	Supporting studies and practical work (coursework) Personal study (coursework)	60% of A Level (Personal study is worth 12%)
Component 2: Externally set assignment • Students respond to one externally set, broad-based thematic starting point to encourage independence in developing ideas, intentions and response • Preparatory studies • Assignment is released in February of Year 13 • Personal outcome in 15 hours of sustained study in controlled assessment	Supporting studies (completed from 1st February) 15 hours completed under controlled conditions	40% of A Level

Skills

Students have to manage their own time very effectively, working independently with guidance from teachers. It is essential that students review their progress at appropriate points in the creation of their work, developing their evaluative skills and ability to reflect upon their own progress. Each component aims to develop students' ability to generate and develop ideas for their own practical work and build their contextual understanding, from either a self-selected or teacher negotiated focus. Students will develop their inquisitiveness, flexibility, independent study and a willingness to communicate through experimentation, exploration, review, evaluation and analysis.

Students will have the opportunity to develop a critical understanding of their own work and appreciate it in relation to historical and contemporary contexts, considering the impact of global influences, cultures and traditions. Environmental and social issues have long been a source of work and debate for artists and designers, with issues such as poverty, sustainability, consumption and political movements stimulating points of creative investigation.

Writing

An important aspect of student progression in Art and Design is an ability to express and justify ideas and to develop an understanding of the context of their own work. This can be developed in many ways; for example, distilled or expanded from the spoken word such as a critique, a discussion or interview; through annotation of developing work; through investigation of some aspect of art and design; for example, from a museum, gallery or site visit.

Careers

Creativity and innovation are important across all industries because business challenges require inventive solutions [Michael Boyles, Harvard Business School].

A Level Art and Design serves as a basis for further artistic study and development through Foundation Art and university courses in specialist or related fields of study. A Level Art can lead to a variety of work in fine art studies, creative and performing arts, graphic design and computer graphics, fashion and textiles, illustration, history of art and education. Further training also provides routes into careers in areas such as museum and arts administration, advertising, art therapy, community arts, conservation and restoration, film and media studies, interior design, architectural and environmental design. This is not an exhaustive list!

Biology

AQA 7402

Overview

The syllabus in Advanced Level Biology has been designed for the needs of different groups of students. Some may choose to follow the course because they have an interest in the subject, although they do not expect to continue their study of the subject beyond A level. Others may choose it as an important step towards any course with a scientific basis in higher education.

The course is designed to develop an understanding of biological facts and principles. It aims to promote an appreciation of the importance of investigatory work, an interest in and enjoyment of the study of living organisms and an appreciation of the significance of biology in personal, social, environmental, economic and technological contexts.

Prospective students are expected to achieve grades of 7,6 or above in GCSE Combined Science or grade 7 or above in Biology; students are also expected to achieve grade 6 or above in Mathematics.

Content overview	Assessment overview	
• Biological molecules • Cells • Organisms exchange substances with their environment • Genetic information, variation and relationships between organisms • Relevant practical skills	Written paper 2 hours Long and short answer questions as well as an extended response question	35% of A Level
• Energy transfers in and between organisms • Organisms respond to changes in their environment • Genetics, populations, evolution and ecosystems • The control of gene expression • Relevant practical skills	Written paper 2 hours Long and short answer questions as well as a comprehension question	35% of A Level
• Synoptic paper covering all of the content in the specification • Relevant practical skills	Written paper 2 hours Structured questions as well as practical techniques, critical analysis of data and essay question	30% of A Level

Skills

During the course students develop the ability to interpret and handle experimental data, to devise experiments and evaluate scientific information. They develop the skills to present coherent and logical written arguments and descriptive essays, as well as to communicate biological information by means of tables, diagrams, drawings and graphs. The examinations are designed to test such abilities.

Careers

A significant number of our A Level Biology students go onto study Biological Sciences at university and a range of other degree courses such as Biomedical Science, Veterinary Science, Nursing, Marine Biology, Physiotherapy and Medicine. Biology lends itself to a wide range of careers including teaching, scientific research, accountancy and agriculture.

Business

AQA 7132

Overview

The profile of Business as a subject has never been higher. From the global collapse of economic systems and the role of the banking sector, to big corporate buy-outs such as the purchase of *Costa* by *Coca-Cola*, never before has business been under such close scrutiny. The credit crunch and the huge media interest have presented great challenges to organisations, both in terms of keeping their customers and maintaining their reputation. In addition, extra attention has been paid to business in the entertainment world with shows like *The Apprentice* and *Dragons' Den* based around individuals' entrepreneurial capability. This course offers a theoretical understanding of how businesses operate and provides opportunities to embed this understanding in real-world examples.

Prospective students are expected to achieve grade 6 or above in GCSE English Language and Mathematics.

Content overview	Assessment overview	
• The purpose of business • Management, leadership and decision making • Decision making in marketing • Decision making in operations • Decision making in finance • Decision making in human resources	Written examination 2 hours Multiple choice questions, short answer questions and essay questions	33.3% of A Level
• Analysing a business's strategic position • Choosing a strategic direction • Pursuing a strategic method • Managing strategic change	Written examination 2 hours Data response questions	33.3% of A Level
	Written examination 2 hours Case study followed by six questions	33.3% of A Level

Skills

Students choosing Business will develop their numerical skills, along with their written communication and their ability to synthesise and analyse information. In addition, students will have the opportunity to exercise their problem-solving skills and develop their ability to think critically.

Careers

Even if we have a strong sense of entrepreneurial flair, we all end up working for organisations of some type, even if we own them. Why not find out sooner rather than later what goes on inside them? The business community looks favourably upon students who opt to find out more about what they do and students who follow this course will have good employment prospects in a range of positions. This is a very useful course for anyone considering a Business-related degree (e.g. Management, Marketing or Accountancy) at university.

Chemistry

AQA 7405

Overview

The aim of the course is to foster the knowledge and understanding of concepts rather than just the ability to remember facts. Students will learn how to recognise the operation of the principles of chemistry in practical applications and to be able to apply their understanding of the subject to novel situations, forming opinions on controversial topics. They will have the opportunity to develop observational skills in practical experimental work and to make and interpret quantitative measurements.

Through experimental investigation candidates will learn the evidence on which the laws and theories of chemistry are based. Students will become familiar with the use of models as an aid to understanding whilst at the same time recognising the limitations of the models in some area of the subject. Most of the subject areas have been studied in a simpler form as part of GCSE Science courses.

Prospective students are expected to achieve grades of 7,6 or above in GCSE Combined Science or grade 7 or above in Chemistry; students are also expected to achieve grade 6 or above in Mathematics.

Content overview	Assessment overview	
Paper 1: physical chemistry, inorganic chemistry • Atomic structure and bonding, the mole, energetics • Chemical equilibria, thermodynamics • Electrode potentials and electrochemical cells, acids and bases • Inorganic chemistry • Relevant practical skills	Written examination 2 hours Short and long answer questions	35% of A Level
Paper 2: physical chemistry, organic chemistry • Kinetics, bonding, energetics • Rate equations • Organic chemistry including alkanes, alkenes and alcohols • Relevant practical skills	Written examination 2 hours Short and long answer questions	35% of A Level
Paper 3: synoptic paper • Synoptic paper covering all of the content in the specification • Practical skills	Written examination 2 hours Practical techniques and data analysis, multiple choice questions	30% of A Level

Skills

Practical work provides a wide scope of opportunities to become familiar with a variety of different techniques such as volumetric analysis, organic synthesis and electrochemical measurements; an understanding of practical techniques is implicit throughout the course. Students develop skills of presenting information, the interpretation of experiments, oral and written reports, spreadsheets and independent research. The ability to articulate ideas and apply them to unfamiliar contexts is developed throughout the course.

Careers

Chemistry A Level is essential for careers in medicine, veterinary science, pharmacy, agriculture, geology, materials science: the transferrable skills developed also make it useful for many other pathways.

Computer Science

OCR H446

Overview

This course is ideal for those who are looking to develop an advanced understanding of computer science; students will have the opportunity to apply their coding ability to solve real-world problems. A natural progression from GCSE Computer Science, the course provides the perfect springboard for students looking at specialising in a computing-based career. Within the course, students study a range of theory topics. These include the principles and understanding linked to programming, hardware and software, networks, systems development life cycles and implications of computer use. Students will also complete a programming project, which will give them the opportunity to create a substantial piece of software using modern design methods which they can use to display their skills and talents.

Prospective students are expected to achieve grade 6 or above in GCSE Computer Science; they should have prior knowledge of computer programming and are also expected to achieve grade 6 or above in Mathematics or a grade 6 or above in one or more Science subjects at GCSE.

Content overview	Assessment overview	
Component 1: computer systems • The characteristics of contemporary processors, input, output and storage devices • Types of software and the different methodologies used to develop software • Data exchange between different systems • Data types, data structures and algorithms • Legal, moral, cultural and ethical issues	Written paper 2 hours 30 minutes Short and long-answer questions	40% of A Level
Component 02: algorithms and programming • What is meant by computational thinking (thinking abstractly, thinking ahead, thinking procedurally etc.) • Problem solving and programming – how computers and programs can be used to solve problems • Algorithms and how they can be used to describe and solve problems	Written paper 2 hours 30 minutes Short and long-answer questions	40% of A Level
Component 03: programming project • Students are expected to apply the principles of computational thinking to a practical coding programming project • Students analyse, design, develop, test, evaluate and document a program written in a suitable programming language • The project is designed to be independently chosen by the student and provides them with the flexibility to investigate projects within the diverse field of computer science	Non-examined assessment This unit is internally assessed and externally moderated	20%

Skills

The course will develop students' ability to think creatively, innovatively, analytically, logically and critically. Students will have the opportunity to develop skills and understanding of computing (including programming) in a range of contexts to solve problems. The course develops students' ability to delve into producing graphical user interfaces and object-orientated programming solutions, teaching them to create software using modern design methods.

Careers

A wide range of careers and university courses are available for computer science graduates ranging from pure Computer Science to Cyber Security and Digital Forensics. The ability to understand and use computing in business, engineering and science with a high level of applied skill is a positive advantage for students wishing to pursue these types of careers. An A Level in Computer Science is a highly marketable qualification both in the UK and abroad.

Design Technology: Product Design

Edexcel 9DT0

Overview

This course is for those students who would like to develop their knowledge and understanding of product design. Students should have studied GCSE Design and Technology and will need to be committed to improving their designing and making capability. Students have the opportunity to demonstrate creativity and innovation, developing their practical skills, theoretical knowledge and skills.

During the course, students are encouraged to take design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens. They will develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world. Students will work collaboratively to develop and refine their ideas and develop the capacity to think creatively, innovatively and critically through focussed research and exploration of design opportunities arising from the needs, wants and values of users and clients. By the end of the course, students will be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including maths and science, to inform decisions in design and the application or development of technology. Students will develop an in-depth knowledge and understanding of materials, components and processes and learn how to work safely and skilfully to produce high-quality products.

Prospective students are expected to achieve grade 5 or above in a Design and Technology subject at GCSE; students are also expected to achieve grade 5 or above in Mathematics.

Content overview	Assessment overview	
Principles of design and technology • Materials • Performance characteristics of materials • Processes and techniques • Digital technologies • Factors influencing the development of products • Effects of technological developments • Potential hazards and risk assessments • Features of manufacturing industries • Designing for maintenance and the cleaner environment • Current legislation • Information handling, modelling and forward planning	Written paper 2 hours 30 minutes The paper includes calculations, short open and open-response questions, as well as extended writing questions	50% of A Level
Independent design and make project There are four parts to this assessment: **Part 1: identifying opportunities for design** Identification of a design problem, investigation of needs and research and specification **Part 2: designing a prototype** Design ideas, development of design ideas, final design solution, review of development and final design and communication of design ideas **Part 3: making a prototype** Design, manufacture and realisation of a final prototype, including tools and equipment and quality and accuracy **Part 4: evaluating own design and prototype** Testing and evaluation	Non-examined assessment This unit is internally assessed and externally moderated	50% of A level

Skills

Students following this course will learn how to explore ideas of originality and value, to question and challenge and to envisage what could be. They are given the opportunity to develop their creative, technical and practical skills through a series of designing and making activities.

Careers

The course is ideal for those seeking a career in the creative field. The course lends itself specifically to degree courses in Product Design, Graphic Design, Architecture, Interior Design, Engineering or direct employment. A significant number of students go on to study these disciplines at leading universities.

Drama and Theatre

Edexcel 9DR0

Overview

The aim of the Drama and Theatre course is to promote an enjoyment of and an interest in drama and theatre as a director, designer, performer and critic. The course provides a balance across a range of learning activities including the exploration of plays, the creation of original drama, the performance of existing plays, the analysis of theatre and the critical evaluation of all of these elements.

The course is designed to develop students' ability to examine how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre. Students develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre. As part of the course students will explore the theoretical knowledge of drama and theatre in the creation of original practical work, developing an understanding and appreciation of the practices used in twenty-first century theatre making. Students will be expected to research, communicate, analyse and interpret a variety of performance texts through practical and written work and form independent interpretations as well as analysing and evaluating live theatre.

Students who wish to study Drama and Theatre at this level are expected to enjoy reading widely and attending regular live theatre. **Prospective students who are studying GCSE Drama are expected to achieve grade 5 or above; students who are not studying Drama are expected to achieve grade 5 or above in English and grade 5 or above in History, if studied.** They are also expected to show a real commitment to the subject and be prepared to extend their learning through independent study. Students should be involved in the school productions and/or LAMDA examinations or the equivalent to inform their understanding of text and practical exploration.

Content overview	Assessment overview	
Devising • Devise an original performance piece using one key extract from a performance text and one key practitioner as stimulus	Written coursework of 3000 words Practical coursework	40% of A Level
Performance from text • A group performance of one key extract from a performance text • A monologue or duologue performance from one key extract from a different performance text	Practical coursework	20% of A Level
Theatre makers in practice • Live theatre evaluation: analyse and evaluate live theatre • Page to stage: contextual study of a set performance text from the perspective of an actor • Interpreting a performance text: study of a set performance text from the perspective of a director	Closed text written examination 2 hours 30 minutes Extended response questions	40% of A Level

Skills

Many transferable skills are developed, with particular emphasis placed upon interpreting, analysing and evaluating. The development of communication skills, independent learning and construction of critical judgements are fostered throughout the course and students have the opportunity to recognise and understand the interrelationship between drama, literature and history.

Careers

A Level Drama and Theatre is ideal for those seeking a career in a creative field. The course lends itself specifically to further study in courses such as Media and Film, Classics, Education, English Literature, Creative Writing, Design and Acting or can support those wanting to go into direct employment. Students have followed a wide range of career paths after studying Drama and Theatre, including fields such as law, counselling, events management, therapy, teaching, stage management, PR and advertising.

Economics

Edexcel 9EC0

Overview

Broadly, the course uses a theoretical framework to develop an analysis of the economic system in the UK and the rest of the world. An ability to think logically is essential. Students must also have an interest in acquiring a broad understanding of economic events in everyday life. It is therefore important to undertake background reading from books, newspapers and magazines.

Students will not be at a disadvantage if they have not previously studied GCSE Economics; a large number of students choose to study the subject for the first time in the sixth form.

Prospective students who are studying GCSE Economics are expected to achieve grade 5 or above; all prospective students are expected to achieve grade 6 or above in GCSE English Language and Mathematics.

Content overview	Assessment overview	
Markets and business behaviour • The nature of economics • How markets work • Market failure • Government intervention • Business growth • Business objectives • Revenues, costs and profits • Market structures • Labour market • Government intervention	Written examination 2 hours Multiple choice, short answer, data response and extended open response questions	35% of A Level
The national and global economy • Measures of economic performance • Aggregate demand • Aggregate supply • National income • Economic growth • Macroeconomic objectives and policy • International economics • Poverty and inequality • Emerging and developing economies • The financial sector • Role of the state in the macro-economy	Written examination 2 hours Multiple choice, short answer, data response and extended open response questions	35% of A Level
Synoptic paper Students are required to apply their knowledge and understanding, make connections and transfer higher-order skills across all content	Written examination 2 hours Data response questions including open response questions	30% of A Level

Skills

Students choosing Economics will develop their numerical skills, in areas including calculations, graphical analysis and trend analysis of data. This course is particularly good at facilitating students to develop skills such as analysis, evaluation and synthesis and there is also the opportunity to develop essay writing skills.

Careers

Economics A Level is ideal entry for degree courses in a variety of subjects; in particular Accounting, Geography, Economics, Engineering, Management, Politics and History. Students who have studied Economics courses are becoming increasingly attractive to institutions in the financial sector.

English Language

OCR H470

Overview

The essential aims of the A Level English Language course are to encourage candidates to deepen their interest in and enjoyment of the use of English. Students will be asked to explore data and examples of language in use, engage creatively and critically with a varied programme for the study of English and develop skills as producers and interpreters of language.

Students who wish to study English Language at this level are expected to enjoy reading widely. **Prospective students are expected to achieve grade 6 or above in both English Language and Literature at GCSE**. They will be expected to show a real commitment to the subject and be prepared to extend their learning through independent study. Students should use the library regularly to access critical material to inform their understanding and develop their own critical interpretations.

Content overview	Assessment overview	
Exploring language • Linguistic analysis of authentic texts • Original writing for a real-world purpose on a topical language issue	Written paper 2 hours 30 minutes Three questions: Identification of lexical and grammatical features, writing about a topical language issue, comparison of texts	40% of A Level
Dimensions of linguistic variation • Analysis of how children acquire language • Language in the media • How language changes over time	Written paper 2 hours 30 minutes Three questions: Linguistic analysis of a child's spoken text, application of language theories, comparison of two texts	40% of A Level
Independent language research • An investigation into an area of each learner's particular individual interest • Academic poster	Coursework (2000-2500 words)	20% of A Level

Skills

Many transferable key skills are developed, with particular emphasis placed upon the development of independent learning and communication skills. There are a variety of opportunities for the expression of ideas through different media. Independent research, academic honesty and the application of information technology are fostered throughout the course.

Careers

A Level English Language is generally recognised as an entry qualification for university arts courses. Students can follow a wide range of career opportunities in fields such as journalism, the media, law, politics, public relations, advertising, consultancy and teaching.

English Literature

OCR H472

Overview

The essential aims of the A Level English Literature course are to stimulate an interest in and enjoyment of prose, poetry and drama from a range of social and historical contexts and literary genres.

The course is designed to develop students' ability to evaluate the ways in which writers develop their ideas through the form, structure and language of the text. Students will examine the social, historical and moral issues within the text and learn to form independent interpretations and develop convincing critical arguments. They will be expected to convey ideas logically, coherently and accurately within writing and share ideas thoughtfully and openly during group or class discussion. Students will read widely to enhance their understanding of the texts studied.

Students who wish to study English Literature at this level are expected to enjoy reading both for pleasure and for study and to be willing to try a wide range of texts. Prospective students are expected to achieve grade 6 or above in both English Language and Literature at GCSE. They will also be expected to show a real commitment to the subject and be prepared to extend their learning through independent study. Students should use the library regularly to access critical material to inform their understanding of the text and develop their own critical interpretations.

Content overview	Assessment overview	
• Shakespeare • Drama and poetry pre-1900	Closed text written examination 2 hours 30 minutes Two Shakespeare questions, comparative study of one drama and one poetry text	40% of A Level
• Comparative study on two novels from a chosen topic area • Topics could include the Gothic tradition, American literature, women in literature	Closed text written examination 2 hours 30 minutes Students will compare the two texts that have been studied on a common theme, as well as answering questions on an unseen text on the same theme	40% of A Level
• Critical piece OR re-creative writing piece with commentary on one post-1900 text • Linked essay on two post-1900 texts	Coursework 3000 words for both pieces combined	20% of A Level

Skills

Many transferable key skills are developed, with particular emphasis placed upon the development of independent learning and communication skills. There are a variety of opportunities for the expression of ideas through different media. Independent research, academic honesty and the application of information technology are fostered throughout the course. Group work and participation in class discussion are highly valued, although there is no assessed oral work.

Careers

A Level English Literature is generally recognised as an entry qualification for all university arts courses. Students can follow a wide range of career opportunities in fields such as journalism, the media, law, politics, public relations, advertising, consultancy and teaching. Famous people with English degrees include creative types like film directors (Stephen Spielberg, Danny Boyle), actor-writers (Simon Pegg, Lena Dunham, Emma Thompson, Stephen Fry), journalists (Ian Hislop, Gavin Esler), politicians as diverse as Caroline Lucas and Michael Gove, the former or current CEOs of NBC, Avon and Disney…..as well as almost every writer, playwright or poet of modern times.

Food Science and Nutrition (Level 3 Diploma)

WJEC 601/4552/3

Overview

The course is designed to provide learners with underpinning knowledge, understanding and skills to progress to further study and training in careers in many industries and job roles. The course relate to authentic case studies which learners must consider in relation to the impact on themselves, other individuals, employers, society and the environment.

This qualification is a two-year BTEC course which is equivalent to one A level. Unit 1 will enable students to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on–going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals. Unit 2 allows students to develop their understanding of the science of food safety and hygiene and the food industry. Studying one of the two optional units will allow students the opportunity to study subjects of particular interest or relevance to them, building on previous learning and experiences.

When students pass the course, they are awarded a Pass, Merit, Distinction or Distinction*, giving UCAS tariff points equivalent to E, C, A and A* grades respectively at A Level. The qualification will be appropriate for entry on to the majority of university courses.

Prospective students should ideally achieve at least a grade 5 in GCSE Food Preparation and Nutrition or equivalent; grade 5 or above in a Science at GCSE would also be an advantage.

Students study Unit 1 in Year 12, with unit 2 and either unit 3 or 4 being covered in Year 13.

Content overview	Assessment overview	
Unit 1: meeting the nutritional needs of specific groups • Develop an understanding of the nutritional needs of specific target groups • Plan and cook complex dishes to meet their nutritional needs	**Internal and external assessment** **Internal assessment** Practical and written assignment **External** 90 minute written examination plus 15 minutes reading time	25% of Diploma
Unit 2: ensuring food is safe to eat • Develop an understanding of hazards and risks in relation to the storage, preparation and cooking of food in different environments and the control measures needed to minimise these risks • Recommend the control measures that need to be in place, in different environments, to ensure that food is safe to eat	**External assessment** An assignment will be produced each academic year 8 hour timed, supervised assessment	25% of Diploma
Unit 3: experimenting to solve food production • Use understanding of the properties of food in order to plan and carry out experiments • Propose options to solve food production problems	**Internal assessment** Practical and written based assignment	25% of Diploma
Unit 4: current issues in food science and nutrition • Develop the skills needed to plan, carry out and present a research project on current issues linked to issues related to food science and nutrition • This could be from the perspective of a consumer, food manufacturer, caterer and/or policy-making perspective	**Internal assessment** Practical and written based assignment	25% of Diploma

Skills

Students will be able to develop skills in independent learning, ensuring their own dietary health and well-being, the ability to solve problems, the skills of project-based research and presentation, the ability to work alongside other professionals in a professional environment and the ability to apply learning in vocational contexts.

Careers

Together with relevant Level 3 courses or A Levels in subjects including the Sciences and Health and Social Care, students will gain the required knowledge to progress to higher education degree courses, such as Food and Nutrition, Human Nutrition, Public Health Nutrition and Food Science and Technology. An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that that support healthy eating initiatives.

French

AQA 7652

Overview

The A Level French course promotes a thorough understanding of the culture of French-speaking countries, allowing students to become confident speakers of the language. It develops an interest in, and enthusiasm for language learning and encourages students to consider their study of the language in a broader context.

As part of the course, students will develop their knowledge and understanding of the customs, traditions and way of life in France, as well as its history, politics and social movements. They will also study a film and novel in French. In addition, one of the highlights of the course in Year 12 is a work experience programme with a partner school in France, which gives students the opportunity to develop their language skills and cultural understanding.

Prospective students are expected to achieve at least grade 6 or above in GCSE French.

Content overview	Assessment overview	
Theme 1: aspects of French-speaking society: current trends • The changing nature of the family • The 'cyber-society' • The place of voluntary work Theme 2: aspects of French-speaking society: current issues • Positive features of a diverse society • Life for the marginalised • How criminals are treated Theme 3: artistic culture in the French-speaking world • A culture proud of its heritage • Contemporary francophone music • Cinema: the seventh art form Theme 4: aspects of political life in the French-speaking world • Teenagers, the right to vote and political commitment • Demonstrations, strikes – who holds the power? • Politics and immigration	**Paper 1:** listening, reading and writing 2 hours 30 minutes Listening and responding to spoken French, reading and responding, translation of passages into and from French	50% of A Level
	Paper 2: writing 2 hours 2 300-word essays in French answering questions on set book and set film	20% of A Level
• Study of a French book and film • Individual research project for the speaking examination in which students identify a subject or a key question which is of interest to them	**Paper 3:** speaking 21-23 minutes (including 5 minutes preparation)	30% of A Level

Skills

The A-Level course allows students to develop their fluency in French, as well as their ability to use the language for a variety of formal and informal purposes. The course promotes research and evaluation skills, allowing students to gain a deeper understanding of French society and current affairs. Students will also be able to communicate effectively when travelling to French-speaking countries.

Careers

Languages are a great asset in many careers such as the civil service, sales and marketing for multinational companies, IT industry, science, international relations, public relations and the media, finance, commercial law, international law, publishing, leisure and tourism, in addition to teaching and translating and interpreting.

Geography

AQA 7037

Overview

The course exploits the geographer's natural curiosity and concern about major contemporary issues. It is geography's ability to integrate the study of the Earth's places, peoples, environments and societies that makes it so relevant to the understanding of the increasingly inter-connected world in which we all live and work.

At A Level, students will study both human and physical geography units of work, focusing on the interactions both within and between societies, economies, cultures and environments at a variety of scales. They will be taught to recognise the challenges of sustainability and the implications for their own and others' lives. Fieldwork, involving both the individual and the group, is an important element of the course and all students are required to undertake four days of fieldwork.

Prospective students are expected to achieve grade 6 or above in GCSE Geography. It is not usually advisable for students who have not studied the subject at GCSE to opt for it at A Level, but candidates may be considered. In such cases, the student is advised to consult the Curriculum Leader.

Content overview	Assessment overview	
Physical geography • Water and carbon cycles • Coastal systems and landscapes • Hazards	Written examination 2 hours 30 minutes Questions are a mix of short answer, data response and extended prose	40% of A Level
Human geography • Global systems and global governance • Changing places • Population and environment	Written examination 2 hours 30 minutes Questions are a mix of short answer, data response and extended prose	40% of A Level
• Individual investigation which must include data collected in the field • Based on a question or issue defined and developed by the student as guided by his/her teacher	Coursework 3000-4000 words	20% of A Level

Skills

When studying the course, students have the opportunity to develop their skills in communication, data analysis, information technology, problem solving and working with others. They will undertake informed and critical questioning of data sources and learn how to communicate and evaluate their findings. Students' literacy and numeracy will be developed during the course.

Careers

Geography is recognised by leading universities as a challenging academic discipline; it is valued by admissions tutors for its contribution to preparation for university study. Geography is accepted by universities as an entrance qualification for both science and arts courses, as well as for vocational courses such as Law, Medicine and Veterinary Science. The skills and knowledge gained through Geography A Level are useful in careers such as financial services, computing, GIS and environmental planning, environment consultancy and teaching but many employers recognise the skills a good geographer has and Geography graduates are very employable.

Health and Social Care (BTEC Level 3 Extended Certificate)

Pearson BTEC Nationals

Overview

This is a broad-based qualification in Health and Social Care which offers candidates the ability to interact with the health and social care sectors. It explores the anatomy and physiology of body systems and the impact of illness on individuals. The course provides candidates with a choice of assessment methods suitable for their needs and strengths, as well as an excellent opportunity to pursue a particular vocational pathway.

This qualification is a two-year BTEC course which is equivalent to one A level. There are a variety of assessment methods including both examined and written coursework.

When students pass the course, they are awarded a Pass, Merit, Distinction or Distinction*, giving UCAS tariff points equivalent to E, C, A and A* grades respectively at A Level. The qualification will be appropriate for entry on to the majority of university courses.

Prospective students are expected to achieve five 5 grades or equivalent at GCSE.

Content overview	Assessment overview	
Unit 1: human lifespan development • Patterns of human growth and development • Experience of health and wellbeing • Factors that can influence human growth, development and human health • Inherited, environmental, social or financial factors • Theories and models to explain and interpret behaviour • Impact of both predictable and unpredictable life events	Written examination 1 hour 30 minutes	25% of BTEC
Unit 2: working in health and social care • Working in the health and social care sector • Responsibilities of a role in health and social care • Maintaining the safety of and safeguarding individuals • Handling of personal information and preventing discrimination • Organisations and different settings in which services are delivered • Provision of services and barriers to provision	Written examination 1 hour 30 minutes	33.3% of BTEC
Unit 5: meeting individual care and support needs • Values and principles of meeting care and support needs • Ethical issues that arise when personalising care • Factors that can impact the professionals who provide the care and support • Different methods used by professionals across all care services • Importance of multi-agency working	Coursework	25% of BTEC
Unit 14: physiological disorders and their care • Physiological disorders, diagnosis and treatment • Signs and symptoms of physiological disorders • Different types of treatment and support	Coursework	16.7% of BTEC

Skills

There is a particular emphasis on communication and IT skills. Students following the course have the opportunity to develop skills that will enable them to make an effective contribution to the care sector including skills of research, evaluation and problem-solving in a work related context.

Careers

This course will appeal to those wishing to pursue careers in health and social care including nursing, midwifery, social care, teaching, psychology and social sciences.

History

Edexcel 9H10

Overview

The aim of this course is to enable students to develop a coherent knowledge of the past – both within and across the topics chosen. Students will develop and apply their understanding of historical concepts; including explanation, evidence, interpretations and significance and begin to see the importance of History as a discipline. The course will teach students to develop the techniques of critical thinking in a historical context, and the skills necessary to analyse and solve historical problems. Students will develop the ability to communicate historical arguments and conclusions clearly and succinctly with reference to appropriate historical terminology.

Prospective students are expected to achieve grade 6 or above in GCSE History.

Content overview	Assessment overview	
Britain transformed, 1918-97 • Students will learn about the extent to which Britain was transformed politically, socially, economically and culturally in the years 1918-79 • A study of historical interpretations: what impact did Thatcher's governments have on Britain?	Written examination 2 hours 15 minutes Two essay questions and one question that assesses the ability to analyse and evaluate historical interpretations	30% of A Level
The USA, 1920-55: boom, bust and recovery • An in-depth study of economic and social change in the USA from the post-war boom of the 1920s, through depression, recovery and war, to the transformation of many aspects of US society in the years immediately after 1945	Written examination 1 hour 30 minutes One source analysis question, one essay question	20% of A Level
The witch craze in Britain, Europe and North America, 1580-1750 • Students will study the social, economic, political and religious dimensions of the phenomenon, and the broad intellectual changes that ushered in the 'Age of Reason', including the works of Galileo Galilei, Isaac Newton and John Locke • In-depth studies of witch persecutions in Scotland, England, Germany and America (Salem witch hunt) – the social, economic, political and religious context	Written examination 2 hours 15 minutes One source analysis question Two essay questions	30% of A Level
Topic-based essay • This unit involves the completion of a 3000-4000 word essay on the topic of interpretations of the Holocaust	Coursework	20% of A Level

Skills

The various skills required by the specification contribute to students' lifelong learning by developing their knowledge and awareness of the values and attitudes of individuals and society as a whole and socially accepted codes of behaviour, helping them to develop an understanding of attitudes and actions of individuals in society. History students develop skills in reasoning and the ability to make responsible judgements on issues of significance to individuals and society in general. As a key component of the course students are expected to evaluate evidence and make judgments on its reliability.

Careers

History A Level provides a suitable foundation for the study of History or related courses in further and higher education. At the same time, it offers a worthwhile course of study for students who do not wish to progress further in the subject. Possible career sectors resulting from the study of History include not only archaeology, archive, museum, library, research and teaching but also civil service, law, publishing, arts, design, culture, media, business, finance, marketing, information technology, public service, tourism and even work in the intelligence services.

Mathematics

Edexcel 9MAO

Overview

Students wishing to embark on a Mathematics course in the sixth form should primarily do so because they have an interest in the subject. It is an interesting and challenging course that builds upon many aspects of GCSE study. It is a useful support for other subjects, such as the Sciences or Geography, but it does require a great deal of commitment and a willingness to work independently of the teacher.

In addition to pure mathematics topics students will apply the skills learnt to mathematical problems where mechanics or statistics interact with pure mathematics. Students will be encouraged to use technology as a way of understanding and applying mathematics and will benefit from owning a graphical calculator, which we can source for purchase at a group discounted rate in September.

Prospective students are expected to achieve grade 7 or above in GCSE Mathematics.

<table>
<tr><th>Content overview</th><th colspan="2">Assessment overview</th></tr>
<tr><td rowspan="2">All papers will assess content for each paper as well as the following:
• Using and applying standard techniques (50% weighting)
• Reasoning, interpreting and communicating mathematically (25% weighting)
• Solving problems within mathematics and in other contexts (25 % weighting)

The use of a graphics calculator is expected in the assessment</td><td>Pure mathematics: 2 written examinations, 2 hours each

• Proof
• Algebra and functions
• Coordinate geometry
• Sequences and series
• Trigonometry
• Exponentials and logarithms
• Differentiation
• Integration
• Numerical methods
• Vectors</td><td>Each paper 33.3% of A Level</td></tr>
<tr><td>Statistics and mechanics: 1 written examination, 2 hours

Mechanics
• Kinematics
• Forces and Newton’s laws
• Moments

Statistics
• Statistical sampling
• Data representation and interpretation
• Probability
• Statistical distributions
• Statistical hypothesis testing</td><td>33.3% of A Level</td></tr>
</table>

Skills

Students studying Mathematics learn to take increasing responsibility for their own learning and the evaluation of their own mathematical development. They learn how to reason logically and understand mathematical processes in a way that promotes confidence and fosters enjoyment. Students learn to work steadily, to present solutions clearly and concisely, and to extend their own thinking within a logical framework. Persistence is necessary, as harder problems will often require several visitations before a way in is identified.

Careers

A Level Mathematics is highly regarded by employers and universities. For any degree with a numerate component, Mathematics is highly valued and it is very useful for progression onto a range of university courses including Engineering, Architecture, Medicine and Law.

Mathematics and Further Mathematics

MEI H645

Students who are mathematically very able may wish to choose the double A Level course. Intensive studying is required for this course and students are expected to take significant responsibility for their own learning and progress.

This should only be considered by students capable of success in four A Levels.

Prospective students who wish to study Mathematics along with Further Mathematics are expected to achieve at least grade 8 in GCSE Mathematics as the course is extremely challenging.

Students studying Mathematics and Further Mathematics will cover all of the content from Mathematics A level in Year 12 and take the A level Mathematics exam in June of Year 12. The Further Mathematics content is taught in Year 13, with the exam being taken in June of Year 13.

Content overview	Assessment overview
• Proof • Complex numbers • Matrices • Further algebra and functions • Further calculus • Further vectors • Polar co-ordinates • Hyperbolic functions • Differential equations Students will follow optional topics from: • Decision mathematics • Statistics • Mechanics	Written examinations in the summer of Year 13

Skills

Students studying Mathematics and Further Mathematics learn to take increasing responsibility for their own learning and the evaluation of their own mathematical development. They learn how to reason logically and understand mathematical processes in a way that promotes confidence and fosters enjoyment. Students learn to work steadily, to present solutions clearly and concisely, and to extend their own thinking within a logical framework. Persistence is necessary, as harder problems will often require several visitations before a way in is identified.

Careers

A Level Mathematics and Further Mathematics are highly regarded by employers and universities, precisely because the courses are very demanding, enabling students to develop excellent problem-solving skills. For any degree with a numerate component, Mathematics is highly valued and it is very useful for progression onto a range of university courses including Engineering, Architecture, Medicine and Law. For a Mathematics degree, Further Mathematics A level is highly desirable.

Music

Edexcel 9MU0

Overview

The syllabus for A Level Music is designed to cover the basic disciplines of listening, harmony and performing. Students have the opportunity to develop their practical skills as well as studying exciting and interesting set works and learning about different approaches to harmony. This qualification will enable students to develop their musical knowledge, understanding and skills, including performing, composing and appraising. Students will be encouraged to engage critically and creatively with a wide range of music and musical contexts and develop an understanding of the place of music in different cultures and contexts.

A Level students are expected to participate fully in extra-curricular activities and they should also be available to perform in school concerts. It is not advisable to undertake the performing aspects of the course without regular lessons from an experienced and qualified instrumental/vocal teacher.

Prospective students who are studying GCSE Music are expected to achieve grade 6 or above. Students who have not studied GCSE Music are also welcome; performers of grade 6 standard on an instrument or voice would have the necessary practical skills to consider opting for A Level Music and grade 5 theory is also useful. Students who have not studied the subject at GCSE should consult the Curriculum Leader.

Content overview	Assessment overview	
Unit 1: performing • Demonstrate an understanding of musical elements, style, sense of continuity, interpretation and expression • Assessed performances can involve playing or singing solo or in an ensemble	• Minimum of 8 minutes performance programme • Recital recorded between March and May of Year 13	30% of A Level
Unit 2: composition • Demonstrate the manipulation of musical ideas and the use of musical devices and conventions • Free composition and a brief assessing technique (chorale harmonisation) • Free composition brief will be released in September of Year 13, brief assessing technique will be released in April of Year 13	• Submissions must be a minimum of six minutes in total • Brief assessing technique (10%) to be completed under controlled conditions (up to 6 hours) • Free composition (20%) to be completed during Year 13	30% of A Level
Unit 3: appraising • Appraise contrasting genres, styles and traditions of music, and develop understanding of musical contexts and a coherent awareness of musical chronology • Areas of study include vocal music, instrumental music, music for film, popular music and jazz, fusions and new directions	Written examination 2 hours, 10 minutes Questions include short responses related to the set works, aural dictation, extended response to set works and listening-based comparison with an unfamiliar work	40% of A Level

Skills

Studying A Level Music enables students to develop a range of skills, with particular emphasis being on communication, working with others and improving learning and performance. As well as developing their musical expertise, practical musicianship and knowledge, students also develop aptitudes which are transferable to other disciplines including analysis and problem-solving.

Careers

Students with A Level Music or a degree in Music often follow specialist music careers, further education at university or equivalent, or are accepted in almost any type of employment. A Level Music is considered as an academic A Level which can also support students' progression to a range of degree subjects. Many former students from Ranelagh have studied Music at university; equally, Music students have gone on to study subjects in unrelated disciplines including Medicine, Engineering, Psychology, Physics and Theology.

Philosophy, Theology and Ethics

OCR H573

Overview

This course provides an opportunity for students to develop their understanding of, and to critically engage with, religious, philosophical and ethical truth claims. The course develops an awareness of a variety of scholarly claims regarding the existence of God and the meaning and use of ethics. Through studying the course, students develop their knowledge and understanding of core ethical, philosophical and theological thought, whilst analysing its contemporary relevance and contribution to individuals, communities and societies. Students are encouraged to adopt an enquiring, critical and reflective approach to the study of religion, reflecting on and developing their own values, opinions and attitudes in the light of their study. Students who wish to study the subject at this level would be expected to be able to read primary and secondary texts from scholars and be able to sustain lines of reasoning in extended written work.

Prospective students are expected to achieve at least grade 6 or above in GCSE Religious Studies and/or grade 6 in GCSE English.

Content overview	Assessment overview	
Philosophy of religion • Ancient philosophical influences • The nature of the soul, mind and body • Arguments about the existence or non-existence of God • The nature and impact of religious experience • The challenge for religious belief of the problem of evil • Ideas about the nature of God • Issues in religious language	Written examination 2 hours	33.33% of A Level
Religion and ethics • Normative ethical theories • The application of ethical theory to two contemporary issues of importance • Ethical language and thought • Debates surrounding the significant idea of conscience • Sexual ethics and the influence on ethical thought of developments in religious beliefs	Written examination 2 hours	33.33% of A Level
Developments in Christian thought • Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world • Sources of religious wisdom and authority • Practices which shape and express religious identity, and how these vary within a tradition • Significant social and historical developments in theology and religious thought • Key themes related to the relationship between religion and society	Written examination 2 hours	33.33% of A Level

Skills

Students are expected to have the ability to critically engage with the central themes of philosophy, ethics and Christian theology, a willingness to have their own viewpoints sharpened, and the desire to engage in meaningful debate. This course is particularly good at facilitating students to develop higher-order thinking skills such as analysis, evaluation and synthesis. There is also the opportunity to develop essay writing skills.

Careers

Universities and colleges regard this subject as an excellent and broad introduction to further academic study; indeed, it has shaped western education since Ancient Greek times. Philosophy, Theology and Ethics students can become well equipped in a range of desirable transferable skills which may assist in any career, including academic teaching and research, journalism, social work and law.

Physical Education

A Level: AQA 7582

Overview

Throughout the course of study learners are encouraged to develop an awareness of the role of physical education in society and its application to many situations.

The aims of the course are to develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. Students will explore how physiological and psychological states affect performance and learn about the key socio-cultural factors that influence people's involvement in physical activity and sport. Students will develop their understanding of the role of technology in physical activity and sport and learn about the contribution which physical activity makes to health and fitness. They will have the opportunity to refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.

Prior knowledge of the subject is an advantage. **Prospective students who are studying GCSE Physical Education are expected to achieve grade 6 or above; it is a very challenging course for students who have not studied the subject at GCSE, but candidates will be considered in consultation with the Curriculum Leader. Such students will be expected to achieve 6,6 grades or above in Combined Science or 6 in Biology, participate in a sport to a good level outside of school and undertake considerable preparatory work over the summer. All students embarking on the course will need to maintain a commitment to regular participation in sport at the highest level possible throughout the course.**

Content overview	Assessment overview	
Paper 1: factors affecting participation in physical activity and sport • Section A: applied anatomy and physiology • Section B: skill acquisition • Section C: sport and society	Written examination 2 hours	35% of A Level
Paper 2: factors affecting optimal performance in physical activity and sport • Section A: exercise physiology and biomechanics • Section B: sport psychology • Section C: sport and society and technology in sport	Written examination 2 hours	35% of A Level
Non-exam assessment: practical performance in physical activity and sport • Students are assessed as a performer or coach • Written/verbal analysis of performance	Practical performance (15%) Oral or written response (15%)	30% of A Level

Skills

The various skills required by the specification contribute to students' life-long learning by developing their ability to analyse and evaluate to improve performance. The course enables students to develop as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds. Students are given the opportunity to become confident, effective decision makers who can operate effectively as individuals or as part of a team and deal with pressure – all skills that will enable them to stand out and effectively promote themselves as they progress in later life.

Careers

This qualification is suitable for learners intending to pursue any career for which an understanding of the human body or human behaviour is desirable. This course will prepare students for the further study of PE or Sports Science courses as well as other related subject areas such as Psychology, Biology, Social Sciences, or as part of a course of general education. Learners will also develop the transferable skills that are in demand by further education, higher education and employers in all sectors of industry. Avenues of progression for students would include careers in sport and physical activity, PE teaching, physiotherapy, personal training and sports coaching. One of our recent leavers has completed their degree and is now working for the sports technology company *Hawkeye.*

Physics

AQA 7408

Overview

The aim of the course is to foster the knowledge and understanding of concepts rather than just the ability to remember facts. Students will learn how to recognise the operation of the principles of physics in practical applications and to be able to apply their understanding of the subject to novel situations, forming opinions on controversial topics. Students will have the opportunity to develop observational skills in practical situations and to make and interpret quantitative measurements.

Through experimental investigation, students should learn something of the evidence on which the laws and theories of physics are based. They should also become familiar with the use of models as an aid to understanding whilst at the same time recognising the limitation of such an approach. Most of the content of the course has already been studied at an elementary level through the GCSE Science syllabus: the A Level syllabus takes each topic and studies it in much greater detail. Students will also explore new topics from the modern physics arena. Students undertaking this course are expected to have a keen interest in the subject and need to be competent mathematicians. Studying A Level Mathematics is highly advantageous, but not essential.

Prospective students are expected to achieve 7,6 grades or above in GCSE Combined Science or grade 7 or above in GCSE Physics; students are also expected to achieve grade 6 or above in Mathematics.

Content overview	Assessment overview	
Paper 1 • Measurements and their errors • Particles and radiation • Waves • Mechanics and energy • Electricity	Written paper 2 hours Short and long-answer questions, multiple choice questions	34% of A Level
Paper 2 • Further mechanics and thermal physics • Fields • Nuclear physics	Written paper 2 hours Short and long-answer questions, multiple choice questions	34% of A Level
Paper 3 • Practical skills and data analysis • Astrophysics	Written paper 2 hours Short and long-answer questions on practical skills and data analysis, short and long-answer question on option topic	32% of A Level

Skills

Physics provides many opportunities for developing skills, particularly numeracy, problem solving, and both verbal and written communication. At this level, Physics requires the use of IT for investigation and research, as well as processing information and presenting reports.

Careers

The possession of A level Physics shows that you are numerate, can analyse problems and solve them in a logical fashion; a basic requirement for many careers in business or administration. Advanced Level Physics is essential for many scientific careers, particularly in engineering and electronics. It is also essential for careers in astronomy, astrophysics, meteorology computer science, nuclear physics, acoustics, optics, metallurgy and aeronautics, and is increasingly desirable for many other careers such as medicine and veterinary science, and careers within the biomedical and pharmaceutical industries.

Politics

Edexcel 9PL0

Overview

The aim of this course is to develop students' knowledge to have an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom and globally. Students will develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes. They will gain an understanding of the influences and interests which have an impact on decisions in government and politics through an informed understanding of the rights and responsibilities of individuals and groups. Students will develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements. The course will foster an interest in, and engagement with, contemporary politics.

Prospective students are expected to achieve a grade 6 or above in GCSE History, Economics, English or Geography.

Content overview	Assessment overview	
Component 1: UK politics **Political participation; students will study:** • Democracy and participation • Political parties • Electoral systems • Voting behaviour and the media **Core political ideas; students will study:** • Conservatism • Liberalism • socialism	Written paper: 2 hours Two essay questions and one source-based question	33.3% of A Level
Component 2: UK government **UK government; students will study:** • The constitution • Parliament • Prime Minister and executive • Relationships between the branches **Non-core political ideas; students will study one idea from the following:** • Anarchism • Ecologism • Feminism • Multiculturalism • nationalism	Written paper: 2 hours Two essay questions and one source-based question	33.3% of A Level
Component 3: Global politics **Students will study:** • The state and globalisation • Global governance: political and economic • Global governance: human rights and environmental • Power and developments • Regionalism and the European Union • Comparative theories	Written paper: 2 hours Three essay questions	33.3% of A Level

Skills

The study of A Level Politics helps students in terms of problem solving and decision making. It allows for critical thinking through skills such as analysis, synthesis and reasoning. A Level Politics develops interpersonal skills of communication, teamwork, negotiation, debate and organisation. Students will become independent, questioning learners equipped with transferable skills which are demanded of higher education institutions and the world of work.

Careers

A Level Politics does not allow you to become tied to a certain discipline. The skills acquired can be applied to those seeking a career in law, the media, journalism, psychology, marketing, history, the intelligence services, economics and finance and, of course, the world of politics and international relations itself, to name but a few!

Psychology

AQA 7182

This qualification offers an engaging and effective introduction to Psychology. Students develop skills valued by higher education and employers, including critical evaluation, independent thinking and research analysis, and will learn through a variety of methods including experiments, debates, practical, role plays and presentations.

Psychology is the study of human behaviour and mental processes from a scientific perspective. Students will be introduced to a wide variety of approaches that have been put forward to explain human behaviour including behavioural, biological, cognitive, psychodynamic and humanist explanations.

Psychology is considered a science and the scientific nature of the discipline is emphasised throughout the research methods modules in both Years 12 and 13, allowing the students to develop an understanding of the use of the scientific method within Psychology.

The course features elements of explaining both human behaviour in general, in topics such as memory, social influence, attachment, aggression and relationships, and specific mental disorders, in topics such as schizophrenia and psychopathologies, in which we examine phobia, OCD and depression.

Prospective students are expected to achieve grade 6 or above in GCSE Biology or 6,6 or above in GCSE Combined Science.

Content overview	Assessment overview	
Unit 1: introductory topics in psychology • Social influence • Memory • Attachment • Psychopathology	Written examination 2 hours Multiple choice, short answer and extended writing	33.3% of A Level
Unit 2: Psychology in context • Approaches in psychology • Research methods • Biopsychology	Written examination 2 hours Multiple choice, short answer and extended writing	33.3% of A Level
Unit 3: Issues and options in psychology • Issues and debates in psychology • Relationships • Schizophrenia • Aggression	Written examination 2 hours Multiple choice, short answer and extended writing	33.3% of A Level

Skills

Psychology is an essay-based subject and as such, a good command of language is needed. It is also a science-based discipline and students need to have sound mathematical skills and scientific knowledge.

Careers

This course provides students with the opportunity to find out the depth of their interest in psychology, the nature of the subject and the activities and skills involved. Pursuing a career as a professional psychologist requires a degree recognised by the British Psychological Society. Opportunities for employment include educational, clinical or organisational psychology, which usually involve studying for a Master's Degree or PhD in one of these specialist areas. Chartered status can be attained after a period of experience when a proven level of competence is achieved. Many other careers benefit from an understanding of human behaviour including the caring professions, e.g. nursing or social work, as well as opportunities in business including human resources or advertising. Psychology is also becoming increasingly important in the development of future advanced technology with which humans will interact, e.g. computers and robotic or artificially intelligent systems.

Sociology

AQA 7192

Overview

Sociology is the study of society and examines the ways in which experiences shape our lives, fostering the development of critical and reflective thinking and encouraging respect for social diversity. Sociology asks lots of questions about the behaviour of and relationships between groups of people within society and explores issues of identity, inequality and power. This subject will enable you to see your social world in a different way and question assumptions and beliefs. You will improve your skills in research, analysis and critical reasoning through active involvement in the research process.

Prospective students are expected to attain grade 6 or above in English Language.

Content overview	Assessment overview	
Paper 1: education with theory and methods • The role and functions of the education system, including its relationship to the economy and to class • Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society • Relationships and processes within schools • Pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning • The significance of educational policies • Experience of and access to education • Quantitative and qualitative methods of research; research design • Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics	Written examination 2 hours Short answer questions and extended writing	33.3% of A Level
Paper 2: topics in sociology • Families and households • Beliefs in society	Written examination 2 hours Extended writing	33.3% of A Level
Paper 3: crime and deviance with theory and methods • Crime, deviance, social order and social control • The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime • Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes • Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies • Quantitative and qualitative methods of research; research design • Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics	Written examination 2 hours Short answer questions and extending writing	33.3% of A Level

Skills

The course builds on skills developed in the sciences and humanities, enabling students to focus on their personal identity and roles and responsibilities within society, as well as developing a lifelong interest in social issues. Students studying the subject develop an understanding of a range of research methods which are transferable to other disciplines.

Careers

Sociology is a valuable subject for all fields which involve an understanding of people and social relationships or the use of analytical and problem-solving skills. The course can be good preparation for a range of degree courses in related fields such as Criminology, Education, Anthropology, Politics and Nursing. It is also a useful subject for those wishing to follow careers in the police, armed forces, civil service and working with the elderly or children.

Spanish

AQA 7692

Overview

The A Level Spanish course promotes a thorough understanding of the culture of Spanish-speaking countries, allowing students to become confident speakers of the language. It develops an interest in, and enthusiasm for language learning and encourages students to consider their study of the language in a broader context.

As part of the course, students will develop their knowledge and understanding of the customs, traditions and way of life in Spain, as well as its history, politics and social movements. They will also study a film and novel in Spanish. In addition, one of the highlights of the course in Year 12 is a work experience programme with a partner school in Spain, which gives students the opportunity to develop their language skills and cultural understanding

Prospective students are expected to achieve grade 6 or above in GCSE Spanish.

<table>
<tr><th>Content overview</th><th colspan="2">Assessment overview</th></tr>
<tr><td rowspan="2">Theme 1: aspects of Hispanic society: current trends
• Modern and traditional values
• Cyberspace
• Equal rights
Theme 2: multiculturalism in Hispanic society
• Immigration
• Racism
• Integration

Theme 3: artistic culture in Hispanic world
• Modern day idols
• Spanish regional identity
• Cultural heritage or cultural landscape

Theme 4: aspects of political life in the Hispanic world
• Today's youth, tomorrow's citizens
• Monarchies, republics and dictatorships
• Popular movements
• Study of a Spanish book and film
• Individual research project for the speaking examination in which students identify a subject or a key question which is of interest to them</td><td>Paper 1: listening, reading and writing
2 hours 30 minutes

Listening and responding to spoken Spanish, reading and responding, translation of passages into and from Spanish</td><td>50% of A Level</td></tr>
<tr><td>Paper 2: writing
2 hours

2 300-word essays in Spanish answering questions on set book and set film</td><td>20% of A Level</td></tr>
<tr><td></td><td>Paper 3: speaking
21-23 minutes (including 5 minutes preparation)</td><td>30% of A Level</td></tr>
</table>

Skills

The A Level course allows students to develop their fluency in Spanish, as well as their ability to use the language for a variety of formal and informal purposes. The course promotes research and evaluation skills, allowing students to gain a deeper understanding of Hispanic society and current affairs. Students will also be able to communicate effectively when travelling to Spanish-speaking countries.

Careers

Languages are a great asset in many careers such as the civil service, sales and marketing for multinational companies, IT industry, science, international relations, public relations and the media, finance, commercial law, international law, publishing, leisure and tourism, in addition to teaching and translating and interpreting.

Sport and Physical Activity - Sports Coaching – BTFC

NCFE Extended Diploma Level 3 601/8883/2

Overview

This qualification is a two-year course which is **equivalent to three A levels**. It will be studied on the Larges Lane and BTFC sites by students who are also members of the football academy. The course is assessed by written coursework and records of practical activities.

This qualification aims to provide students with specialist knowledge, skills and understanding relating to a wide range of areas in the sport and physical activity sector, covering topics such as exercise, health and lifestyle, preparing for a career in sport and sports coaching. Throughout the course, students are encouraged to develop an awareness of the role of sport and physical activity in society and its application to many situations, developing theoretical knowledge, practical skills and understanding of the factors that underpin physical activity and sport, as well as the skills to use this knowledge in various roles in practical sporting situations. Students will also have the opportunity to develop their own skills by undertaking and reviewing a work-based experience.

Students will be expected to participate in contrasting sports and explore the sports skills, tactics, rules and regulations, practising and refining these skills and tactics in their selected sports. They will also analyse their own performance and that of others, identifying strengths and areas for improvement.

Prospective students who are studying GCSE Physical Education are expected to achieve grade 4 or above; students who have not studied the subject at GCSE will be considered for the course in consultation with the Curriculum Leader. Such students will be expected to achieve 4,4 grades or above in Combined Science or 4 in Biology, participate in a sport to a good level outside of school and undertake preparatory work over the summer. All students embarking on the course will need to maintain a **commitment to regular participation, officiating and leadership in sport outside of lesson time throughout the course.**

Content overview	Assessment overview	
Sports coaching (mandatory)	Written coursework Internally set and externally moderated	5.6% of the overall qualification
Exercise, health and lifestyle (mandatory)	Written coursework and 'recorded evidence' Internally set and externally moderated	5.6% of the overall qualification
Preparing for a career in sport and physical activity (mandatory)	Written coursework and 'recorded evidence' Internally set and externally moderated	5.6% of the overall qualification
1. Leadership in sport 2. Assessing risk in sport 3. The athlete's lifestyle 4. Sports injuries 5. Practical team sports 6. Technical and tactical skills in sport 7. Fitness training and programming 8. Instructing physical activity and exercise 9. Sports nutrition 10. Psychology for sports performance 11. Analysis of sports performance 12. Organising sports events 13. Sport development 14. Practical individual sports 15. Work experience in sport	Written coursework and 'recorded evidence' Internally set and externally moderated	Each unit is 5.6% of the overall qualification

Skills

The various skills required by the specification contribute to students' life-long learning by developing their ability to analyse and evaluate to improve performance. The course enables students to develop as effective and independent learners and as critical and reflective thinkers. Students are given the opportunity to become confident, effective decision makers who can operate effectively as individuals or as part of a team and as a leader and deal with pressure – all skills that will enable them to stand out and effectively promote themselves as they progress in later life.

Through coaching, leading and organising sporting activities, students can learn a set of skills such as communication and adaptability which will prove valuable in other aspects of their lives.

The nature of the regular assessment through written and recorded evidence encourages the development of a number of transferable skills including: self-directed study, self-motivation, independent thinking, analysing and synthesising information, critical thinking, problem solving and working collaboratively.

Careers

This qualification is suitable for students intending to pursue any career for which an understanding of the human body, leading groups or sporting participation is desirable. This course can prepare students for the further study of PE or Sports Science as well as other related subject areas such as Psychology, Biology, Social Sciences, or as part of a course of general education. Students will also develop the skills that are transferable for further education, higher education and employment in all sectors of industry. Avenues of progression for students could include careers in sport and physical activity, PE teaching, physiotherapy, personal training, sports analysis, sports nutrition, sports development and sports coaching.

Please note that students will need their own laptop to use during the course.

Sport and Physical Activity - Sport and Exercise Science

NCFE Certificate Level 3 601/8878/9

Overview

This qualification is a two-year course which is **equivalent to one A level** and will be studied on the Ranelagh main site alongside two other A Level or vocational courses. The course is assessed by written coursework and records of practical activities.

This qualification aims to provide students with specialist knowledge, skills and understanding relating to a wide range of areas in the sport and physical activity sector, covering topics such as exercise, health and lifestyle and preparing for a career in sport. Throughout the course, students are encouraged to develop an awareness of the role of sport and physical activity in society and its application to many situations.

Students explore the structure and function of various body systems including the respiratory, cardiovascular, skeletal and energy system, considering how these systems respond to different types of exercise. They will develop their understanding of the importance of a healthy lifestyle and lifestyle improvement strategies.

Students will be expected to participate in contrasting sports and explore the sports skills, tactics, rules and regulations, practising and refining these skills and tactics in their selected sports. They will also analyse their own performance and that of others, identifying strengths and areas for improvement. Students will be regularly encouraged to reflect on their own practice and evaluate how they can improve their contributions in sporting situations for the benefit of their own performance and the participation, enjoyment and performance of others.

Prospective students who are studying GCSE Physical Education are expected to achieve grade 4 or above; students who have not studied the subject at GCSE will be considered for the course in consultation with the Curriculum Leader. Such students will be expected to achieve 4,4 grades or above in Combined Science or 4 in Biology, participate in a sport to a good level outside of school and undertake preparatory work over the summer. All students embarking on the course will need to maintain a **commitment to regular participation in sport outside of lesson time throughout the course.**

Content overview	Assessment overview	
Principles of anatomy and physiology (mandatory)	Written coursework Internally set and externally moderated	16.7% of the overall qualification
Exercise, health and lifestyle (mandatory)	Written coursework and 'recorded evidence' Internally set and externally moderated	16.7% of the overall qualification
Preparing for a career in sport and physical activity (mandatory)	Written coursework and 'recorded evidence' Internally set and externally moderated	16.7% of the overall qualification
Practical team sports or Practical individual sports (optional)	Written coursework and 'recorded evidence' Internally set and externally moderated	16.7% of the overall qualification
Two further optional units, to be confirmed by staff, depending on the strengths and interests of the cohort, chosen from: • Sports nutrition • Organising sports events • Sports coaching • Sports injuries • Psychology for sports performance	Written coursework and 'recorded evidence' Internally set and externally moderated	Each unit will be 16.7% of the overall qualification

Skills

The various skills required by the specification contribute to students' life-long learning by developing their ability to analyse and evaluate to improve performance. The course enables students to develop as effective and independent learners and as critical and reflective thinkers. Students are given the opportunity to become confident, effective decision makers who can operate effectively as individuals or as part of a team and as a leader and deal with pressure – all skills that will enable them to stand out and effectively promote themselves as they progress in later life.

The nature of the regular assessment through written and recorded evidence encourages the development of a number of transferable skills including: self-directed study, self-motivation, independent thinking, analysing and synthesising information, critical thinking, problem solving and working collaboratively.

Careers

This qualification is suitable for students intending to pursue any career for which an understanding of the human body, leading groups or sporting participation is desirable. This course can prepare students for the further study of PE or Sports Science as well as other related subject areas such as Psychology, Biology, Social Sciences, or as part of a course of general education. Students will also develop the skills that are transferable for further education, higher education and employment in all sectors of industry. Avenues of progression for students could include careers in sport and physical activity, PE teaching, physiotherapy, personal training, sports analysis, sports nutrition, sports development and sports coaching.

Destinations for the cohort leaving Ranelagh in 2023

University

Institution	Course
Bangor	Marine Biology
Bath	Psychology with work placement
	Economics with professional placement
Bath Spa	Architecture
Birmingham	Economics
Bournemouth	Biomedical Science
	Business and Management
	Sports Therapy
Bristol	Law
Bristol, UWE	Animation
	History
Buckinghamshire New	Sport and Exercise Science
Cambridge	Engineering
Cardiff	Medicinal Chemistry
	Philosophy
	Social Science
Central Saint Martins	Art Foundation (Textiles and Fashion)
Chichester	Physical Education and Sports Coaching
Coventry	Applied Biosciences
Durham	Engineering (Renewable Energy)
	Geography
Exeter	Drama and Film & Television Studies
	Economics
	Flexible combined honours
Fashion Retail Academy	Marketing and Communication for Fashion
Hartpury	Equine Business Management
Kent	Biomedical Science with a year abroad
	Computer Science
Lancaster	Economics (Study abroad)
	Geography
	Law
Leeds	Biology
	Social Sciences
Leicester	Medicine
Loughborough	Engineering Management (with placement year)
Nottingham	Nursing (Children)
	Politics and International Relations
Nottingham Trent	Economics
	Law with Criminology
Oxford	Biology
Oxford Brookes	History/Politics
Portsmouth	English Literature
	Law with Criminology
	Screenwriting
	Television Production
Reading	Environmental Science
	Geography and Economics (Regional Science)
	Law
	Pharmacology
	Computer Science
Royal Holloway	Electronic Engineering
	Management with International Business
	English and Creative Writing
	Electronic Engineering

Institution	Course
Royal Welsh College of Music and Drama	Stage Management and Technical Theatre
Southampton	Aeronautics and Astronautics with Foundation year
	Civil Engineering
	Mechanical Engineering
	Nursing Adult
	Physics with Astronomy
Surrey	Aerospace Engineering
	Biomedical Science
Sussex	Psychology with Clinical Approaches
	English and Creative Writing
Swansea	Accounting and Finance with a Year in Industry
	Osteopathy
	Psychology
	Sport and Exercise Science
University of the Arts, London	Art Foundation
Worcester	Forensic and Applied Biology
York	Sociology

Further professional qualifications and training include:

- Accountancy qualifications
- Trainee US/UK tax specialist role
- Personal trainer qualifications
- Integrated commercial pilot training including degree in Air Transport Management

Employment includes:

- Retail
- Receptionist
- Learning Support Assistant
- Tech swing in the West End
- Construction

Apprenticeships include:

- Environmental management degree apprenticeship with Thames Water and Coventry University
- BA level 3 business professional apprenticeship