

QUINTON HOUSE SCHOOL



QUINTON HOUSE
SCHOOL

CO-ED SCHOOL AGES 2-18

**A LEVEL OPTIONS
2026-2027**

CONTENTS

02	WELCOME TO YOUR A-LEVEL STUDIES
03	DIRECTOR OF SIXTH FORM
04	A LEVELS AND BEYOND
05	SUBJECT OPTIONS
06	ART AND DESIGN
07	BIOLOGY
08	BUSINESS STUDIES
09	CHEMISTRY
10	COMPUTER SCIENCE
11	DRAMA AND THEATRE
12	ECONOMICS
13	ENGLISH LANGUAGE AND LITERATURE
14	FURTHER MATHEMATICS
15	GEOGRAPHY
16	GOVERNMENT AND POLITICS
17	HISTORY
19	MATHEMATICS
20	MODERN LANGUAGES: FRENCH OR GERMAN
21	PHOTOGRAPHY
22	PHYSICAL EDUCATION
23	PHYSICS
24	PSYCHOLOGY
25	EPQ: EXTENDED PROJECT QUALIFICATION

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

DIRECTOR OF SIXTH FORM



"Welcome to the Quinton House School A-level options brochure. As you stand on the threshold of an exciting stage in your educational journey, this brochure 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, 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 are 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 brochure, 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."

Mr Chris George
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 of career related discussions in each subject to show students how the skills they gain in each subject are 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 and commitment, to ensure that students fulfil their 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 Julie Boddington (julie.boddington@quintonhouseschool.co.uk), to arrange a time to discuss.



SUBJECT OPTIONS



ART & 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 meet the assessment objectives:

- AO1 Research
- AO2 Experiment, develop, refine
- AO3 Plan, annotate, reflect
- AO4 Final outcomes that link to AO1-3

The course is fluid which means we can tailor it to suit your strengths e.g. drawing, painting, ED, 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 the in-depth written analysis and essay writing
- A strong commitment; to research and working 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 make-up
- Set designer
- Animator
- Film and media
- Landscape architect
- Ceramicist
- Art tutor or teacher
- Interior designer
- Art historian
- Museum/ gallery curator
- Book illustrator

For further information, please contact our Head of Art & Photography,
Miss Fiona Lewis, fiona.lewis@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 of 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 of 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
- Genetics, populations, evolution and ecosystems
- The control of gene expression

Course requirements

- A minimum grade 6 in GCSE Combined Science award
- or GCSE Biology and Chemistry single science

Career pathway

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

Assessment Structure

Paper 1
What's assessed <ul style="list-style-type: none"> • Any content from topics 1–4, including relevant practical skills
Assessed <ul style="list-style-type: none"> • written exam: 2 hours • 91 marks • 35% of A-level
Questions <ul style="list-style-type: none"> • 76 marks: a mixture of short and long answer questions • 15 marks: extended response questions
Paper 2
What's assessed <ul style="list-style-type: none"> • Any content from topics 5–8, including relevant practical skills
Assessed <ul style="list-style-type: none"> • written exam: 2 hours • 91 marks • 35% of A-level
Questions <ul style="list-style-type: none"> • 76 marks: a mixture of short and long answer questions • 15 marks: comprehension question
Paper 3
What's assessed <ul style="list-style-type: none"> • Any content from topics 1–8, including relevant practical skills
Assessed <ul style="list-style-type: none"> • written exam: 2 hours • 78 marks • 30% of A-level
Questions <ul style="list-style-type: none"> • 38 marks: structured questions, including practical techniques • 15 marks: critical analysis of given experimental data • 25 marks: one essay from a choice of two titles

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

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
- Global business
- Investing in 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 advance numeracy skills, we strongly recommend students have a minimum of:

- GCSE grade 6 in Mathematics
- GCSE grade 6 in English
- GCSE grade 6 in Business Studies

Career pathway

- Marketing
- Human Resources
- Law
- Finance - studied alongside Mathematics

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

Assessment Structure

Paper 1: Marketing, people and global businesses		*Paper code: 9BS0/01
<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 marketing, people and global businesses. Questions will be drawn from Themes 1 and 4, and from local, national and global contexts.		
Overview of assessment		
<ul style="list-style-type: none"> • 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
<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 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		
<ul style="list-style-type: none"> • 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
<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. 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		
<ul style="list-style-type: none"> • 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. 		

CHEMISTRY

EXAM BOARD: AQA

Aims of the Course

Chemistry attempts to answer the big question; 'What is the world made of?' 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

Minimum of a GCSE grade 6 in Combined Science or GCSE Biology and Chemistry single science

Career pathway

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

Assessment Structure

Paper 1
What's assessed <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • written exam: 2 hours • 105 marks • 35% of A-level
Questions 105 marks of short and long answer questions
Paper 2
What's assessed <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • written exam: 2 hours • 105 marks • 35% of A-level
Questions 105 marks of short and long answer questions
Paper 3
What's assessed <ul style="list-style-type: none"> • Any content • Any practical skills
Assessed <ul style="list-style-type: none"> • 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, moral, 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

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.

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 	Computer systems (01) 140 marks 2 hours and 30 minutes written paper (no calculators allowed)	40% of total A level
<ul style="list-style-type: none"> • Elements of computational thinking • Problem solving and programming • Algorithms to solve problems and standard algorithms 	Algorithms and programming (02*) 140 marks 2 hours and 30 minutes written paper (no calculators allowed)	40% of total A level
<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 	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

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, Mr Theodoros Ntogiakos, theodoros.ntogiakos@quintonhouseschool.co.uk

DRAMA & THEATRE

EXAM BOARD: PEARSON EDEXCEL

Aims of the Course

The Pearson | Edexcel Drama & Theatre A-Level engages students through encouraging creativity, focusing on practical work which reflects 21st-century theatre practice and developing skills that will support progression to further study of drama and a wide range of other subjects.

Students will develop a multitude of skills, including collaboration, communication and an understanding of how to amend and refine work in order to make a smooth transition to their next level of study or employment.

The course structure allows for students to draw upon prior learning to progress their knowledge, understanding and skills, as well as providing opportunities for explorations of new and inspiring texts and practitioners. The performance texts that will be studied for the exam will require students to articulate how they would perform in certain roles, design for certain scenes and interpret a text for performance, putting practical work at the heart of the specification.

Curriculum content

- Devising - Use one key extract from a performance text and a theatre practitioner as stimuli
- Text in Performance - Performance of two different script extracts
- Theatre Makers in Practice - Live Theatre Evaluation/Practical Realisation of a complete performance text/Interpretation of a second complete performance text.

There are no prior learning or other requirements for this qualification.

Students who would benefit most from studying this qualification are likely to have a Level 2 qualification such as a GCSE in Drama.

For further information, please contact our Drama Subject Lead,
Miss Lydia Greentree lydia.greentree@quintonhouseschool.co.uk

Assessment Structure

Students must:		% in GCE A level
AO1	Create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice	20
AO2	Apply theatrical skills to realise artistic intentions in live performance	30
AO3	Demonstrate knowledge and understanding of how drama and theatre is developed and performed	30
AO4	Analyse and evaluate their own work and the work of others	20
Total		100%

Breakdown of Assessment Objectives

Component	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Component 1: Devising	20	10	0	10	40%
Component 2: Text in Performance	0	20	0	0	20%
Component 3: Theatre Makers in Practice	0	0	30	10	40%
Total for GCE A level	20%	30%	30%	20%	100%

Students can progress from this qualification to:

- Drama schools, university courses that relate directly to drama and theatre
- University courses that will benefit from the skills acquired from this GCE, for example law, human resources, people management
- Employment where people skills are essential, for example management, retail, nursing, industry and business environments
- Employment where time management, confidence, the ability to work collaboratively and to meet deadlines are desirable

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. This is evident all around us and is constantly evolving. The study of economics will allow students to develop their knowledge 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 Mathematics
- Grade 5 in GCSE English Literature

Students do not have to have studied Economics previously in order to study it at A-Level. They do however need 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

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

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. 		

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 3 classic works of literature as their set texts. These will be:

- 'Othello' by William Shakespeare
- 'The Great Gatsby' by F. Scott Fitzgerald
- '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.

Course requirements

Grade 6 in English Language and Literature GCSE
A genuine love of literature and read extensively outside 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 our Head of English,
Ms Georgina Pearson, georgina.pearson@quintonhouseschool.co.uk

FURTHER MATHEMATICS

EXAM BOARD: PEARSON EDEXCEL

Aims of the course

A Level Further Mathematics is designed for students who have a strong aptitude for mathematics and enjoy engaging with complex problem solving, abstract thinking, and mathematical reasoning.

The course develops advanced algebraic, graphical, and analytical skills beyond A Level Mathematics, equipping students with the confidence to tackle challenging mathematical ideas. It provides excellent preparation for degrees and careers in mathematics, engineering, economics, physics, computer science, data science, and related fields.

At Quinton House School, Further Mathematics is taught as a two-year programme. Students complete A Level Mathematics in Year 12, allowing them to focus fully on Further Mathematics in Year 13. Following their GCSE examinations, students begin preparatory work for A-Level Mathematics during the summer term to support accelerated progress when the course begins in Year 12.

Curriculum Content

- Core Pure Mathematics 1 & 2 (compulsory)
- Further Statistics (optional)
- Decision Mathematics (optional)

Course Requirements

- Minimum of Grade 8 at GCSE Mathematics.
- Completion of GCSE Further Mathematics is strongly recommended. Students who have not studied GCSE Further Mathematics will be required to sit an internal assessment to determine suitability for the course.
- Students are expected to complete A Level Mathematics successfully in Year 12.
- Strong algebraic fluency, resilience, and commitment to challenging mathematical study are essential.

Assessment Structure

Further Mathematics is assessed entirely by written examination at the end of Year 13.

- Four written examination papers
- Each paper is 1 hour 30 minutes in duration
- All papers carry equal weighting
- No coursework or non-exam assessment

The four examinations assess

- Core Pure Mathematics 1 & 2 (compulsory)
- Further Statistics (optional)
- Decision Mathematics (optional)

Career Pathway

Further Mathematics is highly regarded by universities and employers and is particularly beneficial for students intending to study:

- mathematics
- engineering
- physics
- computer science
- economics
- actuarial science
- data science
- finance
- other mathematically demanding disciplines.

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
- Changing places

Course requirements

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

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

*Please note that the NEA component requires the undertaking of compulsory fieldwork days that may incur an additional cost.

Assessment Structure

<p>Component 1: Physical geography</p> <p>What's assessed</p> <p>Section A: Water and carbon cycles</p> <p>Section B: either Hot desert systems and landscapes or Coastal systems and landscapes or Glacial systems and landscapes</p> <p>Section C: either Hazards or Ecosystems under stress</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 2 hours 30 minutes • 120 marks • 40% of A-level <p>Questions</p> <ul style="list-style-type: none"> • 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
<p>Component 2: Human geography</p> <p>What's assessed</p> <p>Section A: Global systems and global governance</p> <p>Section B: Changing places</p> <p>Section C: either Contemporary urban environments or Population and the environment or Resource security</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 2 hours 30 minutes • 120 marks • 40% of A-level <p>Questions</p> <ul style="list-style-type: none"> • 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
<p>Component 3: Geography fieldwork investigation</p> <p>What's assessed</p> <p>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.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • 3,000–4,000 words • 60 marks • 20% of A-level • marked by teachers • moderated by AQA

GOVERNMENT & 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 questions 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 on an individual basis.
- We strongly recommend a grade 6 in a humanities subject.
- Ability to develop interest in current affairs and keep up-to-date with political and newsworthy stories.

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

Paper 1 (*Paper code: 9PL0/01) UK Politics
Written examination: 2 hours 33% of the qualification 84 marks
Content overview <ul style="list-style-type: none"> • Democracy and participation • Political parties • Electoral systems • Voting behaviour and the media • Liberalism • Conservatism • Socialism
Assessment overview Section A: Political Participation One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark essay question from a choice of two – students must complete one of these.

Paper 2: (Paper code: 9PL0/02) UK Government
Written examination: 2 hours 33% of the qualification 84 marks
Content overview <ul style="list-style-type: none"> • The constitution • Parliament • Prime Minister and Executive • Relationships between the branches • One from the following: Anarchism, Feminism, Ecologism, Multiculturalism, Nationalism
Assessment overview Section A: UK Government One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark essay question from a choice of two – students must complete one of these. All questions assess AO1, AO2 and AO3. Section B: Core Political Ideas One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.

Paper 3: (Paper code: 9PL0/3A or 3B) Comparative politics
Written examination: 2 hours 33% of the qualification 84 marks
Content overview Students study either The Government and Politics of the USA (3A) <ul style="list-style-type: none"> • The US Constitution and federalism • US Congress • US presidency • US Supreme Court and civil rights • Democracy and participation • Comparative theories
Or Global Politics (3B) <ul style="list-style-type: none"> • The state and globalisation • Global governance: political and judicial • Global governance: economic and environmental



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 transferrable skills, not only useful for an understanding of the world today, but also essential for many areas of the job market.

Curriculum content

In search of the American dream: the USA, 1917-1996;

- The changing political environment, 1917-1980
- The quest for civil rights, 1917-1980
- Society and culture in change, 1917-1980
- The changing quality of life, 1917-1980
- What impact did the Reagan presidency (1981-89), have on the USA in the years 1981-1996?

India, c1914-1948: the road to independence

- The First World War and its impact on British India, 1914-1920
- Changing political relationships, 1920-1930
- Consultations and confrontation, 1930-1942
- The road to independence, 1942-1948

Course requirements

- Grade 6 in History GCSE

Careers pathway

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

For further information, please contact our Head of History,
Mrs Zoe White zoe.white@quintonhouseschool.co.uk

HISTORY

EXAM BOARD: PEARSON

Assessment Structure

Coursework	*Paper code: 9HI0/04
<ul style="list-style-type: none"> Internally assessed, externally moderated. Availability: May/June. First moderation: 2017. 	20% of the total qualification
Overview of assessment <ul style="list-style-type: none"> Students complete a single assignment on a question set by the centre. The assignment will assess the ability to carry out a historical enquiry, analysing and evaluating historical interpretations, and organising and communicating the findings (AO1/AO3). 	

Paper 2: Depth study	*Paper codes: 9HI0/2A–2H
<ul style="list-style-type: none"> Externally assessed. Availability: May/June. First assessment: 2017. 	20% of the total qualification
Overview of content <p>Students take one** of the following options:</p> <p>2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106</p> <p>2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89</p> <p>2B.1: Luther and the German Reformation, c1515–55</p> <p>2B.2: The Dutch Revolt, c1563–1609</p> <p>2C.1: France in revolution, 1774–99</p> <p>2C.2: Russia in revolution, 1894–1924</p> <p>2D.1: The unification of Italy, c1830–70</p> <p>2D.2: The unification of Germany, c1840–71</p> <p>2E.1: Mao's China, 1949–76</p> <p>2E.2: The German Democratic Republic, 1949–90</p> <p>2F.1: India, c1914–48: the road to independence</p> <p>2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'</p> <p>2G.1: The rise and fall of fascism in Italy, c1911–46</p> <p>2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy</p> <p>2H.1: The USA, c1920–55: boom, bust and recovery</p> <p>2H.2: The USA, 1955–92: conformity and challenge</p>	
Overview of assessment*** <ul style="list-style-type: none"> Written examination, lasting 1 hour 30 minutes. Marks available: 40 Students answer two questions: one from Section A and one from Section B. Section A comprises one compulsory question for the option studied, based on two sources. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1). 	

Paper 1: Breadth study with interpretations	*Paper codes: 9HI0/1A–1H
<ul style="list-style-type: none"> Externally assessed. Availability: May/June. First assessment: 2017. 	30% of the total qualification
Overview of content <p>Students take one** of the following options:</p> <p>1A: The crusades, c1095–1204</p> <p>1B: England, 1509–1603: authority, nation and religion</p> <p>1C: Britain, 1625–1701: conflict, revolution and settlement</p> <p>1D: Britain, c1785–c1870: democracy, protest and reform</p> <p>1E: Russia, 1917–91: from Lenin to Yeltsin</p> <p>1F: In search of the American Dream: the USA, c1917–96</p> <p>1G: Germany and West Germany, 1918–89</p> <p>1H: Britain transformed, 1918–97</p>	
Overview of assessment*** <ul style="list-style-type: none"> Written examination, lasting 2 hours 15 minutes. Marks available: 60 Students answer three questions: one from Section A, one from Section B and one from Section C. Sections A and B comprise a choice of essays that assess understanding of the period in breadth (AO1). Section C comprises one compulsory question that assesses the ability to analyse and evaluate historical interpretations (AO3). 	

Paper 3: Themes in breadth with aspects in depth	*Paper codes: 9HI0/30–39
<ul style="list-style-type: none"> Externally assessed. Availability: May/June. First assessment: 2017. 	30% of the total qualification
Overview of content <p>Students take one** of the following options:</p> <p>30: Lancastrians, Yorkists and Henry VII, 1399–1509</p> <p>31: Rebellion and disorder under the Tudors, 1485–1603</p> <p>32: The Golden Age of Spain, 1474–1598</p> <p>33: The witch craze in Britain, Europe and North America, c1580–c1750</p> <p>34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society</p> <p>34.2: Poverty, public health and the state in Britain, c1780–1939</p> <p>35.1: Britain: losing and gaining an empire, 1763–1914</p> <p>35.2: The British experience of warfare, c1790–1918</p> <p>36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928</p> <p>36.2: Ireland and the Union, c1774–1923</p> <p>37.1: The changing nature of warfare, 1859–1991: perception and reality</p> <p>37.2: Germany, 1871–1990: united, divided and reunited</p> <p>38.1: The making of modern Russia, 1855–1991</p> <p>38.2: The making of modern China, 1860–1997</p> <p>39.1: Civil rights and race relations in the USA, 1850–2009</p> <p>39.2: Mass media and social change in Britain, 1882–2004</p>	
Overview of assessment*** <ul style="list-style-type: none"> Written examination, lasting 2 hours 15 minutes. Marks available: 60 Students answer three questions: one from Section A, one from Section B and one from Section C. Section A comprises one compulsory question for the option studied, assessing source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1). Section C comprises a choice of essays that assess understanding of the period in breadth (AO1). 	

For further information, please contact our Head of History,
Mrs Zoe White zoe.white@quintonhouseschool.co.uk

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 Languages 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 French-speaking society: current trends • Aspects of French-speaking society: current issues • Artistic culture in the French-speaking world • Aspects of political life in the French-speaking world • 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 French, to be answered with non-verbal responses or in French (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 French, to be answered with non-verbal responses or in French (50 marks).</p> <ul style="list-style-type: none"> • Translation into English; a passage of minimum 100 words (10 marks). • Translation into French; a passage of minimum 100 words (10 marks). <p>No access to a dictionary during the assessment.</p>

Paper 2: Writing	+	Paper 3: Speaking
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 		What's assessed <ul style="list-style-type: none"> • Individual research project • One of four themes ie Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world
How it's assessed <ul style="list-style-type: none"> • Written exam: 2 hours • 80 marks in total • 20% of A-level 		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"> • Either one question in French on a set text from a choice of two questions and one question in French on a set film from a choice of two questions or two questions in French 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>		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

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

For further information, please contact our Head of Art & Photography,
Miss Fiona Lewis, fiona.lewis@quintonhouseschool.co.uk

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 PE, 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.

Students who are considering A-Level PE might be interested in studying A-Level Biology and/or A-Level Psychology.

Entry requirements

- Students do not need to have studied PE at GCSE but a grade 6 in this or GCSE Biology would advantageous.
- Students must 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

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 <ul style="list-style-type: none"> • Written exam: 2 hours • 105 marks • 35% of A-level
Questions <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Written exam: 2 hours • 105 marks • 35% of A-level
Questions <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Internal assessment, external moderation • 90 marks • 30% of A-level

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

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 A-Level Mathematics as they have many similarities which will support students in their studies.

Career pathway

Physics opens the door 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

Assessment Structure

Paper 1
What's assessed Sections 1 - 5 and 6.1 (Periodic motion)
Assessed <ul style="list-style-type: none"> • written exam: 2 hours • 85 marks • 34% of A-level
Questions 60 marks of short and long answer questions and 25 multiple choice questions on content.

Paper 2
What's assessed Sections 6.2 (Thermal Physics), 7 and 8 Assumed knowledge from sections 1 to 6.1
Assessed <ul style="list-style-type: none"> • written exam: 2 hours • 85 marks • 34% of A-level
Questions 60 marks of short and long answer questions and 25 multiple choice questions on content.

Paper 3
What's assessed Section A: Compulsory section: Practical skills and data analysis Section B: Students enter for one of sections 9, 10, 11, 12 or 13
Assessed <ul style="list-style-type: none"> • written exam: 2 hours • 80 marks • 32% of A-level
Questions 45 marks of short and long answer questions on practical experiments and data analysis. 35 marks of short and long answer questions on optional topic.

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

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 that 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 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
- Clinical psychology and mental health
- Approaches
- Biopsychology
- Research methods
- Issues and debates
- Schizophrenia
- Gender
- Forensic psychology

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 <ul style="list-style-type: none"> • written exam: 2 hours • 96 marks in total • 33.3% of A-level
Questions <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • written exam: 2 hours • 96 marks in total • 33.3% of A-level
Questions <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • written exam: 2 hours • 96 marks in total • 33.3% of A-level
Questions <ul style="list-style-type: none"> • 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

For further information, please contact our Head of Psychology
Mrs Sophie Mace, sophie.mace@quintonhouseschool.co.uk

EPQ (Extended Project Qualification)

EXAM BOARD: AQA

All students are offered the option of taking an Extended Project Qualification (EPQ) towards the end of Year 12. The EPQ is a stand-alone research-based qualification and is equivalent to half of the UCAS points of an A-Level with all grades including A*, 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, such as:

- improved A-Level performance for students taking an EPQ
- allowing students to study topics of personal interest
- enabling students to apply their new skills to other areas of study

At time of print all information is correct.



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