

QUINTON HOUSE SCHOOL



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**A-LEVEL OPTIONS
2025-2026**



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WELCOME TO YOUR A-LEVEL STUDIES



"The Sixth Form at Quinton House School is where our students become young adults and establish their next steps, evolving into confident, well-rounded, passionate individuals who know how to positively contribute to society."

The Sixth Form at Quinton provides a clear route to University or the world of work and training. Whatever your child's ambition, we will guide and support them in reaching their goals, knowing that there is no straight line to greatness.

The choices our students make at A Level do not define them, but begin to shape their future careers. Our Sixth Form provision is dedicated to nurturing and supporting students, whilst encouraging independent study and the room to challenge oneself. We expect all Sixth Form students to become part of the school's leadership structure, to strengthen the student voice and to offer service across the school. We strongly believe that our students are a positive force in school life, developing character, empathy, and resilience during their time with us."

Mr Thomas Muskin - Headmaster

Subjects		
Art	English Language and Literature	Photography
Biology	Geography	Physical Education
Business Studies	Government and Politics	Physics
Chemistry	History	Psychology
Computer Science	Mathematics	EPQ: Extended Project Qualification
Drama and Theatre	Modern Languages	
Economics	Music	

DIRECTOR OF SIXTH FORM



"Welcome to the Quinton House School A-Level Subject Options Booklet. As you stand on the threshold of an exciting stage in your educational journey, this booklet is designed to guide you through the range of subjects we offer at A-Level. Our commitment is to provide a stimulating and supportive environment where you can explore your interests, develop your skills, and achieve your academic and personal goals.

At Quinton House School, we understand that choosing the right subjects is a crucial step in shaping your future. Whether you have a clear vision of your career path or are still discovering your passions, our diverse selection of courses is designed to cater to a wide array of interests and aspirations. Our curriculum aims to equip you with the knowledge and competencies required for success in higher education and beyond.

As you browse through the booklet, you will find detailed descriptions of each subject, including course content, assessment methods, and potential career pathways. We encourage you to consider your choices carefully, reflect on your strengths and interests, and seek advice from your teachers and family.

Our team of Sixth Form teachers are here to support you every step of the way, providing expert guidance and personalised advice to help you make informed decisions. We are proud of the nurturing and inclusive community at Quinton House School, where each student is valued and encouraged to reach their full potential.

We look forward to embarking on this academic journey with you and are excited to see the incredible achievements and discoveries that lie ahead.

Welcome to a new chapter of learning and growth at Quinton House School!"

*Mrs Chelsea Austen
Director of Sixth Form*

A LEVELS AND BEYOND

Our A-level curriculum supports students to develop a wide range of skills that can be transferred and creatively used across a variety of occupations by:

- The embedding career related discussions in each subject to show students how the skills they gain in each subject is useful in developing their employability and which subjects may be useful for different careers.
- Presentations from external organisations and professionals.
- Horizons programme which includes the use of Xello software to support students build self-knowledge, explore post-secondary options, create plans, and continually reassess as they take in new knowledge, skills, and experiences.
- Students are encouraged and expected to complete work experience and voluntary work and are supported to find suitable placements.

Life after Quinton:

Outside of the classroom, students receive individual guidance regarding university, apprenticeships and career choices. During Life Skills sessions, students are given the skills required to become the next generation of leaders. Our team has extensive experience of Oxbridge, medical, veterinary and other competitive degree entry.

The right mindset for success:

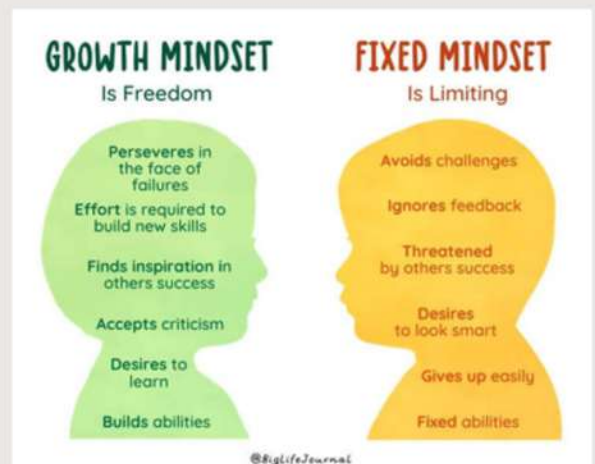
All A-level courses are demanding and require students to develop further their levels of organisation, commitment, to ensure that you fulfil your potential across all subjects. Having the right mindset is key; and students will be supported to develop this further.

Assessment:

Please consider how courses are assessed. Many subjects are entirely exam based, some of them include some form of Non-Exam Assessment (NEA). This may stretch over several terms needing consistent application and dedication.

SEND Students:

If you have any questions regarding the best route and choices for your child, please contact our SENDCO, Mrs Boddington (julie.boddington@cognita.com), to arrange a time to discuss.



SUBJECT OPTIONS



ART AND DESIGN

EXAM BOARD: AQA

Aims of the Course

Studying Fine Art teaches transferable skills such as research, problem-solving, project planning, time management, thinking skills, designing, analysing and evaluating as well as practical skills.

Students initially undertake a foundation course to experience a range of materials, processes and techniques. This will be followed by a year long sustained Personal investigation into a study of choice accompanied by a 3000 word essay.

Students will be expected to research artists, visit galleries and museums and spend a minimum of 5 hours per week in addition to lesson time. Time will be spent experimenting and developing personal ideas, towards creating a final body of work.

Curriculum Content

- You will develop sketchbooks and art works for each unit studied, this will help to meet the assessment objectives:

AO1 Research

AO2 Experiment and develop, refine

AO3 Plan, annotate, reflect

AO4 Final outcomes that link to AO1-AO3

- The course is fluid which means we can tailor it to suit your strengths e.g. Drawing, painting, 3D, textiles, printmaking photography etc.

Course Requirements

- Minimum of a grade 6 at GCSE or a strong portfolio of work.
- A grade 6 in English due to in-depth written analysis and essay writing.
- A strong commitment - To research and work independently is vital.

Assessment Structure

Component 1: Personal investigation
What's assessed Personal investigation - 7201/C, 7202/C, 7203/C, 7204/C, 7205/C, 7206/C
Assessed <ul style="list-style-type: none"> No time limit 96 marks 60% of A-level
Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.
Component 2: Externally set assignment
What's assessed Response to an externally set assignment - 7201/X, 7202/X, 7203/X, 7204/X, 7205/X, 7206/X
Assessed <ul style="list-style-type: none"> Preparatory period + 15 hours supervised time 96 marks 40% of A-level
Non-exam assessment (NEA) set by AQA, marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

Career Pathway

- Graphic designer
- Fine art photographer
- Fashion designer
- Art Journalist
- Theatre and makeup
- Set Designer
- Animator
- Film and media
- Landscape architect
- Ceramicist
- Art tutor or teacher
- Interior designer
- Art historian
- Museum/ gallery curator
- Arts education officer
- Display & exhibition organiser
- Conservator
- Court artist
- Book illustrator

For further information, please contact our Head of Art & Photography,
Mrs Bonnie White, bonnie.white@quintonhouseschool.co.uk

BIOLOGY

EXAM BOARD: AQA

Aims of the Course

Biology students will study the physiology and anatomy of animals and plants through the topics on cells of the body, the influence of genetics and the environment. Biology is fundamentally an experimental subject and is a stepping stone to future study in medicine, forensics, zoology, plant pathology and microbiology, just to name a few.

By studying Biology it will assist to improve upon problem solving, organisation, research and analytical skills.

Curriculum Content

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms
- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

Course requirements

- At least a grade 6 in GCSE Combined Science award
- **or** GCSE Biology and Chemistry single science

Assessment Structure

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures
- AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:
 - in a theoretical context
 - in a practical context
 - when handling qualitative data
 - when handling quantitative data
- AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
 - make judgements and reach conclusions
 - develop and refine practical design and procedures.

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	44–48	23–27	28–32	30–35
AO2	30–34	52–56	35–39	40–45
AO3	20–24	19–23	31–35	25–30
Overall weighting of components	35	35	30	100

Career Pathway

- Environment
- Working with animals
- Sport and fitness
- Medicine and health
- Agricultural engineering
- Environmental science
- Veterinary science
- Zoology
- Other STEM careers

BUSINESS STUDIES

EXAM BOARD: PEARSON

Aims of the Course

Business Studies students will learn about dynamic markets, the role of marketing (including social media and online retailing), innovation and entrepreneurship. This leads on to exploring business finance, personnel, production and the economic uncertainty on businesses and the competitive market.

Curriculum Content

- Strategy
- Exploring business decision-making
- Small business survival
- Managing change
- Scenario planning Finally you will explore
- Global business
- Investigating overseas markets
- Cultural and social differences
- The impact of multinationals

Course Requirements

Due to the high demands for analytical and evaluative writing, extensive technical content and the advanced numeracy skills, we strongly recommend students have at least:

- Grade 6 in Maths and
- Grade 6 in English GCSE
- Grade 6 in GCSE Business studies

Career Pathway

- Marketing
- HR
- Law
- Finance - studied alongside mathematics

Assessment Structure

Paper 1: Marketing, people and global businesses

*Paper code: 9BS0/01

- Externally assessed
- Availability: May/June
- First assessment: 2017

35% of the total qualification

Overview of content

Paper 1 will assess marketing, people and global businesses. Questions will be drawn from Themes 1 and 4, and from local, national and global contexts.

Overview of assessment

- Written examination.
- The paper comprises two sections.
- Students answer all questions from both sections.
- Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Duration: 2 hours.
- 100 marks available.

Paper 2: Business activities, decisions and strategy

*Paper code: 9BS0/02

- Externally assessed
- Availability: May/June
- First assessment: 2017

35% of the total qualification

Overview of content

Paper 2 will assess business finance and operations, business decisions and strategy. Questions will be drawn from Themes 2 and 3, and from local, national and global contexts.

Overview of assessment

- Written examination.
- The paper comprises two sections.
- Students answer all questions from both sections.
- Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Duration: 2 hours.
- 100 marks available.

Paper 3: Investigating business in a competitive environment

*Paper code: 9BS0/03

- Externally assessed
- Availability: May/June
- First assessment: 2017

30% of the total qualification

Overview of content

Paper 3 will assess content across all four themes. Questions will be drawn from local, national and global contexts.

For Paper 3, there will be a pre-released context document issued on our website in November of the previous year. A new context will be given to centres each year and will relate to the examination series for the following summer.

The context will focus on a broad context, such as an industry or market in which businesses operate. The question paper will be in two sections.

The first section will focus on the broad context provided. This will be outlined to centres through the pre-released document. Questions will focus on the broad context.

The second section will focus on at least one strand within the context provided, such as a particular business.

Each section will contain unseen stimulus materials comprising quantitative and qualitative evidence. Students are required to apply their knowledge and understanding from Themes 1, 2, 3 and 4 and their understanding of the broad context to this evidence.

Students cannot take any of their research or investigation data carried out as part of the pre-release into the examination.

Overview of assessment

- Written examination.
- The paper comprises two sections.
- Students answer all questions from both sections.
- Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Duration: 2 hours.
- 100 marks available.

For further information, please contact our Head of Business Studies,
Mr Paul Chapman, paul.chapman@quintonhouseschool.co.uk

CHEMISTRY

EXAM BOARD: AQA



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Aims of the Course

Chemistry attempts to answer the big question; 'What is the world made of', and it is the search for the answer that makes this subject so fascinating.

From investigating how one substance can be changed drastically into another, to researching a new wonder drug to save millions of lives, the opportunities that Chemistry provides are endless.

Curriculum Content

Physical Chemistry (example modules)

- Atomic structure
- Bonding
- Kinetics
- Acids and bases

Inorganic chemistry (example modules)

- Periodicity
- Properties of period 3 elements and their oxides
- Transition metals
- Reactions of ions in aqueous solution

Organic chemistry (example modules)

- Alkanes
- Organic analysis
- Aldehydes and ketones
- Nuclear magnetic resonance spectroscopy

Course Requirements

- At least a grade 6 in GCSE Combined Science award
- or GCSE Biology and Chemistry single science

Career Pathway

- Medicine
- Environmental science
- Toxicology
- Space exploration
- Pharmaceuticals
- Research

Assessment Structure

Paper 1

What's assessed

- Relevant physical chemistry topics (sections 3.1.1 to 3.1.4, 3.1.6 to 3.1.8 and 3.1.10 to 3.1.12)
- Inorganic chemistry (section 3.2)
- Relevant practical skills

Assessed

- written exam: 2 hours
- 105 marks
- 35% of A-level

Questions

105 marks of short and long answer questions

Paper 2

What's assessed

- Relevant physical chemistry topics (sections 3.1.2 to 3.1.6 and 3.1.9)
- Organic chemistry (section 3.3)
- Relevant practical skills

Assessed

- written exam: 2 hours
- 105 marks
- 35% of A-level

Questions

105 marks of short and long answer questions

Paper 3

What's assessed

- Any content
- Any practical skills

Assessed

- written exam: 2 hours
- 90 marks
- 30% of A-level

Questions

40 marks of questions on practical techniques and data analysis
20 marks of questions testing across the specification
30 marks of multiple choice questions

For further information, please contact our Head of Science
Mrs Priya Panesar, priya.panesar@quintonhouseschool.co.uk

COMPUTER SCIENCE

EXAM BOARD: OCR

Aims of the Course

The course develops a student's ability to think innovatively, analytically, logically and critically. It not only develops skills in program development through computational thinking, but also a student's ability to write analytically and to consider moral and ethical implications of technology on society.

Whilst Computer Science is a specialised subject, the skills developed through the course are applicable to a wide variety of higher educational courses, not only in the written skills but the ability to provide practical solutions to given problems. Computer Science links to Mathematics.

Curriculum Content

Component 1:

- Components of a computer and their uses
- Software and different methodologies for developing software
- Exchanging data
- Data types, data structures and algorithms
- Legal, normal cultural and ethical issues

Component 2:

- Computational Thinking
- Problem solving and programming
- Algorithms

Component 3 (NEA):

- Learners are expected to analyse, design develop, test and evaluate a project of their choosing in a programming languages which is approved by OCR.

Course Requirements

- Grade 6 at GCSE in Computer Science
- Grade 6 in Mathematics at GCSE

Emphasis is placed on encouraging students to develop the ability to think computationally. Students should be able to think logically in order to develop a solution to a given problem both through algorithmic design and program development.

Assessment Structure*

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> • The characteristics of contemporary processors, input, output and storage devices • Software and software development • Exchanging data • Data types, data structures and algorithms • Legal, moral, cultural and ethical issues • Elements of computational thinking • Problem solving and programming • Algorithms to solve problems and standard algorithms <p><i>The learner will choose a computing problem to work through according to the guidance in the specification.</i></p> <ul style="list-style-type: none"> • Analysis of the problem • Design of the solution • Developing the solution • Evaluation 	Computer systems (01)	40%
	140 marks 2 hours and 30 minutes written paper (no calculators allowed)	of total A level
	Algorithms and programming (02*)	40%
	140 marks 2 hours and 30 minutes written paper (no calculators allowed)	of total A level
	Programming project 03* – Moderated upload or 04* – Moderated postal or 80 – Carry forward (2018 onwards)* 70 marks Non-exam assessment	20% of total A level

*Part of the course is assessed through the NEA which is worth 20% of the overall grade. This is an independent programming project which is aimed as solving a "problem" that was found. Students will need to record their process of completing the project in an approved programming language from OCR.

Career Pathway

- Software developer
- IT Project Management
- Network engineering
- Game development
- Developers in AI
- Robotics
- Emerging technologies

For further information, please contact our
Head of Computer Science

Mrs Chelsea Austen, chelsea.austen@quintonhouseschool.co.uk

DRAMA AND THEATRE

EXAM BOARD: OCR

Aims of the Course

The OCR A Level Drama and Theatre course will introduce you to some of the most influential practitioners across the world. You will be familiarised with the gripping play texts from a range of genres and eras. Additionally you will build your ability to become a developed theatre-maker, whilst focusing on disciplines such as acting, directing or design.

Analytical skills are central to this subject as you will learn how to identify more complex key features within drama and theatre, deepen your understanding of symbolism on stage and analyse the effect this has on the audience. You will build on your current subject terminology and develop a more critical eye when analysing and evaluating live theatre.

Curriculum Content

- Practitioners in practice
- Exploring and performing texts
- Analysing performance
- Deconstructing texts for performance

Course Requirements

- Entry requirements will be considered on an individual basis.
- A genuine love of drama, theatre and performance.
- An individual who sees plays and performances outside of the classroom.

Career Pathway

- Actor
- Facilitator
- Scenic designer
- Costume/ lighting/ sound designer
- Play therapist
- Teacher
- Stage Manager
- Playwrite
- Outreach officer
- Director

Assessment Structure

Content Overview	Assessment Overview	
Learners will research and practically explore practitioners and the work of others Component 11/12 Creating, devising and performing original theatre Component 13/14 Creating, devising and designing for original theatre	Practitioners in practice* (11/12 Performing) (13/14 Design) 120 marks Non-exam assessment**	40% of total A level
Learners will explore one performance text Component 21 Performing live theatre Component 22 Designing for live theatre	Exploring and performing texts* (21 Performing) (22 Design) 60 marks Non-exam assessment (Visiting examination)	20% of total A level
Learners will explore practically two performance texts on a chosen theme Learners will analyse and evaluate a live theatre performance	Analysing performance* (31) 60 marks 2 hours 15 minutes Written paper**	20% of total A level
Learners will interpret and explore practically a performance text considering how to create, develop and direct a performance for an audience.	Deconstructing texts for performance* (41, 42, 43, 44, 45, 46, 47, 48) 60 marks 1 hour 45 minutes Written paper	20% of total A level

ECONOMICS

EXAM BOARD: PEARSON

Aims of the Course

Economics is an exciting yet challenging subject, opening the doors to not only the economy but also the political, business, social and geographical world. It is evident all around us and is constantly evolving. The study of economics will allow students to develop their knowledge and understanding of the global world in both a micro and macro economy.

Curriculum Content

- Introduction to markets and market failure
- The UK economy - performance and politics
- Business behaviour and the labour market
- A global perspective

Course Requirements

We strongly recommend:

- Grade 6 in GCSE Maths
- Grade 5 in GCSE English Language

Students do not have to have studied Economics previously in order to study Economics at A Level. They do need, however, to be able to use their Maths and numeracy skills and a calculator and it is essential that they are able to construct a coherent written argument.

Emphasis is placed on encouraging students to develop their ability to recognise, define, analyse and evaluate problems.

Career Pathway

- Journalism
- The civil service
- Law
- Research and analysts
- Local and central government

Assessment Structure

Paper 1: Markets and business behaviour		*Paper code: 9EC0/01
<ul style="list-style-type: none"> • Externally assessed • Availability: May/June • First assessment: 2017 		35% of the total qualification
Overview of content Paper 1 will assess microeconomics and questions will be drawn from Themes 1 and 3.		
Overview of assessment <ul style="list-style-type: none"> • Written examination. • The paper comprises three sections. Students answer all questions from Section A and Section B, and one from Section C. • Section A comprises a range of multiple-choice and short-answer questions. • Section B comprises one data response question broken down into a number of parts. • Section C comprises a choice of extended open-response questions; students select one from a choice of two. • Duration: 2 hours. • 100 marks available. 		
Paper 2: The national and global economy		*Paper code: 9EC0/02
<ul style="list-style-type: none"> • Externally assessed • Availability: May/June • First assessment: 2017 		35% of the total qualification
Overview of content Paper 2 will assess macroeconomics and questions will be drawn from Themes 2 and 4.		
Overview of assessment <ul style="list-style-type: none"> • Written examination. • The paper comprises three sections. Students answer all questions from Section A and Section B, and one from Section C. • Section A comprises a range of multiple-choice and short-answer questions. • Section B comprises one data response question broken down into a number of parts. • Section C comprises a choice of extended open-response questions; students select one from a choice of two. • Duration: 2 hours. • 100 marks available. 		
Paper 3: Microeconomics and macroeconomics		*Paper code: 9EC0/03
<ul style="list-style-type: none"> • Externally assessed • Availability: May/June • First assessment: 2017 		30% of the total qualification
Overview of content Paper 3 will assess content across all four themes. Students are required to apply their knowledge and understanding, make connections and transfer higher-order skills across all four themes.		
Overview of assessment <ul style="list-style-type: none"> • Written examination. • The paper comprises two sections. • Each section comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; students select one from a choice of two. • Duration: 2 hours. • 100 marks available. 		

For further information, please contact our Head of Economics,
 Mrs Marialena Wellings, marialena.wellings@quintonhouseschool.co.uk

ENGLISH LANGUAGE AND LITERATURE

EXAM BOARD: PEARSON EDEXCEL

Aims of the Course

This course offers a captivating blend of linguistic analysis and literary exploration that will not only expand intellectual horizons but also equip students with invaluable skills for the future.

Through Edexcel A-level English Language and Literature, students will delve into the intricate nuances of language, examining its power to shape narratives, perspectives, and societies. An in-depth study of a range of different 'voices' through a prescribed anthology offers a window into many diverse genres and modes of writing.

Curriculum Content

As well as the 'Voices' Anthology, students will study three classic works of literature as their set texts. These will be 'Othello' by William Shakespeare; 'The Great Gatsby' by F. Scott Fitzgerald and 'A Streetcar Named Desire' by Tennessee Williams. The course also prepares students for analysing a range of 'unseen' texts in the examination by teaching deeper skills of analysis and critical theory. There is also an independent writing element in the form of a Non-Examined Assessment which consists of two creative pieces plus an analytical commentary; this allows students to write independently and creatively, inspired by great writers to develop their own unique texts.

The course also includes a Non-Examined Assessment which allows you to write independently and creatively, inspired by great writers to develop your own unique texts.

Course Requirements

- Grade 6 in English Language and English Literature GCSE.
- A genuine love of literature and read extensively outside of the classroom.

Assessment Structure

Component 1: Voices in Speech and Writing	
*Paper code: 9EL0/01	
<ul style="list-style-type: none"> Externally assessed Availability: May/June First assessment: 2017 	40% of the total qualification
Overview of content Students study: <ul style="list-style-type: none"> <i>Voices in Speech and Writing: An Anthology</i> one drama text from a prescribed list. 	
Overview of assessment <ul style="list-style-type: none"> Written examination, lasting 2 hours 30 minutes. Open book – a clean copy of the prescribed drama text can be taken into the exam. Two sections – students answer the question in Section A and one question on their chosen drama text in Section B. Total of 50 marks available – 25 marks for Section A and 25 marks for Section B. Section A – Voices in 20th- and 21st century Texts: one comparative essay question on one unseen extract selected from 20th- or 21st-century sources and one text from the anthology (AO1, AO2, AO3, AO4 assessed). Section B – Drama Texts: one extract-based essay question on the chosen drama text (AO1, AO2, AO3 assessed). 	

Component 2: Varieties in Language and Literature	
*Paper code: 9EL0/02	
<ul style="list-style-type: none"> Externally assessed Availability: May/June First assessment: 2017 	40% of the total qualification
Overview of content Students study: <ul style="list-style-type: none"> a wide range of non-fiction texts on their chosen theme, in preparation for responding to an unseen text two literary texts from a chosen theme; one compulsory prose fiction text (anchor text) from a choice of two and one other literary text. Themes: <ul style="list-style-type: none"> Society and the Individual Love and Loss Encounters Crossing Boundaries 	
Overview of assessment <ul style="list-style-type: none"> Written examination, lasting 2 hours 30 minutes. Open book – clean copies of the prescribed texts can be taken into the exam. Two sections – students answer one question from a choice of four in Section A and one question from a choice of four in Section B. Total of 50 marks available – 20 marks for Section A and 30 marks for Section B. Section A – Unseen Prose Non-fiction Texts: one essay question on an unseen prose non-fiction extract. The unseen extract is linked to the studied theme (AO1, AO2, AO3 assessed). Section B – Prose Fiction and Other Genres: one comparative essay question on one prose fiction anchor text and one other text from a theme (AO1, AO2, AO3, AO4 assessed). 	

For further information, please contact Head of English

Ms Georgina Pearson, georgina.pearson@quintonhouseschool.co.uk

GEOGRAPHY

EXAM BOARD: AQA

Aims of the Course

As the world becomes more globalised and connected, it is more important than ever to understand how natural and human influenced processes shape the planet; for better or worse.

The study of Geography allows students to evaluate these processes and research the possible solutions to many of the world's current issues, whilst it provides context for understanding countless cultures and societies across continents and ecosystems.

Curriculum Content

The Physical Environment (example modules)

- Water and Carbon Cycles
- Hot Desert Systems
- Glacial Systems and Landscapes
- Ecosystems Under Stress
- Non-examined assessment (NEA) - 4000 word research project

The Human Environment (example modules)

- Global Systems and global governance
- Contemporary urban environments
- Populations and the environment
- Resource security

Course Requirements

The A Level is an essay-based subject and requires strong English language skills. An ability to analysis graphical information is also vital.

- Grade 6 in Geography at GCSE level
- Grade 6 in English Language at GCSE level
- Grade 5 in Maths at GCSE level

Please note, that the NEA component requires the undertaking of compulsory fieldwork days that may incur additional costs.

For further information, please contact our Head of Geography,
Mr Matt Plummer, matthew.plummer@quintonhouseschool.co.uk

Assessment Structure

Component 1: Physical geography

What's assessed

Section A: Water and carbon cycles

Section B: either Hot desert systems and landscapes **or** Coastal systems and landscapes **or** Glacial systems and landscapes

Section C: either Hazards **or** Ecosystems under stress

How it's assessed

- Written exam: 2 hours 30 minutes
- 120 marks
- 40% of A-level

Questions

- Section A: answer all questions (36 marks)
- Section B: answer either question 2 or question 3 or question 4 (36 marks)
- Section C: answer either question 5 or question 6 (48 marks)
- Question types: short answer, levels of response and extended prose

Component 2: Human geography

What's assessed

Section A: Global systems and global governance

Section B: Changing places

Section C: either Contemporary urban environments **or** Population and the environment **or** Resource security

How it's assessed

- Written exam: 2 hours 30 minutes
- 120 marks
- 40% of A-level

Questions

- Section A: answer all questions (36 marks)
- Section B: answer all questions (36 marks)
- Section C: answer either question 3 or question 4 or question 5 (48 marks)
- Question types: short answer, levels of response, extended prose

Component 3: Geography fieldwork investigation

What's assessed

Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

How it's assessed

- 3,000–4,000 words
- 60 marks
- 20% of A-level
- marked by teachers
- moderated by AQA

Career Pathway

- Urban planning
- Environmental consultancy
- GIS analysis
- International development
- Climate change research
- Natural resource management

GOVERNMENT AND POLITICS

EXAM BOARD: PEARSON

Aims of the Course

Government and Politics deals with the machinery of government as well as the global challenges and political doctrines and ideas of the modern world. It is linked to the economy as well as the business world and determines the direction of the global world.

The study of Government and Politics will allow the student to develop their understanding of the global world as well as develop their debating skills and question and challenge established ideologies.

Curriculum content

- People and Politics
- Governing the UK
- Key Themes in Political Analysis
- Extended Themes in Political Analysis

Course Requirements

- Entry requirements will be considered in an individual basis.
- We strongly recommend a grade 6 in a humanity subject.
- Ability to develop interest in current affairs and keep up-to-date with political and newsworthy stories.
- Ability to construct a coherent written argument and analyse, evaluate political theories and perspectives. This requires independent motivation.

Career Pathway

- Journalism
- The media
- The civil service
- Government management
- Accounting
- Business
- Marketing

For further information, please contact our Head of Government and Politics ,
Mrs Marialena Wellings, marialena.wellings@quintonhouseschool.co.uk

Assessment Structure

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 1: People and Politics	AS	Written examination: 1 hour 20 minutes Students will be required to answer two structured questions from a choice of four. Each question will have a mark tariff of 5, 10 and 25 marks.	80 marks
Unit 2: Governing the UK	AS	Written examination: 1 hour 20 minutes Students will be required to answer one stimulus-based question from a choice of two. These questions will be structured with a mark tariff of 5, 10 and 25 marks. Students will then be required to answer one extended question from a choice of two (40 marks).	80 marks
Unit 3: Key Themes in Political Analysis	A2	Written examination: 1 hour 30 minutes Students must take one topic. For each topic students are required to answer three short answer questions from a choice of five (15 marks each). Students are then required to answer one essay question from a choice of three (45 marks).	90 marks
Unit 4: Extended Themes in Political Analysis	A2	Written examination: 1 hour 30 minutes Students must take one topic. For each topic students are required to answer three short answer questions from a choice of five (15 marks each). Students are then required to answer one essay question from a choice of three (45 marks).	90 marks

		% in AS	% in A2	% in GCE
AO1	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates.	50%	30%	40%
AO2	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied.	30%	50%	40%
AO3	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary.	20%	20%	20%
TOTAL		100%	100%	100%

HISTORY

EXAM BOARD: PEARSON

Aims of the course

In a world that is now dominated by social media, identifying 'fake news' is an essential life skill. History at A level is a subject well placed to teach the skills of analysis and judgement to help navigate the world in which we currently live.

The History A level qualification increases your powers of argument, whilst also developing your ability to state and support a point of view coherently and convincingly.

History is now widely acknowledged as providing students with transferable skills, not only useful for an understanding of the world today, but also essential for many areas in the job market.

Curriculum Content

In search of the American Dream: the USA, 1917–96;

- The changing political environment, 1917–80
- The quest for civil rights, 1917–80
- Society and culture in change, 1917–80
- The changing quality of life, 1917–80
- What impact did the Reagan presidency (1981–89) have on the USA in the years 1981–96?

India, c1914–48: the road to independence;

- The First World War and its impact on British India, 1914–20
- Changing political relationships, 1920–30
- Consultation and confrontation, 1930–42
- The road to independence, 1942–48

Course Requirements

- Grade 6 in History at GCSE level.

Assessment Structure

Paper/component	Assessment Objectives			Total for all Assessment Objectives
	AO1	AO2	AO3	
Paper 1: Breadth study with interpretations	20%	–	10%	30%
Paper 2: Depth study	10%	10%	–	20%
Paper 3: Themes in breadth with aspects in depth	20%	10%	–	30%
Coursework	5%	–	15%	20%
Total for this qualification	55%	20%	25%	100%

Students must:		% in GCE
AO1	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance	55
AO2	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context	20
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	25
Total		100%

Career Pathway

- Media
- Film
- Journalism
- Law
- Teaching
- Heritage sector
- Archaeology
- Galleries
- Archivist
- Local government
- Civil service
- Politics
- Creative writing

MATHEMATICS

EXAM BOARD: PEARSON

Aims of the Course

Mathematics is a versatile qualification, well respected by employers and is a 'facilitating' subject for entry to higher education. The skills students learn are of great benefit in other A level subjects such as Physics, Chemistry, Biology, Computer Science, Geography, Psychology, Economics and Business Studies.

A level Mathematics is an interesting and challenging course which extends the pure methods learned at GCSE and includes optional applications of mathematics such as Statistics, Mechanics and Decision Mathematics.

Through problem solving students develop resilience and are able to think creatively and strategically. The writing of structured solutions, proof and justification of results, help to formulate reasoned arguments alongside excellent numeracy skills and the ability to process and interpret data.

Curriculum Content

- Mathematical argument, language and proof
- Mathematical problem solving
- Mathematical modelling

Course Requirements

- Grade 7 in GCSE Mathematics

Career Pathway

- Engineering
- Finance and Banking
- Computer Science
- Actuarial Science
- Teaching

Assessment Structure:

Paper 1: Pure Mathematics 1 (*Paper code: 9MA0/01)

Paper 2: Pure Mathematics 2 (*Paper code: 9MA0/02)

Each paper is:

2-hour written examination

33.33% of the qualification

100 marks

Content overview

- Topic 1 – Proof
- Topic 2 – Algebra and functions
- Topic 3 – Coordinate geometry in the (x, y) plane
- Topic 4 – Sequences and series
- Topic 5 – Trigonometry
- Topic 6 – Exponentials and logarithms
- Topic 7 – Differentiation
- Topic 8 – Integration
- Topic 9 – Numerical methods
- Topic 10 – Vectors

Assessment overview

- Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content.
- Students must answer all questions.
- Calculators can be used in the assessment.

Paper 3: Statistics and Mechanics (*Paper code: 9MA0/03)

2-hour written examination

33.33% of the qualification

100 marks

Content overview

Section A: Statistics

- Topic 1 – Statistical sampling
- Topic 2 – Data presentation and interpretation
- Topic 3 – Probability
- Topic 4 – Statistical distributions
- Topic 5 – Statistical hypothesis testing

Section B: Mechanics

- Topic 6 – Quantities and units in mechanics
- Topic 7 – Kinematics
- Topic 8 – Forces and Newton's laws
- Topic 9 – Moments

Assessment overview

- Paper 3 will contain questions on topics from the Statistics content in Section A and Mechanics content in Section B.
- Students must answer all questions.
- Calculators can be used in the assessment.

MODERN LANGUAGES: FRENCH OR GERMAN

EXAM BOARD: AQA

Aims of the Course

Modern Language studies encourage understanding of the written and spoken target language from a variety of registers. Students will communicate confidently, clearly and effectively for a range of purposes. They will develop awareness and understanding of cultural background, contemporary society and heritage of the countries where the language is spoken.

Curriculum Content

- Social issues and trends
- Political and artistic culture
- Grammar

Course Requirements

- Grade 6 at GCSE in the language you wish to study

Career Pathway

- Diplomatic Service officer
- International aid/ development worker
- Interpreter
- Translator
- Broadcast journalist
- Marketing executive
- Law
- Education
- Politics

Assessment Structure

The same applies for both French or German studies.

Paper 1: Listening, reading and writing
What's assessed <ul style="list-style-type: none"> • Aspects of German-speaking society • Artistic culture in the German-speaking world • Multiculturalism in German-speaking society • Aspects of political life in German-speaking society • Grammar
How it's assessed <ul style="list-style-type: none"> • Written exam: 2 hours 30 minutes • 100 marks • 50% of A-level
Questions <ul style="list-style-type: none"> • Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording. <p>All questions are in German, to be answered with non-verbal responses or in German (30 marks).</p> <ul style="list-style-type: none"> • Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. <p>All questions are in German, to be answered with non-verbal responses or in German (50 marks).</p> <ul style="list-style-type: none"> • Translation into English: a passage of minimum 100 words (10 marks) • Translation into German: a passage of minimum 100 words (10 marks). <p>No access to a dictionary during the assessment.</p>
Paper 2: Writing
What's assessed <ul style="list-style-type: none"> • One text and one film or two texts from the list set in the specification • Grammar
How it's assessed <ul style="list-style-type: none"> • Written exam: 2 hours • 80 marks in total • 20% of A-level
Questions <ul style="list-style-type: none"> • Either one question in German on a set text from a choice of two questions and one question in German on a set film from a choice of two questions or two questions in German on set texts from a choice of two questions on each text. • All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film). <p>No access to texts or films during the assessment.</p> <p>No access to a dictionary during the assessment.</p> <p>Students are advised to write approximately 300 words per essay.</p>
Paper 3: Speaking
What's assessed <ul style="list-style-type: none"> • Individual research project • One of four themes (Aspects of German-speaking society or Artistic culture in the German-speaking world or Multiculturalism in German-speaking society or Aspects of political life in German-speaking society)
How it's assessed <ul style="list-style-type: none"> • Oral exam: 21–23 minutes (including 5 minutes preparation time) • 60 marks in total • 30% of A-level
Questions <ul style="list-style-type: none"> • Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks). • Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks). <p>No access to a dictionary during the assessment (including 5 minutes preparation).</p> <p>Students may take the assessment only once before certification.</p> <p>Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.</p>

For further information, please contact our Head of Modern Languages,
Ms Helen Weir, helen.weir@quintonhouseschool.co.uk

MUSIC

EXAM BOARD: AQA

Aims of the Course

Music A Level is a highly regarded academic subject which through its key elements of critical analysis and creativity, will prepare students for a wide range of university courses as well as music conservatoire.

The course develops skills which are desirable not only in music professionals but also in industries outside music. Students who are considering A Level must have genuine passion for Music and the desire to read and listen to a wide range of styles and genres.

Curriculum Content

- Western classical tradition 1650–1910 (compulsory)
- Pop music
- Music for media
- Music for theatre
- Jazz
- Contemporary traditional music
- Art music since 1910.

Course Requirements

Due to the rigorous nature of the course, students should have achieved at least (or equivalent):

- Grade 7 in GCSE Music
- Grade 6 Performance
- Grade 5 Theory

Career Pathway

- Musician
- Journalist
- Music critic
- University lecturer
- Music Teacher
- Composer
- Sound engineer

Assessment Structure

Component 1: Appraising music
What's assessed <ul style="list-style-type: none"> • Listening • Analysis • Contextual understanding
How it's assessed <ul style="list-style-type: none"> • Exam paper with listening and written questions using excerpts of music.
Questions <ul style="list-style-type: none"> • Section A: Listening (56 marks) • Section B: Analysis (34 marks) • Section C: Essay (30 marks) <p>This component is 40% of A-level marks (120 marks).</p>

Component 2: Performance
What's assessed <p>Music performance</p>
How it's assessed <p>Solo and/or ensemble performing as an instrumentalist, or vocalist and/or music production (via technology).</p>
Requirement <p>A minimum of ten minutes of performance in total is required.</p> <p>This component is 35% of A-level marks (50 marks).</p> <p>Non-exam assessment (NEA) will be externally marked by AQA examiners. Work must be completed between 1 March and the specified date given at aqa.org.uk/keydates £</p> <p>Work must be sent by post/uploaded to AQA by the specified date given at aqa.org.uk/keydates £</p>

Component 3: Composition
What's assessed <p>Composition</p>
How it's assessed <ul style="list-style-type: none"> • Composition 1: Composition to a brief (25 marks) • Composition 2: Free composition (25 marks)
Requirement <p>A minimum of four and a half minutes of music in total is required.</p> <p>This component is worth 25% of A-level marks (50 marks).</p> <p>NEA will be externally marked by AQA examiners. Work must be completed and sent by post/uploaded to AQA by the specified date given at aqa.org.uk/keydates £</p>

For further information, please contact our Head of Music,
Miss Joanna Stone, joanna.stone@quintonhouseschool.co.uk

PHOTOGRAPHY

EXAM BOARD: AQA

Aims of the Course

Studying Photography will help students to develop lots of transferable skills. Photography is an exciting subject that offers students the potential to develop their ideas using a range of traditional and contemporary photographic processes and techniques. The course covers a range of topics and develops work to a chosen theme. Students will plan photoshoots and develop personal photographic work.

Curriculum Content

- Students will initially undertake a foundation course to experience a range of materials, processes and techniques.
- This will be followed by a year long sustained Personal investigation into a study of their choice accompanied by a 3000 word essay.
- Students will be expected to research artists, visit galleries and museums and spend a minimum of 5 hours per week in addition to lesson time. Students will experiment and develop their personal ideas, towards creating a final body of work.
- Work of contemporary and historical photographers.
- How to use a DSLR camera as well as less complex cameras.
- Digital editing techniques using programs such as Photoshop and Photopea.
- Use of our professional lighting facilities to take high quality photographs.

Course Requirements

- Minimum of a grade 6 at GCSE or a strong portfolio of work.
- A grade 6 in English due to in-depth written analysis and essay writing
- A strong commitment - To research and work independently is vital.

Assessment Structure

Component 1: Personal investigation
What's assessed Personal investigation - 7201/C, 7202/C, 7203/C, 7204/C, 7205/C, 7206/C
Assessed <ul style="list-style-type: none"> • No time limit • 96 marks • 60% of A-level
Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

Component 2: Externally set assignment
What's assessed Response to an externally set assignment - 7201/X, 7202/X, 7203/X, 7204/X, 7205/X, 7206/X
Assessed <ul style="list-style-type: none"> • Preparatory period + 15 hours supervised time • 96 marks • 40% of A-level
Non-exam assessment (NEA) set by AQA, marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

Career Pathway

- Product photographer
- Fine art photographer
- Fashion photographer
- Architectural photographer
- Travel photographer
- Advertising photographer
- Pet photographer
- Sports photographer
- Aerial photographer
- Documentary photographer
- Commercial/industrial photographer
- Food photographer
- Wildlife photographer
- Portrait photographer
- Commercial photographer
- Scientific photographer
- Photojournalist
- Freelance photographer
- Photo editor
- Wedding photographer

PHYSICAL EDUCATION

EXAM BOARD: AQA

Aims of the Course

Sport plays a multi-faceted role for a student in today's ever-changing world. By choosing A Level Physical Education, students will receive a well-rounded introduction to the world of sport and sport science through a combination of physical performance and academic challenges, offering them diverse career prospects.

Course Curriculum

- Applied anatomy and physiology
- Skill acquisition
- Sport and society
- Exercise physiology
- Biomechanical movement
- Sport psychology
- Sport and society and the role of technology in physical activity and sport

Entry Requirements

- Students do not have to have studied Physical Education at GCSE but a grade 6 in this or GCSE Biology would be advantageous.
- Students who are considering A Level Physical Education might be interested in studying A level Biology and/or A level Psychology to compliment the scheme of work and skills acquired.
- Students must also be committed to continuing with or developing skills in one sport as a performer or coach.

Career Pathway

- Coaching
- Performance Analysis
- Sports Science
- Sports Psychology
- Medical
- Technology
- Media

For further information, please contact our Head of PE,
Mrs Charley Power, charley.power@quintonhouseschool.co.uk

Assessment Structure

Paper 1: Factors affecting participation in physical activity and sport

What's assessed

- Section A: Applied anatomy and physiology
- Section B: Skill acquisition
- Section C: Sport and society

How it's assessed

- Written exam: 2 hours
- 105 marks
- 35% of A-level

Questions

- Section A: multiple choice, short answer and extended writing (35 marks)
- Section B: multiple choice, short answer and extended writing (35 marks)
- Section C: multiple choice, short answer and extended writing (35 marks)

Paper 2: Factors affecting optimal performance in physical activity and sport

What's assessed

- Section A: Exercise physiology and biomechanics
- Section B: Sport psychology
- Section C: Sport and society and technology in sport

How it's assessed

- Written exam: 2 hours
- 105 marks
- 35% of A-level

Questions

- Section A: multiple choice, short answer and extended writing (35 marks)
- Section B: multiple choice, short answer and extended writing (35 marks)
- Section C: multiple choice, short answer and extended writing (35 marks)

Non-exam assessment: Practical performance in physical activity and sport

What's assessed

Students assessed as a performer or coach in the full sided version of one activity.
Plus:
written/verbal analysis of performance.

How it's assessed

- Internal assessment, external moderation
- 90 marks
- 30% of A-level

PHYSICS

EXAM BOARD: AQA

Aims of the Course

In ancient Greek the word Physics means “knowledge of nature” and is regarded as the most fundamental of the physical sciences. Physicists seek to describe and explain the material world around us by referring to the properties of matter and energy.

It is an intellectually challenging and stimulating subject that covers diverse areas including mechanics, heat, light and the electromagnetic spectrum, waves, the structure of the atom, electricity and magnetism.

Physics students are numerate problem solvers with the skills to analyse data, identify patterns, then apply logical and critical thinking to a wide range of theoretical and practical questions.

Curriculum Content (example modules)

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity
- Further mechanics and thermal physics
- Fields and their consequences
- Nuclear physics

Course Requirements

- Grade 7 in GCSE Combined Science Double Award or GCSE Physics and Chemistry in Single Science.

It is recommended that students taking A-Level Physics also consider taking A-level Mathematics as they have many similarities which will support students in their studies.

For further information, please contact our Head of Science,
Mrs Priya Panesar, priya.panesar@quintonhouseschool.co.uk

Assessment Structure

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all AS and A-level Physics specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
- AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:
 - in a theoretical context
 - in a practical context
 - when handling qualitative data
 - when handling quantitative data.
- AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
 - make judgements and reach conclusions
 - develop and refine practical design and procedures.

Weighting of assessment objectives for A-level Physics

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	34	32	31	33
AO2	38	53	35	42
AO3	28	15	32	25
Overall weighting of components	34	34	32	100

Career Pathway

Physics open doors to some of the most exciting, cutting edge rewarding jobs in the following areas:

- Medicine
- Climate change
- Gaming
- Robotics
- Artificial intelligence
- Mechanical engineering
- Civil Engineering
- Aeronautical engineering

PSYCHOLOGY

EXAM BOARD: AQA

Aims of the Course

Psychology is the science of human nature and experience. It is the study of the human mind, its processes and its effect on behaviour.

In psychology, experiments are carried out to find out the cause of human behaviour. During a typical psychology class, you will be given a theory, examine the evidence which supports or contradicts the theory, and then evaluate both the theory and the evidence to come to a conclusion.

The birth of psychology is often traced back to 1879 when Wilhelm Wundt set up the first psychology laboratory in Germany. Since then, psychology has grown, however, unlike other sciences, there is still a great deal of things that are unknown. The more we learn about the brain and behaviour, the more we realise we don't know! This is why in psychology there are often many competing theories to explain the same thing. Part of the job as budding psychologists is to compare these theories, look for evidence, and come to their own conclusions.

Curriculum content

- Memory
- Social influence
- Attachment
- Psychopathology
- Approaches
- Biopsychology
- Research methods, Issues and debates
- Schizophrenia
- Relationships
- Addiction

Course Requirements

- Grade 6 in GCSE English, Mathematics and Science

Assessment Structure

Paper 1: Introductory Topics in Psychology

What's assessed

Compulsory content 1–4 above

Assessed

- written exam: 2 hours
- 96 marks in total
- 33.3% of A-level

Questions

- Section A: multiple choice, short answer and extended writing, 24 marks
- Section B: multiple choice, short answer and extended writing, 24 marks
- Section C: multiple choice, short answer and extended writing, 24 marks
- Section D: multiple choice, short answer and extended writing, 24 marks

Paper 2: Psychology in Context

What's assessed

Compulsory content 5–7 above

Assessed

- written exam: 2 hours
- 96 marks in total
- 33.3% of A-level

Questions

- Section A: multiple choice, short answer and extended writing, 24 marks
- Section B: multiple choice, short answer and extended writing, 24 marks
- Section C: multiple choice, short answer and extended writing, 48 marks

Paper 3: Issues and Options in Psychology

What's assessed

Compulsory content 8 above

Optional content, one from option 1, 9–11, one from option 2, 12–14, one from option 3, 15–17 above

Assessed

- written exam: 2 hours
- 96 marks in total
- 33.3% of A-level

Questions

- Section A: multiple choice, short answer and extended writing, 24 marks
- Section B: one topic from option 1, 9–11 above, multiple choice, short answer and extended writing, 24 marks
- Section C: one topic from option 2, 12–14 above, multiple choice, short answer and extended writing, 24 marks
- Section D: one topic from option 3, 15–17 above, multiple choice, short answer and extended writing, 24 marks

Career pathway

- Psychologist
- Medicine
- Law
- Marketing/ Advertising
- Human Resources
- Childcare/ Youthwork
- Physiotherapy
- Sports Management

Extended Project Qualification

All students are offered the option of taking an Extended Project Qualification (EPQ) towards the end of their Lower Sixth year. The EPQ is a stand-alone research-based qualification is equivalent to half the UCAS points of an A Level, with all grades, including A*, are available to candidates.

This qualification is highly valued by universities. For success, students will need a genuine desire to research a topic of your choice and to do this independently. EPQ projects develop students' advanced study skills such as critical analysis, independent working, research, presentation and project management.

Students on the EPQ course will have a supervisor to monitor their progress, but ultimately the course is suited to those with individual motivation for independent learning and study.

The following extract is taken from the AQA specification:

By taking responsibility for the choice, design and decision making of an individual project (or an individual role in a group project) students:

- become more critical, reflective and independent learners
- develop and apply decision-making and problem-solving skills
- increase their planning, research, analysis, synthesis, evaluation and presentation skills
- learn to apply technologies confidently
- demonstrate creativity, initiative and enterprise.

Undertaking an EPQ can also deliver other benefits for students and schools, such as:

- improved A Level performance for students taking EPQ
- boosting student recruitment by making your curriculum more attractive
- increasing student motivation by allowing them to study topics of personal interest
- enabling students to apply their new skills to other areas of study.



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