



THE CEDARS
SCHOOL

Sixth Form

A Level
Course Booklet

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A Level Studies at The Cedars

Admissions Procedure and Entry Criteria

Please consult the [Sixth Form Admissions](#) page of the school website for details of the admissions process. We welcome applications from external candidates. The admissions procedure and entry criteria are explained in the school's [Admissions Policy](#). All internal and external applicants must complete a [Sixth Form Supplementary Application Form](#) by the deadline date given on the website.

Academic entry criteria: five grades at 7 and three grades at 6 from the students' best eight GCSEs, and at least a Grade 7 in each of the subjects to be studied at A Level.

A Levels – Key Features

There have been important changes to the content, delivery and assessment of A Levels in recent years which may be summarised as follows:

- Students need to have command of a larger body of core knowledge than before. Coursework is still a feature in some subjects, but makes up a smaller proportion of the overall grade; typically 20%
- A Levels are *linear*, two-year qualifications. The whole two-year course is examined at the end of Year 13.
- Although AS examinations can still be sat, they do not contribute to the overall A Level grade. AS qualifications are now valued at 40% of a full A Level.
- In view of the higher demands of A Level study, it is expected that most students will take three A Levels.

At The Cedars, students whose prior attainment indicates they are suited to a stimulating and challenging workload will be encouraged to take four A Levels. All students take Common Core studies. Students also have the option of pursuing an Extended Project Qualification.

A Level Teaching, Directed and Independent Study

Success at A Level requires high levels of self-motivation, consistent hard work, and a thirst for learning. Our sixth form students progress quickly through material; benefitting from the personal attention and individual support available with small class sizes. A Level subjects are allocated FIVE teaching lessons, and one additional period of directed study tasks, per week. *Year 12 students progress steadily towards completing 21 hours a week of independent study.*

Assessment, Monitoring & Reporting

Each student is set a challenging A Level Target Grade, based upon his prior attainment at GCSE. Assessment tests take place every 2-3 weeks in each subject. The results of these are published on Parent Portal, and provide a basis for targeted intervention where necessary. There are two Parents Evenings in Year 12 and two in Year 13 and a written report at the end of each term, together with A Level attainment grades, and grades for attitude and effort. A student's academic progress is monitored by the Head of Sixth Form as well as by his subject teachers. Tutors play a key role in supporting students and parents throughout the Sixth Form, and there is a formal parents evening each year.

Academic Enrichment, Personal Development, Initiative and Leadership in Service Sixth Form students at The Cedars are pioneers. They belong to the first cohorts of young men who are laying the foundations of a new Sixth Form and setting a tone of excellence in service which others will build upon for generations to come.

- While A Level study can tend toward narrow and compartmentalised learning, our commitment to [Eudaimonia](#) encourages students to appreciate the interconnectedness of knowledge and to foster broad academic and cultural interests:
 - The [Eudaimonia Programme](#) provides all Sixth Form students with an introduction to some major themes in philosophy, anthropology, ethics, theology and the social teaching of the Church, and provides a coherent framework for health and relationships education.
 - Visiting speakers offer insights into the application of specialised knowledge in a host of professional settings.
 - Subject teachers encourage students to pursue areas of interest beyond the confines of the classroom and the course specification; making full use of lectures and university study days.
 - Sixth Form students take responsibility and initiative, and develop their presentation skills via the Becket Seminars, in which they explain A Level topics to younger students.
- Effective time management and personal organisation is encouraged and monitored through effective use of the Sixth Form Study Planner and through supervised study periods.
- Students develop their study skills, critical thinking, and prepare for university and career plans in meetings with their Tutor, the Head of Sixth Form and during regular group sessions.
- As prefects and House Captains, and by taking a leading role in music, sport and extra-curricular clubs and activities, students develop talents, grow in virtue and set a tone of leadership in service that lies at the heart of the school's ethos: *In Gaudio Serviamus*.
- Through subscriptions to online careers platforms (e.g. [ULAS](#)) visiting speakers, presentations, and university taster programmes, students gradually acquire a broad appreciation of the range of opportunities open to them beyond A Levels: traditional undergraduate and degree apprenticeships, apprenticeships and school leavers employment programmes, as well as gap year opportunities.
- Sixth Form students set an example to other students through their adherence to [the Sixth Form Code of Conduct](#).
- Our [Dress Code](#) encourages students to express their personality while showing a seriousness of purpose and respect for others.

Art & Design

Teacher: Ms S Beetlestone

Examination board: Edexcel Fine Art (9AD01)

A level Art - Develop your creative voice

Art is exciting and the Art room is a creative space where we will value your imaginative and intuitive response to works of art. It is safe environment in which to explore ideas and to make creative mistakes that will often evolve into inspired and imaginative pieces of artwork. You will learn the technical, thinking and planning skills that enable you to transform ideas into objects or images.

Content

Component 1: Personal Investigation portfolio and personal study 60 %

In Year 12 you will learn to draw to record, explore and express ideas, paint (oil and watercolour) to work with clay and printmaking in response to a range of themes. In Year 13 you will have the opportunity to devise your own programme of study, supported by the research and writing of an extended essay, a critical and contextual essay exploring your work within the context of historical or contemporary art work. Through the course you will have the opportunity to visit art galleries and work with contemporary artists.

Component 2: Externally Set Assignment (40%)

You will receive an externally set theme in Year 13 and have a period of 8 -12 weeks to go through the creative process, researching artists and exploring media before they produce a final realisation under controlled conditions. This takes the form of a 15 hour timed piece or pieces for art work produced independently with close reference to your preparatory work.

Assessment

Art and Design consists of two components, both teacher assessed and externally moderated.

Specific Entry Requirements:

GCSE Art at Grade 7 or above.

Biology

Teacher: Mr B Rix

Examination board: AQA (A Level 7402)

This is a linear, two-year A Level qualification.

The specification builds on concepts and skills that have been developed in the new GCSE science specification. It presents biology as an exciting, relevant, topical and challenging subject.

Content

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

Assessment

Paper 1	Paper 2	Paper 3
What is assessed?	What is assessed?	What is assessed?
Topics 1– 4, including relevant practical skills.	Topics 5–8, including relevant practical skills.	Topics 1–8, including relevant practical skills.
How is it assessed?	How is it assessed?	How is it assessed?
Written exam: 2 hours 91 marks 35% of A- level	Written exam: 2 hours 91 marks 35% of A- level	Written exam: 2 hours 78 marks 30% of A- level

Practical assessment

Practical work is at the heart of science.

Students must keep a log of all their practical work which will be checked by AQA inspectors.

There are 12 required practicals that all students must undertake. These practicals and their relevant skills will be assessed in the written exams. Overall, at least 15% of the marks for an A Level Biology qualification will require the assessment of practical skills.

The 12 required practicals are:

1. Investigation into the effect of a named variable on the rate of an enzyme-controlled reaction.
2. Preparation of stained squashes of cells from plant root tips; setup and use of an optical microscope to identify the stages of mitosis in these stained squashes and calculation of a mitotic index.
3. Production of a dilution series of a solute to produce a calibration curve with which to identify the water potential of plant tissue.
4. Investigation into the effect of a named variable on the permeability of cell-surface membranes.
5. Dissection of animal or plant gas exchange or mass transport system or of organ within such a system.
6. Use of aseptic techniques to investigate the effect of antimicrobial substances on microbial growth.
7. Use of chromatography to investigate the pigments isolated from leaves of different plants, eg leaves from shade-tolerant and shade-intolerant plants or leaves of different colours.
8. Investigation into the effect of a named factor on the rate of dehydrogenase activity in extracts of chloroplasts.
9. Investigation into the effect of a named variable on the rate of respiration of cultures of single-celled organisms.
10. Investigation into the effect of an environmental variable on the movement of an animal using either a choice chamber or a maze.
11. Production of a dilution series of a glucose solution and use of colorimetric techniques to produce a calibration curve with which to identify the concentration of glucose in an unknown 'urine' sample.
12. Investigation into the effect of a named environmental factor on the distribution of a given species.

Specific Entry Requirements:

GCSE Biology and GCSE Maths at Grades 7 or above. GCSE English at Grade 6 or above.

Chemistry

Teachers: Mr T. Part, Dr P. Virgili, Dr D Adams

Examination board: AQA (7504)

Course Content

1. Physical chemistry

- 1.1 Atomic structure
- 1.2 Amount of substance
- 1.3 Bonding
- 1.4 Energetics
- 1.5 Kinetics
- 1.6 Chemical equilibria,
Le Chatelier's principle and K_c
- 1.7 Oxidation, reduction and redox equations
- 1.8 Thermodynamics
- 1.9 Rate equations
- 1.10 Equilibrium constant K_p for homogeneous systems
- 1.11 Electrode potentials and electrochemical cells
- 1.12 Acids and bases

2. Inorganic chemistry

- 2.1 Periodicity
- 2.2 Group 2, the alkaline earth metals
- 2.3 Group 7(17), the halogens
- 2.4 Properties of Period 3 elements and their oxides
- 2.5 Transition metals
- 2.6 Reactions of ions in aqueous solution

3. Organic chemistry

- 3.1 Introduction to organic chemistry
- 3.2 Alkanes
- 3.3 Halogenoalkanes
- 3.4 Alkenes
- 3.5 Alcohols
- 3.6 Organic analysis
- 3.7 Optical isomerism
- 3.8 Aldehydes and ketones
- 3.9 Carboxylic acids and derivatives
- 3.10 Aromatic chemistry
- 3.11 Amines
- 3.12 Polymers
- 3.13 Amino acids, proteins and DNA
- 3.14 Organic synthesis
- 3.15 Nuclear magnetic resonance spectroscopy
- 3.16 Chromatography

Assessment

Paper 1

What is assessed

Physical chemistry topics (1.1 to 1.4, 1.6 to 1.8 and 1.10 to 1.12)

Inorganic chemistry (see 2)
Relevant practical skills

How is it assessed

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

Paper 2

What is assessed

Relevant Physical chemistry topics (1.2 to 1.6 and 1.9)

Organic chemistry (see 3)
Relevant practical skills

How is it assessed

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

Paper 3

What is assessed

Any content

Any practical skills

How is it assessed

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

Practical assessment

Practical work is at the heart of chemistry.

Students must keep a log of all their practical work which will be checked by AQA inspectors.

There are 12 required practicals that all students must undertake. These practicals and their relevant skills will be assessed in the written exams.

The 12 required practicals are:

1 Make up a volumetric solution and carry out a simple acid–base titration

2 Measurement of an enthalpy change

3 Investigation of how the rate of a reaction changes with temperature

4 Carry out simple test-tube reactions to identify:

- cations – Group 2, NH_4^+
- anions – Group 7 (halide ions), OH^- , CO_3^{2-} , SO_4^{2-}

5 Distillation of a product from a reaction

6 Tests for alcohol, aldehyde, alkene and carboxylic acid

7 Measuring the rate of reaction:

- by an initial rate method
- by a continuous monitoring method

8 Measuring the EMF of an electrochemical cell

9 Investigate how pH changes when a weak acid reacts with a strong base and when a strong acid reacts with a weak base

10 Preparation of a pure organic solid and test of its purity and a pure organic liquid

11 Carry out simple test-tube reactions to identify transition metal ions in aqueous solution

12 Separation of species by thin-layer chromatography

We will offer a rich practical experience for students that will include more than the 12 required practical activities.

External links

There will be opportunities for attending lectures and developing links with the major university institutions in London (Imperial, King's, UCL).

Specific Entry Requirements:

GCSE Chemistry and GCSE Maths at Grades 7 or above.

Common Core Curriculum: Eudaimonia

Course Leader: Mr R Peachey

This course is not externally examined

As part of our commitment to providing a uniquely comprehensive preparation for life beyond school, we are developing an innovative 6th Form Eudaimonia Programme that will provide you with knowledge and skills for life. The 6th Form Core Curriculum revolves around different areas such as:

1. Theology & Philosophy (see below)	5. Law and society
2. Science and wonder	6. Language, literature and the arts
3. Politics and history	7. Family, education, work and economics
4. Media and technology	

These topics are addressed in weekly lessons, by visiting speakers and in a range of other ways.

They are further broken down into separate questions such as:

- Does the brain work like a computer?
- How intelligent is artificial intelligence?
- Where do human rights come from?
- What is happiness?

Enquiries like these deliberately depart from the subject specific approach of A level studies. They provide students with opportunities to make connections between learning across subject disciplines, and apply subject specific knowledge to new contexts. Both of these academic qualities are highly valued by universities.

The following information gives just a flavour of the overall programme.

Why and How

- Why do buildings fall down
- How does a mobile phone work
- How is news created?

The isms explained

- Conservatism
- Socialism
- Liberalism
- Romanticism

An Introduction to ...

• School leaver programmes	• University Abroad
• Apprenticeships	• University in the USA
• Degree Apprenticeships	• Degrees you may not have considered

A Practical Guide to ...

<ul style="list-style-type: none"> • Finance 	<ul style="list-style-type: none"> • Responding to university and college offers
<ul style="list-style-type: none"> • Assessment Centres 	<ul style="list-style-type: none"> • Student Finance
<ul style="list-style-type: none"> • Filling in a UCAS Form 	<ul style="list-style-type: none"> • Managing a budget
<ul style="list-style-type: none"> • Writing a Personal Statement 	<ul style="list-style-type: none"> • Eating on a budget
<ul style="list-style-type: none"> • University and College applications 	

Enrichment sessions on:

<ul style="list-style-type: none"> • 7 Events That Changed History 	<ul style="list-style-type: none"> • The History of Art in 7 Paintings
<ul style="list-style-type: none"> • A History of Literature in 7 Books 	<ul style="list-style-type: none"> • The History of Music in 7 Pieces
<ul style="list-style-type: none"> • Science in 7 beautiful experiments 	<ul style="list-style-type: none"> • Critical Thinking
<ul style="list-style-type: none"> • A History of Science in 7 Discoveries 	

Common Core Curriculum: Theology & Philosophy

Course Leader: Mr R. Cillia

This course is not externally examined

This course focuses upon the dignity of the human person. Through this unifying framework students are introduced to a wide range of philosophical and theological themes. The course takes an historical approach, and charts the dialogue between Christians and their contemporaries in pursuit of the truth about the nature and dignity of the human person through time.

A key objective of the course is to give students the philosophical and theological tools with which to connect knowledge acquired across diverse subject disciplines, and to encourage them to think more deeply about the moral and spiritual dimensions of those disciplines. The latter will be the focus of the case studies students will prepare and present at the end of the course.

Year 12	Year 13
Introduction to key themes in philosophy & theology	Social Teaching of the Church
Christian Anthropology	Historical Controversies regarding the Church & Human Dignity c14-20 th
Theology of the Body	Case Studies
Bioethics	

English Literature

Teachers: Mr J Gray, Mr R Peachey

Examination Board: AQA B

Course content

This is a linear course covering the study of a range of literary texts of different periods (including pre-1900 and post-2000 writing) grouped by genre (for example, comedy or tragedy; crime or political and social protest writing).

Over the two year A Level course, students will study at least eight texts, two of which will be drama, two prose and two poetry. Students will have the opportunity to explore connections between texts and how texts might be interpreted in a multiplicity of ways, enriched by a reading of a range of critical theory.

In the second year of the course, they will have the opportunity to choose their own texts for study in the “Theory and Independence” unit of the course. Students need to be prepared to engage in detailed textual analysis, creative and independent interpretive thinking, and regular and rigorous essay writing.

Paper 1 - Aspects of Tragedy

<i>What is assessed?</i>	<i>How is it assessed?</i>
Study of three texts:	Written exam: 2 hours 30 minutes (closed book)
‘King Lear’ William Shakespeare	75 marks
‘Death of a Salesman’ Arthur Miller	Section A: one passage-based question on set Shakespeare text (25 marks) Section B: one essay question on set Shakespeare text (25 marks) Section C: one essay question linking two texts (25 marks)
‘Lamia’, ‘Isabella or ‘The Pot of Basil’, ‘La Belle Dame Sans Merci’, ‘The Eve of St. Agnes’ John Keats	40% of A Level

Paper 2 - Elements of Political & Social Protest Writing

<i>What is assessed?</i>	<i>How is it assessed?</i>
Study of three texts: one post-2000 prose text; one poetry and one further text, one of which must be written pre-1900:	Written exam: 3 hours (open book) 75 marks
‘Songs of Innocence and of Experience’ William Blake	Section A: one compulsory question on an unseen passage (25 marks) Section B: one essay question on set text (25 marks) Section C: one essay question which connects two texts (25 marks)
‘Harvest’ Jim Crace OR ‘The Kite Runner’ Khaled Hosseini	40% of A Level
‘A Doll’s House’ (Methuen Drama Student Edition 2008) Henrik Ibsen (Translated by Michael Meyer)	

Paper 3 Theory & Independence

What is assessed?

Study of two texts: one poetry and one prose text, informed by study of the Critical Anthology.

Each text must be linked to a different section of the Critical anthology.

Students cannot choose texts from any of the A Level exam set text lists.

How is it assessed?

Two essays of 1250–1500 words, each responding to a different text and linking to a different aspect of the Critical anthology

50 marks

Assessed by teachers. Moderated by AQA.

20% of A Level

Specific Entry Requirements:

GCSE Grade 7 or above in English Literature.

Extended Project Qualification (Level 3)

Teacher: Mr C Doran

Examination Board: AQA (7993)

Course content

The Extended Project Qualification (EPQ) allows a student to embark upon a largely self-directed enquiry. In discussion with his supervisor, the student decides his own area of research, and with appropriate guidance, works systematically through the process of planning, researching and completing their project.

A project topic may be directly related to a student's main study programme, but should look beyond the specification. It can, alternatively, explore a completely different area of knowledge. A finished project may take the form of:

- a research based written report of c.5000 words
- a production* e.g. a charity event, a fashion show or sports event etc.
- an artefact* e.g. a piece of art, a computer game or realised design

*A written report of c.1000 words must accompany these options

Supported by a guided learning programme of research methods, project management and critical thinking, students record their project process in a production log. The process of recording and completing a project is as important as the finished product, since the final project, the production log and a presentation of their project findings to a non-specialist audience, all contribute to the final assessment.

The EPQ is highly valued by universities. It encourages creativity, curiosity and the acquisition of research skills.

Examination & Assessment

The production log, project and presentation are internally marked and externally moderated. The EPQ is graded A* - E.

It is valued at **50%** of a full A Level.

Specific Entry Requirements:

None.

French

Teacher: Mr E Loembe

Examination Board: CIE

Introduction

Cambridge International offers a rich, stimulating course for A-Level students. It seeks not only to equip them with the linguistic tools that facilitate effective and confident communication in the target language but also to promote insightful understanding of the cultures and contemporary societies where the language is spoken. In addition, students develop transferable research, presentation and analytical skills. The course undoubtedly provides a sturdy foundation for candidates who wish to study the target language in higher education.

Topic Areas

Students study a wide range of topics with reference to the countries where the target language is spoken. These include:

Human relationships	Sport	Health and fitness	Philosophy and belief
Family	Free time activities	Food and drink	Law and order
Generation gap	Travel and tourism	Work and leisure	Scientific and medical advances
Young people	Education	Employment and unemployment	Technological innovation
Patterns of daily life	Cultural heritage	Environment	Pollution
Urban and rural life	War and peace	Equality of opportunity	Conservation
The media	Social and economic development	Contemporary aspects of countries where the target language is spoken	

Students are also required to study three of the following texts, with at least one text from each section.

Section 1	Section 2
Le Mariage de Figaro, Beaumarchais	Tanguy, Michel del Castillo
Les jeux sont faits, Jean-Paul Sartre	La Rue Cases-Nègres, Joseph Zobel
Kiffe kiffe demain, Faïza Guène	No et moi, Delphine de Vigan

Assessment

At the end of the A2 course students will be assessed in the following four components:

1. Speaking (20 minutes)

This will consist of a student presentation lasting about three minutes on a topic chosen from the list of topic areas above. Students will prepare the topic before the examination. The presentation will be followed by a conversation on the topic that lasts around eight minutes. Finally there will be a nine minute conversation on general themes.

2. Reading and Writing (1 hour, 45 minutes)

Two passages in the target language will be set which deal with related themes. Candidates will have to answer specific and general questions on both passages, and respond to a task requiring a summary or comparison of issues presented. The target language will be used for all questions and answers.

3. Essay (1 hour 30 minutes)

Students will write an essay of 250 – 400 words on a chosen topic from the syllabus in the target language.

4. Literary texts (2 hours 30 minutes)

Students will be required to answer three questions based on the three texts that they have studied.

Specific Entry Requirement GCSE Spanish at Grade 7 or above.

Geography

Teachers: Mr J Bell, Mr S Davis

Examination Board: CIE (9696)

A Level Geography helps students to develop:

- an understanding of the principal processes operating within physical geography and human geography
- an understanding of the causes and effects of change on natural and human environments
- an awareness of the usefulness of geographical analysis to understand and solve contemporary human and environmental problems
- the ability to handle and evaluate different types and sources of information
- the skills to think logically, and to present an ordered and coherent argument in a variety of ways
- an excellent foundation for studies beyond A Level in Geography, in further or higher education, and for professional courses.

Course content

The course is divided into physical and human geography and is taught by specialist teachers in these areas. The course content is structured as follows:

Core Physical Geography

- Hydrology and fluvial geomorphology
- Atmosphere and weather
- Rocks and weathering

Core Human Geography

- Population
- Migration
- Settlement dynamics

Advanced Physical Geography

Two options from:

- Tropical environments
- Coastal environments
- Hazardous environments
- Hot arid and semi-arid environments

Advanced Human Geography

Two options from:

- Production, location and change
- Environmental management
- Global interdependence
- Economic transition

Examination/Assessment

Four examinations each lasting 1 hour 30 minutes and each worth 25% of the overall A Level grade will be sat at the end of Upper Sixth.

Specific Entry Requirements: GCSE Geography Grade 7 or above.

History

Teacher: Mr C Doran

Examination Board: AQA (7042)

The best reason for taking History is that you are really interested in the subject. You enjoy exploring and discovering the past. You like reading, writing and discussion, and feel a sense of achievement after successfully confronting and making sense of complex and challenging problems.

The past has given us all our political and religious ideas and institutions, our social customs, and indeed our own personal and family identities. The study of History gives us a unique perspective on the present. Studying aspects of British, European and World History from across a wide time frame will equip you with the skills needed to make mature judgements about a wide range of current affairs.

A Level History is a traditional step along career pathway towards journalism, broadcasting, law, politics, advertising, teaching, publishing and marketing.

Course content

Component 1 (Option J): The British Empire c.1857 - 1967

Component 2 (Option O): Democracy and Nazism: Germany 1918-1945

Component 3 (Personal Study): A personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for Components 1 and 2.

Examination & Assessment

Paper 1 The British Empire c.1857-1967 (2 ½ hours) 80 marks. 40% of total

Section A – one compulsory question linked to historical interpretations (30 marks)

Section B – two from three essays (2 x 25 marks)

Paper 2 Democracy & Nazism: Germany 1918-1945 (2½ hours) 80 marks. 40% of total

Section A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks)

Section B – two from three essays (2 x 25 marks)

Personal Study Coursework Essay France c.1685-1792 3500 words. 40 marks. 20% of total

Internally marked, externally moderated by AQA

Specific Entry Requirements: GCSE Grade 7 or above in History, or GCSE Grade 7 or above in English, for students who have not taken GCSE History.

Latin

Teacher: Mr W J Ash

Examination Board: OCR

Why choose A Level Latin?

OCR's A Level in Latin has been designed to help students develop their understanding of the Latin language and the related ancient literature, values and society. The linear nature of the qualification allows separate components to assess language and literature. Students have a greater choice in the texts they can study. The specification lists interesting and engaging set texts. An A Level in Latin engages students, develops a desire within them to continue learning Latin and helps develop a lifelong enthusiasm for the Classical world.

Aims and learning outcomes

An A Level in Latin will enable students to:

- develop an appropriate level of competence in the language studied
- acquire the language skills which enable students to read literary texts, both prose and verse, in the original language
- develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world
- acquire the literary skills which enable students to read ancient literature, both prose and verse, in its original language with appropriate attention to literary techniques, styles and genres
- apply analytical and evaluative skills at an appropriate level which show direct engagement with original texts in the ancient language
- make an informed personal response to the material studied
- begin to develop a sensitive and analytical approach to language generally
- develop research and analytical skills that will empower them to become independent students

What are the key features of this specification?

- a choice of set texts to study, giving the opportunity to create an appropriate and engaging course for students
- the opportunity to be inspired, motivated and challenged by reading widely across a range of set texts
- the opportunity to gain a deeper understanding of the life and culture of the ancient world through the literature studied
- the encouragement to develop and apply critical analytical skills, which will help students in their future study
- the opportunity to develop linguistic skills which will help both in the study and application of English and other languages
- the separation of the assessment of unseen language and set texts in different question papers
- the chance to develop the language and literature skills needed to progress to studying Classics at undergraduate level.

Content of A Level in Latin (H443)

The OCR A Level in Latin will build on the knowledge, understanding and skills specified for GCSE (9–1). Students will be introduced to a greater range of vocabulary through wider reading of original material, more complex examples of syntax and accidence and the in-depth study of prose and verse literature. There is no defined vocabulary list for the A Level in Latin. Rather, the qualification will require students to know and build upon words and regular compounds of the words, which are listed in the Defined Vocabulary List for AS Level Latin.

Students are expected to study a range of authors' work in order to develop a wider vocabulary and more complex understanding of syntax and accidence. This will enable them to translate unseen passages, and either answer comprehension and grammar questions on an unseen prose passage. The A Level in Latin will also extend the study of ancient literature in terms of breadth and depth, further developing students' ability to critically analyse and evaluate ancient literature. The Prose and Verse Literature components will give students the option to study one author in greater depth or the works of two different authors.

The qualification also requires students to read additional literature in translation in order to understand the context from which the set texts have been taken. Over the course of the A Level, students will have studied the works of at least four different authors in preparation for the Language and Literature examinations

Specification Overview of OCR's A Level in Latin (H443)

Students must take all components: 01, 02, 03 and 04 to be awarded the OCR A Level in Latin.

Component	Content	Assessment	Value
01	Students study texts written by a range of prose authors and the verse unseen author to develop linguistic competence	1 hour 45 minute written paper 100 marks	33%
02	Prose Composition or Comprehension	1 hour 15 minute paper Written paper 50 marks	17%
03	Students study two Latin Prose Literature set texts in depth. Students also study additional literature in translation in order to understand the context from which the set texts have been taken	2 hour written paper 75 marks	25%
04	Students study two Latin Verse Literature set texts in depth. Students also study additional literature in translation in order to understand the context from which the set texts have been taken	Verse Literature 2 hour written paper 75 marks	25%

Please note: An AS Latin course is also available. It can be studied in 4 lessons per week for one year or at 2 lessons per week over two years.

How do I find out more information?

If students have followed the OCR GCSE course they may be familiar with the website: www.ocr.org.uk. Join the OCR Classics community: <http://social.ocr.org.uk/groups/classics>

Specific entry requirements: GCSE Grade 7 or above in Latin.

Mathematics and Further Mathematics

Teachers: Mr P Moloney, Mr R Teague, Mr S Traynor, Mr B Woodward

Examination Board: Edexcel

Introduction

A Level Mathematics and Further Mathematics are significantly more challenging than GCSE Mathematics but most students find them correspondingly more interesting and rewarding. Both are regarded as “facilitating subjects” by universities and the logical and analytical thinking skills developed in Mathematics are also highly valued by employers. If you are considering a degree in a STEM subject, Mathematics is essential and Further Mathematics is likely to benefit your application.

Aside from the practical value of Mathematics, it is a deeply fascinating subject which many of us find beautiful. In the words of Martin Gardner, an American mathematician: “*All mathematicians share a sense of amazement over the infinite depth and the mysterious beauty and usefulness of mathematics.*” Famous physicist, Richard Feynman expressed a similar sentiment: “*To those who do not know mathematics it is difficult to get across a real feeling as to the beauty, the deepest beauty, of nature ... If you want to learn about nature, to appreciate nature, it is necessary to understand the language that she speaks in.*” Such enjoyment of Mathematics may sound like an unlikely prospect but the further you go in the subject, the more beauty you will see. Study at A Level will take you to the threshold of some spectacular vistas.

Summary of Content and Assessment: Mathematics

We follow the Edexcel course which will be assessed over three papers which are all out of 100 marks and last 2 hours. Each paper is worth 1/3 of the final grade.

Paper 1 and 2: Pure Mathematics 1 and 2

Proof, algebra, graphs, sequences, trigonometry, logarithms, calculus, vectors, functions, numerical methods and differential equations.

Paper 3: Statistics and Mechanics

Statistics (Section A)

Probability, the binomial distribution, the normal distribution and hypothesis testing.

Mechanics (Section B)

Kinematics, forces, Newton’s laws, motion under gravity, friction and moments.

Specific entry requirements for Mathematics: GCSE grade 7 or above in Mathematics

Summary of Content and Assessment: Further Mathematics

There are four papers which last 1 hour and 30 minutes each. All papers contain 75 marks and have equal weighting to the overall grade.

Paper 1 and 2: Core Pure Mathematics 1 and 2

Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations

Paper 3: Further Statistics 1

Discrete probability distributions, Poisson and binomial distributions, geometric and negative binomial distributions, hypothesis testing, Central Limit Theorem, chi squared tests, probability generating functions

Paper 4: Decision Mathematics 1

Algorithms, graph theory, critical path analysis, linear programming.

Specific entry requirements for Further Mathematics: GCSE grade 8 or above in Mathematics

Frequently Asked Questions

Is the new A Level in Mathematics harder than the old one?

The level of demand is supposed to be exactly the same. The main change is that it is 'linear': i.e. there are no modules and all exams are taken at the end. This approach allows for much more teaching time and, arguably, deeper learning.

Does further maths cover different topics (from normal maths) or does it just consist of the same topics studied at a higher level?

A bit of both: many additional topics are introduced but a good part of the course develops topics already encountered in single maths. As a result, further maths is rather more challenging. The most common approach is to study both subjects alongside each other and this is the approach that we will take at The Cedars.

Is it too narrow to study both maths and further maths?

It depends on what you want to study at university and how certain you are about your choice. It is certainly worth considering a fourth subject though, and a good mathematician will find the workload involved in "double maths" less than double that of single maths.

Is it possible to study further maths without single maths?

No, because a lot of further maths builds on single maths.

Will I need a calculator?

Yes, all exams at A-Level allow the use of a calculator. It is very likely you will need a new one as the one most commonly used at GCSE does not have the required functionality for A-Level. The CASIO fx-991EX is a good buy at around £20. If you decide to buy a more high-powered machine, make sure it can be taken into the exam!

Physics

Teacher: Mr A. Magee

Examination board: AQA (7408)

Course Content

The course has been designed to comprise a mixture of familiar topics already encountered at GCSE and new topics to pique the student's interests in the subject, and perhaps inspire them to continue the subject in higher education.

Besides the common core content, students must pick **one** out of the five optional topics depending on their interests or likely areas of future study.

Core content

- 1 Measurements and their errors
- 2 Particles and radiation
- 3 Waves
- 4 Mechanics and materials
- 5 Electricity
- 6 Further mechanics and thermal physics
- 7 Fields and their consequences
- 8 Nuclear physics

Optional content (one to be chosen)

- 9 Astrophysics
- 10 Medical physics
- 11 Engineering physics
- 12 Turning points in physics
- 13 Electronics

Assessment

Paper 1

What is assessed

Topics 1–5 and 6.1
(Periodic motion)

How is it assessed

Written exam: 2 hours
85 marks
34% of A-level

Paper 2

What is assessed

Topics 6.2 (Thermal Physics),
7 and 8
*Assumed knowledge from
sections 1 to 6.1*

How is it assessed

Written exam: 2 hours
85 marks
34% of A-level

Paper 3

What is assessed

Section A: Compulsory
section: Practical skills and
data analysis
Section B: Students enter
for **one** of Topics 9, 10, 11,
12 or 13

How is it assessed

Written exam: 2 hours
80 marks
32% of A-level

Required practicals

As ever, the practical aspects of physics are extremely important, and these will also feature heavily in the course. The third paper of the A Level course focuses on the practicals the student will be doing.

The required practicals are as follows:

1. Investigation into the variation of the frequency of stationary waves on a string with length, tension and mass per unit length of the string.
2. Investigation of interference effects to include the Young's slit experiment and interference by a diffraction grating.
3. Determination of g by a free-fall method.
4. Determination of the Young modulus by a simple method.
5. Determination of resistivity of a wire using a micrometer, ammeter and voltmeter.
6. Investigation of the emf and internal resistance of electric cells and batteries by measuring the variation of the terminal pd of the cell with current in it.
7. Investigation into simple harmonic motion using a mass-spring system and a simple pendulum.
8. Investigation of Boyle's (constant temperature) law and Charles's (constant pressure) law for a gas.
9. Investigation of the charge and discharge of capacitors. Analysis techniques should include log-linear plotting leading to a determination of the time constant RC .
10. Investigate how the force on a wire varies with flux density, current and length of wire using a top pan balance.
11. Investigate, using a search coil and oscilloscope, the effect on magnetic flux linkage of varying the angle between a search coil and magnetic field direction.
12. Investigation of the inverse-square law for gamma radiation.

Overall, at least 15% of the marks for all A Level Physics courses will require the assessment of practical skills.

Specific entry requirements: GCSE Grade 7 or above in Physics & Mathematics.

Spanish

Teacher: Mrs Bowers

Examination Board: CIE

Introduction

Cambridge International offers a rich, stimulating course for A-Level students. It seeks not only to equip them with the linguistic tools that facilitate effective and confident communication in the target language but also to promote insightful understanding of the cultures and contemporary societies where the language is spoken. In addition, students develop transferable research, presentation and analytical skills. The course undoubtedly provides a sturdy foundation for candidates who wish to study the target language in higher education.

Topic Areas

Students study a wide range of topics with reference to the countries where the target language is spoken. These include:

Human relationships	Sport	Health and fitness	Philosophy and belief
Family	Free time activities	Food and drink	Law and order
Generation gap	Travel and tourism	Work and leisure	Scientific and medical advances
Young people	Education	Employment and unemployment	Technological innovation
Patterns of daily life	Cultural heritage	Environment	Pollution
Urban and rural life	War and peace	Equality of opportunity	Conservation
The media	Social and economic development	Contemporary aspects of countries where the target language is spoken	

Students will study the following three texts:

Lazarillo de Tormes - Anonymous

Las Ataduras - Carmen Martín Gaité

Yerma - Federico García Lorca

Assessment

At the end of the A2 course students will be assessed in the following four components:

1. Speaking (20 minutes)

This will consist of a student presentation lasting about three minutes on a topic chosen from the list of topic areas above. Students will prepare the topic before the examination. The presentation will be followed by a conversation on the topic that lasts around eight minutes. Finally there will be a nine minute conversation on general themes.

2. Reading and Writing (1 hour, 45 minutes)

Two passages in the target language will be set which deal with related themes. Candidates will have to answer specific and general questions on both passages, and respond to a task requiring a summary or comparison of issues presented. The target language will be used for all questions and answers.

3. Essay (1 hour 30 minutes)

Students will write an essay of 250 – 400 words on a chosen topic from the syllabus in the target language.

4. Literary texts (2 hours 30 minutes)

Students will be required to answer three questions based on the three texts that they have studied.

Specific Entry Requirement GCSE Spanish at Grade 7 or above.

Appendix: Supplementary Application Form [ONLINE]

The following is a summary of the [Supplementary Application Form](#) which is to be **completed online by Friday 6th December 2020**.

Applying to The Cedars

Please look through the whole form before starting to complete it; ensuring you have all the relevant information to hand. We attach particular importance to the Personal Statement. Draft both parts of this carefully in a word processor before cutting and pasting them into this form. External applicants are reminded of the need to submit a School Application Form (which can be downloaded from the school website) in addition to this form. There is no need to duplicate the Personal Statement you submit here. Instead write 'Please see *Supplementary Form*' in the relevant section of the School Application Form.

Please be especially careful to enter your email address accurately, as the form is set up to send you an email confirmation once you submit it. If you do not receive a confirmation email, please contact Mrs Norman (snorman@thecedarsschool.org.uk).

Student Details

Qs 1-5 Student Contact information* (including mobile number & email address).

GCSE Courses

Qs 6 -8 GCSEs Courses currently being studied* and those already passed (with grades).

A Level Option Choices

We expect most students to take three A Level subjects, but we encourage those with the aptitude and ability to take four subjects to do so if they wish.

Question 9-12 Choices 1-3 *, and a Fourth and/or Reserve Option

Courses Offered

Art	Geography
Biology	History
Chemistry	Latin
English Literature	Mathematics
EPQ	Physics
French	Spanish
Further Mathematics	

Personal Statement

13. Course Choices *

Explain your A Level subject choices in terms of your level of interest, prior knowledge, higher education and career plans. Your statement should be about 400 words.

14. Your Choice of Sixth Form *

**Indicates required questions*

Why have you decided to apply to The Cedars? What extra-curricular interests/sports/hobbies do you have? What do you feel you can contribute to the life of the school, its Sixth Form and its ethos? Write 200-300 words.

Sixth Form Opening Evening – Notes

Introductory Talks

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Session 1

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Session 2

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Session 3

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Session 4

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