



HAYDON
SCHOOL
SIXTH FORM

HAYDON SCHOOL
6TH FORM
COURSE GUIDE 2020-21

ACHIEVING
INDIVIDUAL EXCELLENCE
IN A CARING COMMUNITY

www.haydonschool.com
Haydon School, Wiltshire Lane, Pinner, HA5 2LX



WHO'S WHO

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WELCOME

INTRODUCTION FROM MRS MARTIN ASSISTANT HEADTEACHER

Haydon Sixth Form is based in the London Borough of Hillingdon. We are a large Sixth Form with commitment to our vision, 'Individual excellence in a caring community'. This commitment has seen us secure Ofsted's 'outstanding' status for the last 10 years. We are proud of our diverse student population from which 490 students have gone to university in the last three years, averaging 23% to the prestigious Russell Group universities. Two students recently placed in Oxbridge to study Veterinary Medicine and Medicine. Our excellent support of apprenticeships helps secure placements in Skanska, Heathrow, Transport for London, Warner Brothers, British Airways, Ministry of Justice, accountancy and finance firms, and in 2019 we saw our first two students attain degree apprenticeships in quantity surveying.

We believe passionately in meeting the needs of the whole student, aiming to provide them with a comprehensive experience from academics to extra-curricular in the form of the Gold Duke of Edinburgh Award, Far Frontiers trips, National Citizen's Service, and subject specific opportunities.

We also pride ourselves greatly in the collaborative work we do with 13 other Sixth Forms in Hillingdon. This work involves a University Challenge across Sixth Forms as well as a Debate Competition, and support for Oxbridge candidates in interview preparation. Work with Harrow School and Merchant Taylors' provides even further Oxbridge interview support. Furthermore, we partner with three Sixth Forms closely, in the 4H Consortium. This consortium allows us to offer an extremely broad curriculum to meet the needs of individual students. More information can be found on this below.

We look forward to receiving your application and supporting you on your academic journey.

Mrs J Martin

CONSORTIUM

4H Consortium is the consortium of four schools in Hillingdon: Haydon, Ruislip High School, Queensmead and Vyners.

The following subjects are offered through the Consortium:

- Applied Science BTEC
- Business BTEC
- Engineering BTEC
- Food Industry
- German
- Health and Social Care
- PE BTEC Sport (single)
- Travel and Tourism

HAYDON offers explicitly the following subjects:

- Italian
- Media BTEC (double)
- Philosophy
- Spanish
- Textiles

For more information please contact Sixth Form Administrator, sixthform@haydonschool.org.uk

HOW TO APPLY

HAYDON STUDENTS wishing to register their interest – please use a paper Application Form. A copy of the form for Haydon students is available via Year 11 Office.

'NEW TO HAYDON' STUDENTS - Apply ONLINE @ www.haydonschool.com

Should you wish to change your subject choice after submitting your online application please email sixthform@haydonschool.org.uk

HAYDON SIXTH FORM

ENTRY CRITERIA 2020

6 GCSEs Grade 9 – 4 or equivalent across 5 Courses, including Maths **AND** English at Grade 4 or above: apply for **3 'level 3' courses**. A small number of students may study 4 'level 3' courses.

6 GCSEs Grade 9 – 4 or equivalent across 5 Courses, including Maths **OR** English at Grade 4 or above: apply for **3 'level 3' courses AND Maths OR English GCSE**.

3 – 5 GCSEs Grade 9 – 3 or equivalent, including Maths AND/OR English at Grade 4 or above: apply for **1 'level 2' course (Media BTEC) AND Maths/English GCSE**.

	MINIMUM ENTRY REQUIREMENT <i>Any subjects taken at GCSE that are at A Level must be Grade 4 or higher</i>	ADDITIONAL GUIDANCE <i>More detailed guidance can be found in the course guide</i>
Art	Grade 4 in GCSE Fine Art	
Biology	Grade 6 in Biology or Grade 6,6 in Combined Science	Grade 7 or above is recommended.
Business	Grade 4 if taken at GCSE	Grade 4 or above in English Language is recommended.
Chemistry	Grade 6 in Chemistry or Grade 6,6 in Combined Science. Must also take AS or A Level Maths	Grade 7 or above is recommended.
Classical Civilisation	Grade 4 if taken at GCSE	Grade 4 in English Literature or History.
Computer Science	Grade 5 in Maths	A Level Computing requires a systematic and logical approach to problem solving. GCSE IT/Computing is recommended.
Economics		Grade 4 in English Language and Grade 5 in Maths are recommended. Students wishing to pursue Economics at degree level are strongly advised to take A Level Maths/ AS Maths.
English Language	Grade 4 or above	Grade 5 or above is recommended.
English Literature	Grade 5 in English Literature	Grade 6 in English Literature is recommended.
French	Grade 5 (all papers must be higher tier)	Grade 6 in French is recommended.
Geography	Grade 4 if taken at GCSE	There is the expectation that you will have gained a Grade 4 or higher at GCSE, as the course builds on knowledge gained prior to starting Year 12. Grade 4 in English Language is also recommended.
Government and Politics		Grade 4 in English Language is recommended.
History	Grade 4 if taken at GCSE	There is the expectation that you will have gained a Grade 4 or higher at GCSE, as the course builds on knowledge gained prior to starting Year 12. Grade 4 in English Language is also recommended.
Cambridge Technicals in IT	Grade 4 in GCSE IT Qualification if taken	
Italian	Grade 5 (all papers must be higher tier)	Grade 6 in Italian is recommended.
Law		Grade 4 in English Language is recommended.

	MINIMUM ENTRY REQUIREMENT <i>Any subjects taken at GCSE that are at A Level must be Grade 4 or higher</i>	ADDITIONAL GUIDANCE <i>More detailed guidance can be found in the course guide</i>
AS Maths (To be studied over two years)	Grade 5 in Maths at higher level. Must be studying three other A Level subjects as well.	
Maths	Grade 7 in Maths	Grade 8 in Maths is recommended.
Maths-Further	Grade 7 in Maths (+ entry test)	Grade 8 in Maths is recommended.
Media Studies A Level	Grade 4 in Media if taken at GCSE	
Media Foundation Diploma BTEC	CANNOT BE TAKEN WITH MEDIA A LEVEL OR MEDIA FILM&TV BTEC.	
Media Studies BTEC	Pass Grade if taken in Year 11	Ability to handle large volumes of information. Good levels of written communication skills. Ability to work independently to meet deadlines.
2 Options=2 A Levels	CANNOT BE TAKEN WITH MEDIA A LEVEL OR MEDIA FOUNDATION DIPLOMA BTEC	
Music		GCSE Music Grade 5 or above. Instrumental lessons working towards Grade 6 ABRSM.
Music Technology		Experience of some sort of Music Technology software is required along with some understanding of music theory i.e. ability to read basic notation, basic keyboard skills and ability to play an instrument/sing.
Philosophy	Grade 4 in GCSE RE	Grade 4 in English Language is recommended.
Photography	Grade 4 in GCSE Fine Art	
Physical Education	Grade 4 in GCSE PE	Grades 4 in English, Maths, and Science are strongly recommended. As a minimum you should have played for or represented your school, but strongly recommended that you should have played for or represented your Borough or County.
Physics	Grade 6 in Physics or Grade 6,6 in Combined Science. Must also take AS or A Level Maths	Grade 7 or above is recommended.
Product Design	Grade 4 in Maths AND Grade 4 in one of the following at GCSE: Textiles Graphic Products Resistant Materials Systems & Control Electronics	If you have not taken a GCSE in the subjects listed, please contact the relevant Head of Department to register your interest in the course. This can be done via email, telephone or during the Foundation Day taster sessions in the Summer term. You will be given a small design project to complete and a deadline for the submission of the project. It will be assessed by the Head of Department who will notify you of your suitability to take the course.
Psychology		Grades 4 in English Language, Maths, and Science are recommended.
Sociology		Grade 4 in English Language is recommended.
Spanish	Grade 5 (all papers must be higher tier)	Grade 6 in Spanish is recommended.
Textiles	Grade 4 in one of the following at GCSE: Textiles Graphic Products Resistant Materials Systems and Control Electronics	If you have not taken a GCSE in the subjects listed, please contact the relevant Head of Department to register your interest in the course. This can be done via email, telephone, or during the Foundation Day taster sessions in the Summer term.
Theatre Studies	Grade 4 if taken at GCSE	

“EVERY CHILD IS AN ARTIST. THE PROBLEM IS HOW TO REMAIN AN ARTIST ONCE HE GROWS UP.” - PABLO PICASSO

ART



EXAM BOARD: EDEXCEL

ENTRY CRITERIA: Grade 4 in GCSE Fine Art

Fine art requires engagement with aesthetic and intellectual concepts through the use of traditional and/or digital media, materials, techniques and processes for the purpose of self-expression, free of external constraints.

Fine Art may be created to communicate ideas and messages about the observed world, the qualities of materials, perceptions, or preconceptions. It can also be used to explore personal and cultural identity, society and how we live, visual language, and technology.

Fine Art allows us to consider and reflect on our place in the world, both as individuals and collectively.

CURRICULUM

YEAR 1

Coursework – Skills in a range of media

YEAR 2

Coursework - Creative Investigation. Final Exam

Component 1 is titled a personal investigation. It incorporates three major elements: supporting studies, practical work, and a personal study. Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. Disciplines will include painting and drawing, printmaking, sculpture and alternative media. Students will be required to work in one or more of the disciplines. The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images. Component 1 is worth 60% of the total qualification.

Component 2 is an Externally Set Assignment (ESA)

and is worth 40% of the total qualification.

It incorporates two major elements: preparatory studies and the 15-hour period of sustained focus.

Preparatory studies will comprise a portfolio of practical and written development work based on the ESA.

During the period of sustained focus, students will produce final outcome(s) extending from their preparatory studies in response to the ESA.

ASSESSMENT

60% coursework, 40% exam – both internally assessed and externally moderated.

Final exam – theme set by the exam board.

Equipment required: A range of drawing pencils and pens including fine line and Biro, A3 sketchbook, and a high quality set of colouring pencils e.g. Prismacolour.

WHAT ARE THE CAREER OPPORTUNITIES?

*Animator *Architect *Art Therapist *Cartoonist
*Concept Artist *Curator *Graphic Designer *Fashion Designer
*Floral designer *Interior designer *Make-up artist *Model Maker
*Photographer *Photojournalist *Set dresser *Textile Designer *Tattoo artist *Web Designer

Every year Haydon students with an A level in Fine Art are accepted onto top university degree courses to study creative subjects such as Animation, Architecture, Photography, and Fine Art.

FURTHER INFORMATION

Ms S Grealish: sgrealish.312@lgflmail.org (HOD)

“I WAS TAUGHT THAT THE WAY OF PROGRESS WAS
NEITHER SWIFT NOR EASY.” - MARIE CURIE

BIOLOGY

EXAM BOARD: OCR

ENTRY CRITERIA: *Grade 6 in Biology or Grade 6,6 in Combined Science*

The course will allow students to develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject as well as appreciate how society influences decisions about scientific issues.

Learners are encouraged to develop essential knowledge and understanding of different areas of biology and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods.

The OCR A Level Biology builds upon some topics covered at Key Stage Four, whilst introducing students to new concepts. The topics covered include: Living Systems, Biological Molecules, Enzymes, Cell Division, Exchange & Transport in Plants & Animals, Biodiversity, Evolution and Communicable Diseases covered in six modules.

The specification is divided into topics, each covering different key concepts of biology. Teaching of practical skills is integrated with the theoretical topics and they are assessed through the written papers.

CURRICULUM

YEAR 1

Module 1: Development of practical skills in biology

Module 2: Foundations in biology

Module 3: Exchange and transport

Module 4: Biodiversity, evolution and disease

YEAR 2

Module 5: Communication, homeostasis and energy

Module 6: Genetics, evolution and ecosystems

ASSESSMENT

There is an internal assessment at the end of year 12.

Biology A Levels are fully linear so external assessment of students' knowledge and understanding will take place at the end of the two years of study.

The three external exams are as follows:

Paper 1 "Biological Processes". Content from module 1, 2, 3 and 5. Two Hours and 15 minutes - 37% weighting.

Paper 2 "Biological Diversity". Content from module 1, 2, 4 and 6. Two Hours and 15 Minutes - 37% weighting.

Paper 3 "Unified Biology" content from modules 1-6 One Hour 30 minutes - 26% weighting.

There is **no coursework** component to the A Level examinations.

There are **12 compulsory practicals** which will be assessed internally throughout the two years. Practical content will also comprise some of the exam material assessed in all three papers (1, 2 & 3).

WHAT ARE THE CAREER OPPORTUNITIES?

*Agriculture *Doctor *Physiotherapist *Marine Biologist *Zoologist *Veterinary Medicine *Pathologist *Pharmaceutical Sales *Radiographer *Orthoptist *Microbiologist

We are proud that our alumni are studying:
*Veterinary Medicine at the University of Cambridge,
*Biochemistry at UCL *Radiotherapy & Oncology at Cardiff University.

FURTHER INFORMATION:

Ms C Cook: ccook30.312@lgflmail.org (HOD)

“THE MOST DANGEROUS BUSINESS MYTH IS THAT LEADERS ARE BORN, THEY ARE NOT BORN THEY ARE MADE.” -

WARREN G BENNIS

A LEVEL

BUSINESS

EXAM BOARD: AQA

ENTRY CRITERIA: *Grade 4 if taken at GCSE*

A Level Business Studies considers real-life businesses and the way in which accepted business theory relates to their operation. By studying the theory and applying it to the real world you will be able to better understand how decisions are made and can then make informed judgments and conclusions.

There are three really good reasons to consider doing Business A-level:

1. It's an interesting challenge. You will consider a wide range of current affair issues;
- 2 It goes well with virtually any other combination of A-levels. Business involves you in using both writing and mathematical skills. It can be taken with a wide variety of other A-levels;
3. It keeps you career options open. The skills developed are valued by employers.

Business is front-page news. The way companies operate is under greater scrutiny than ever before. TV programmes like The Apprentice and Dragon's Den have raised the profile of Business to a new generation.

The new AQA specification enables students to engage with, explore and understand business behaviour and develop a critical understanding of what business is and does.

A good standard of literacy and numeracy skills are vital for success in this qualification; the learning and the assessments involve considerable comprehension and extended writing and the financial elements demand strong core numeracy capability. At least 10% of the assessment is quantitative (numerical) and the skills tested include: ratios, averages, fractions, percentages and calculation of profit and loss.

The Course encourages students to acquire a range of important and transferable skills:

- Data skills: students will be expected to manipulate data in a variety of forms and to interpret their results;
- Presenting arguments and making judgments and justified recommendations on the basis of the

available evidence;

-Recognising the nature of problems, solving problems and making decisions using appropriate business tools and methods;

-Planning work, taking into account the demands of the task and the time available to complete it.

CURRICULUM

YEAR 1

What is business?

Managers, leadership and decision making.

Decision making to improve marketing performance, operational performance, financial performance, and human resource performance.

YEAR 2

Analysis of the strategic position of a business.

Choosing strategic direction.

Strategic methods: how to pursue strategies.

Managing strategic change.

ASSESSMENT

This course is now linear, which means that to achieve the A2 qualification you will be examined on the whole specification at the end of Year 13:

Paper 1: Multiple-choice questions, short answer and two essays (33.3%);

Paper 2: Three compulsory data response questions (33.3%);

Paper 3: One compulsory case study consisting of six questions (33.3%).

WHAT ARE THE CAREER OPPORTUNITIES?

*Accountant *Actuary *Economist *Civil Service
*Investment Analyst *Finance Advisor *Quantity Surveyor

We are proud that our alumni with an A level in Business are studying *International Business at Loughborough University *Mechanical Engineering at Queen Mary.

FURTHER INFORMATION:

Mr M Jackson: mjackson62.312@lgflmail.org (HOF)

“CHEMISTRY BEGINS IN THE STARS. THE STARS ARE THE SOURCE OF THE CHEMICAL ELEMENTS, WHICH ARE THE BUILDING BLOCKS OF MATTER AND THE CORE OF OUR SUBJECT.” - PETER ATKINS

CHEMISTRY

EXAM BOARD: AQA

ENTRY CRITERIA: *Grade 6 in Chemistry or Grade 6,6 in Combined Science. Must also take AS or A Level Mathematics*

The AQA A level in Chemistry builds on mainly the second module of GCSE Additional Science. The topics are organised into Physical, Organic and Inorganic Chemistry and are shared between two teachers. The AQA course is especially exciting as there are aspects of Biochemistry taught in Year 13. The course gives a general insight into how the world works on the atomic level and gives a very good grounding in general Science.

CURRICULUM

YEAR 1 covers the fundamentals of chemistry and contains all of the basics of organic, physical and inorganic chemistry. This will be built upon to study such areas as reactions kinetics, equilibrium, investigating alcohols and organic analysis. There is a strong practical element in both years of the course and students will undertake 6 of the 12 required practicals. There will also be a trip to university labs to show students where the advanced experiments are carried out and to demonstrate where careers in chemistry can take them.

YEAR 2 builds upon the strong foundations of the first year. This entails learning advanced organic chemistry and carrying out complex organic synthesis. There is a stronger focus on inorganic chemistry in YEAR 2, students will further unlock the periodic table whilst learning about the d-block elements. Physical chemistry plays a prominent role where students will learn to understand how all reactions proceed or don't by decoding the mysteries of disorder which control the universe.

ASSESSMENT

At the end of the A level course students will sit three external exams:

Paper 1 (35% of the A level) - Physical and Inorganic Chemistry (including relevant practical skills).

Paper 2 (35% of the A level) - Physical and Organic Chemistry (including relevant practical skills).

Paper 3 (30% of the A level) - Practical Skills and

Data Analysis Paper.

There are 12 required practicals throughout the two years and numerous other optional practicals. This leads to a course with a good analytical grounding and will better prepare students for any degree with applied components. The practicals make up a large component of the end of Year 13 assessment. This means they need to be undertaken in a serious and methodical fashion. This is a challenging yet rewarding part of the A Level that will make students more well rounded and independent when undertaking future studies or work.

HOMEWORK REQUIREMENTS

Homework will be set by both teachers every week. The work will mostly include exam questions wherever appropriate, short answer questions from the textbook, experimental write-ups, and revision. It is expected that students also read around the subject and prepare during exam periods by completing past papers and checking answers using mark schemes. All students will have access to exam materials.

Students should do a minimum of 5 hours study outside of class every week – this could be rewriting class notes or making additional notes from the textbook.

WHAT ARE THE CAREER OPPORTUNITIES?

*Biochemist *Chemical Engineer *Oceanographer
*Water Technologist *Animal Technician *Forensic Scientist *Pharmacologist *Chemist *Pharmacist

We are proud that our alumni with an A level in Chemistry are studying *Medicine at University of Oxford *Medicine at the University of Nottingham *Chemical Engineering at Queen Mary.

A former Haydon student begins his PhD in Chemistry at University of Southampton this year.

FURTHER INFORMATION:

Ms S Perera: sperera9.312@lgflmail.org (acting HOD)

“BIG RESULTS REQUIRE BIG AMBITIONS.” -
HERÁKLEITOS

CLASSICAL CIVILISATION

EXAM BOARD: OCR

ENTRY CRITERIA: *Grade 4 if taken at GCSE*

Classical Civilisation focuses on the civilisations of Greece and Rome, and is a wide ranging subject involving the study of literature, material culture, ancient thought and ideas, and the ancient historical context.

You don't need to know any languages, all the texts are in translation, and it doesn't matter if you haven't studied the Greeks and Romans since primary school; all you need is an interest in the ancient world and its cultures.

From women in the ancient world to the study of religious beliefs and ancient acts of intolerance, Classical Civilisation involves interesting discussions that are directly relevant to today's world.

Classical Civilisation is a multi-disciplinary subject, containing elements of English Literature, Art, Architecture, History, Philosophy, Archaeology, Religious Studies and Politics. As such, it is highly valued by colleges, universities and potential employers because Classicists have honed a wide range of useful skills.

CURRICULUM

YEAR 1

Unit H408/11 The world of the hero: Homer's Iliad and Virgil's Aeneid (40%)

This component is solely focused on the study of literature in translation.

Unit H408/24 Culture and the arts: Greek art (30%)

This component involves the study of visual and material culture.

YEAR 2

Unit H408/24 Culture and the arts: Greek art (30%)

-continued

This component involves the study of visual and material culture.

Unit H408/31 Beliefs and ideas: Greek religion (30%)

This component involves the study of an area of classical thought, in combination with either the study of literature in translation or visual/material culture.

ASSESSMENT

All three Units are assessed by external examination at the end of Year 13.

HOMEWORK REQUIREMENTS

A wide variety of homework tasks including: persuasive writing, reading, research and analysis, and writing to revision. All students will be expected to hand in work on time.

WHAT ARE THE CAREER OPPORTUNITIES?

The study of Classical Civilisation would benefit those students interested in, among others, a career in Law, the Civil Service, Politics, the Media, Finance, Teaching, Art, Medicine, Publishing, Marketing, Journalism and working in museums and archives.

FURTHER INFORMATION:

Mr I Tsakiridis: itsakiridis.312@lgflmail.org

“EVERYBODY IN THIS COUNTRY SHOULD LEARN HOW TO PROGRAM A COMPUTER... BECAUSE IT TEACHES YOU HOW TO THINK.” - CODE.ORG

COMPUTER SCIENCE

EXAM BOARD: OCR

UCAS TARIFF POINTS: A* - 56, A - 48, B - 40, C - 32

ENTRY CRITERIA: *Grade 5 in GCSE Mathematics*

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It is an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.

The qualification requires computational thinking, helping students to develop the skills of problem solving, designing systems and understanding the power and limits of human and machine intelligence.

The A Level course provides the foundations to study the subject at a higher level and will also be an excellent grounding for other subject areas that require computational thinking and analytical skills.

CURRICULUM

UNIT 1 - Computer Systems

This component will introduce learners to the internal workings of the Central Processing Unit (CPU), the exchange of data and will also look at software development, data types and legal and ethical issues. Learners will draw on this underpinning content when studying computational thinking, developing programming techniques and devising their own programming approach in the Programming project component (Unit 3).

UNIT 2 - Algorithms and programming

This component will incorporate and build on the knowledge and understanding gained in the Computer systems Unit 1. In addition, learners should:

- understand what is meant by computational thinking;
- understand the benefits of applying computational thinking to solving a wide variety of problems;
- understand the principles of solving problems by computational methods;
- be able to use algorithms to describe problems;
- be able to analyse a problem by identifying its component parts.

UNIT 3 - Programming Project

Students will design, create, test and evaluate a software solution for a client. Students work with their clients to set the software requirements, and many students choose to develop games as their software solutions.

ASSESSMENT

Unit 1 and **Unit 2** are both summatively assessed through external exams. Each exam is completed at the end of Year 13, and is worth 40% of the overall qualification. Each exam is two and a half hours long, and has approximately 140 marks available.

There is a programming project which is undertaken in Year 13 and is worth 20% of the overall qualification.

Equipment required: The recommended course text book, a PC and internet access at home would be advantageous. Ear/headphones are required for classwork.

WHAT ARE THE CAREER OPPORTUNITIES?

*Cyber Security Consultant *Games developer *IT consultant *Multimedia programmer *SEO specialist *Software engineer

Haydon students with an A level in Computer Science have gone on to study a range of degree level subjects including Business Computing, Computer Science, Optometry, Software Engineering, Web Technologies and Security, Computer Games Design, Digital Arts Computing.

FURTHER INFORMATION

Mrs S Dale: sdale14.312@lgflmail.org (HOD)

“NO DESIGN IS POSSIBLE UNTIL THE MATERIALS WITH WHICH YOU DESIGN ARE COMPLETELY UNDERSTOOD.” - MIES VAN DER ROHE

DESIGN & TECHNOLOGY

EXAM BOARD: EDEXCEL

ENTRY CRITERIA: *Grade 4 in GCSE Maths AND Grade 4 in one of the following at GCSE:*
**Textiles *Graphic Products *Resistant Materials *Systems & Control *Electronics*

PRODUCT DESIGN GRAPHIC PRODUCTS

Product Design explores how the needs of consumers can be met through high quality design. Product Design is the creative application of Science, Maths, and technology to solve problems. The process of design often requires a person to be both artistic and technical, it is used across the design industry by professionals such as architects, engineers and industrial designers. The Product Design course gives you the opportunity to develop skills, knowledge and understanding to solve problems creatively through the process of design.

CURRICULUM

YEAR 1

Theory & Small Coursework Projects

YEAR 2

Theory & Final Coursework Project

COMPONENT 1: PRINCIPLES OF DESIGN & TECHNOLOGY

All designers must understand how to design and make products that can be made using existing industrial methods and materials. Principles of Design & Technology develops students' knowledge and understanding of industrial processes, materials and techniques so that they are able to confidently design creative and realistic solutions to a variety of design problem. They will also study factors that influence the development of different products and how the design and manufacturing industry works. The course has a mathematical element that requires students to apply mathematical principles to the process of product design development.

COMPONENT 2: INDEPENDENT DESIGN & MAKE PROJECT

The Design & Make Project enables students to create and develop a product from the initial analysis of a problem through to product evaluation and testing. The project will include researching, creating and developing ideas through sketches, 3D modelling and CAD as well as planning to manufacture and the manufacture of a 3D prototype of a product. Students will have access to the department's variety of technologies including Laser Cutters, Vinyl Cutters, a 3D Printer, Injection Moulding Machine, a Vacuum Former, Metal casting machine amongst other facilities.

ASSESSMENT

50% Examination and 50% Coursework.

COMPONENT 1: 50% - Externally Assessed.

COMPONENT 2: 50% - Internally Assessed.

Equipment required: calculator and a variety of drawing equipment

WHAT ARE THE CAREER OPPORTUNITIES?

* Clothing/textile technologist *Colour technologist
*Exhibition Designer *Furniture Designer *Interior and spatial Designer *Graphic Designer *Exhibition Designer *Retail Designer *Industrial/product Designer *Engineer

Our students with an A level in D&T have gone on to study and practice architecture, engineering, graphic design, industrial design, interior design, retail design

FURTHER INFORMATION:

Mr N Taylor: ntaylor4.312@lgflmail.org (HOF)

“ALL THE WORLD’S A STAGE, AND ALL THE MEN AND WOMEN MERELY PLAYERS: THEY HAVE THEIR EXITS AND THEIR ENTRANCES; AND ONE MAN IN HIS TIME PLAYS MANY PARTS, HIS ACTS BEING SEVEN AGES.” - WILLIAM SHAKESPEARE

DRAMA & THEATRE STUDIES

EXAM BOARD: AQA

ENTRY CRITERIA: *Grade 4 if taken at GCSE*



A Level Drama and Theatre offers students the opportunity to explore drama as a practical art form, in which ideas and meaning are communicated to an audience through choices of form, style and convention.

The course inspires students to become independent theatre makers. The course explores a range of texts through practical performance and the theoretical analysis of drama. Students must think critically and use a range of problem solving techniques to help them prepare for their future careers.

CURRICULUM

YEAR 1

Autumn 1: An Introduction to Drama

Autumn 2 to Spring 2: Component 1 – A Servant to Two Masters and Our Country’s Good

Summer 1 and 2: Component 2 – Creating Original Drama

Students will devise, rehearse and perform an original piece of theatre in front of an audience. As part of the project they will study a key practitioner who will influence their work. They will also create a working notebook documenting their creative process.

YEAR 2

Autumn 1: Creating Original Drama - continued.

Autumn 2 to Spring 1: Component 3 – Making Theatre

The students practically explore three extracts from different plays. The extracts will be explored through a series of teacher-led workshops. Students will then formally present one of these extracts to an audience and examiner. They will be required to produce a reflective report in which they analyse their theatrical interpretation of the extracts.

Summer 1 and 2: Revision

ASSESSMENT

On going practical and written assessment tasks:

COMPONENT 1:

3 hour written exam worth 80 marks (40% of A Level)

COMPONENT 2:

Creating Original Drama (30% of A Level):

Working notebook 40 marks;

Devised Performance 20 marks.

COMPONENT 3:

Making Theatre (30% of A Level):

Performance of an Extract 40 marks ;

Reflective Report 20 marks.

WHAT ARE THE CAREER OPPORTUNITIES?

*Business Leader *Community Arts worker *Drama therapist *Theatre director *Arts administrator *Broadcast presenter *Teacher *Lawyer *Politician

A number of our alumni have gone to Drama Schools including Guildford School of Acting and LIPA. Our students with an A level in Drama & Theatre Studies also have gone on to study a range of degree level subjects including Drama, English, Law, Computing, and Teaching.

FURTHER INFORMATION:

Ms M Pennell: mpennell.312@lgflmail.org (HOD)

“INFLATION IS ALWAYS AND EVERYWHERE A MONETARY PHENOMENON.” - MILTON FRIEDMAN

ECONOMICS

EXAM BOARD: OCR

ENTRY CRITERIA: *Grade 4 in English Language and Grade 5 in Maths is recommended*

Students wishing to pursue Economics at degree level are strongly advised to take A Level Maths or Maths AS.

Economics is all about the allocation of scarce resources.

This course will enable students to develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life.

CURRICULUM

YEAR 1

SCARCITY, PPC, DEMAND AND SUPPLY, MARKET FAILURE, ECONOMIC OBJECTIVES AND POLICIES TO ACHIEVE THEM

COMPONENT 1: MICROECONOMICS

Students will learn the reasons for individuals, organisations and societies having to make choices. They will also explore how competitive markets work, how markets fail and the role of the government in the economy.

COMPONENT 2: MACROECONOMICS

Students will learn about the macroeconomic problems of an economy, the objectives of government economic policy and indicators of national economic performance. Students will also learn about international trade and arguments for and against free trade.

YEAR 2

MARKET STRUCTURES, LABOUR MARKETS, ENVIRONMENT, DEVELOPMENT, INEQUALITY, FINANCIAL MARKETS

COMPONENT 1: MICROECONOMICS

Students will build upon their knowledge from the first year's Component 1 but look into more detail at

the market structures and allocation of resources in addition to the labour market.

COMPONENT 2: MACROECONOMICS

Students will build further upon macro concepts from Year 1 and learn about trade and integration, development and sustainability, the economics of globalisation, the role of the financial sector in the real economy and financial regulation.

COMPONENT 3: THEMES IN ECONOMICS

This unit will draw upon content of components 1 and 2 and will require the candidates to consider the theory which has been studied on those components in a 'real world' context.

ASSESSMENT

3 papers – Micro, Macro (both have data response and 2 essays) and synoptic (30 MCQs and a data response, which covers both sides of the course).

WHAT ARE THE CAREER OPPORTUNITIES?

*Actuarial analyst *Chartered accountant *Chartered public finance accountant *Data analyst *Economist *Financial risk analyst *Forensic accountant *Investment analyst *Statistician *Stockbroker

We are proud that our alumni with an A level in Economics are studying *Economics and Econometrics at the University of Nottingham *Banking and International Finance at City University London *Accounting and Finance at University of Newcastle upon Tyne *Sport Management at Loughborough University

FURTHER INFORMATION:

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“THE ENGLISH LANGUAGE IS LIKE LONDON: PROUDLY BARBARIC YET DEEPLY CIVILISED, TOO, COMMON YET ROYAL, VULGAR YET PROCESSIONAL, SACRED YET PROFANE.” - STEPHEN FRY

ENGLISH LANGUAGE

EXAM BOARD: AQA

ENTRY CRITERIA: *Grade 4 or above in English Language.
Grade 5 or above is recommended*



English Language is a subject for those fascinated with the workings of language. Students will break down how language is accessed and learned; through region, dialect, social groups, gender and more. Using a combination of theory and practical experience, you will deconstruct the workings of the English language.

CURRICULUM

UNIT 1: LANGUAGE, THE INDIVIDUAL AND THE SOCIETY

The aim of this part of the subject content is to introduce students to language study, exploring textual variety. It also introduces students to the study of children's language development, exploring how children learn language and how they are able to understand and express themselves through language.

UNIT 2: LANGUAGE DIVERSITY AND CHANGE

The aim of this area of study is to allow students to explore language diversity and processes of language

change. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity and change.

UNIT 3: LANGUAGE IN ACTION - COURSEWORK

The aim of this area of study is to allow students to explore and analyse language data independently. It requires students to carry out two different kinds of individual research: a language investigation (2,000 words excluding data) and a piece of original writing and commentary (750 words each).

ASSESSMENT

80% Externally Assessed Exam, 20% Internally Assessed Coursework.

WHAT ARE THE CAREER OPPORTUNITIES?

*Advertising account executive *Advertising copywriter *Information officer *Marketing executive *Primary school teacher *Public relations officer *Secondary school teacher *Social media manager

Haydon students who have studied A level English Language have gone on to study *Criminology and Psychology at University of Southampton *Marketing at Aston University *Creative Writing at Brunel University London *Law at the University of Warwick

FURTHER INFORMATION:

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Mr S Matton: smatton.312@lgfmail.org (KS5)

“IF ONE CANNOT ENJOY READING A BOOK OVER AND OVER AGAIN, THERE IS NO USE IN READING IT AT ALL.” - OSCAR WILDE

ENGLISH LITERATURE

EXAM BOARD: AQA

ENTRY CRITERIA: *Grade 5 in English Literature. Grade 6 is recommended*

English Literature is a fantastic subject for readers and reading enthusiasts. You will learn to express yourself, develop sophisticated interpretations and construct arguments in a scholarly, academic fashion through your speech and writing. Not only do we deconstruct texts and genres – we examine history, art, politics, race, culture, identity and what it truly means to be an individual.

CURRICULUM

YEAR 1

UNIT 1: ASPECTS OF TRAGEDY

Students study three texts: Othello by William Shakespeare, Death of a Salesman by Arthur Miller and the poetry of John Keats. At the core of all the set texts is a tragic hero or heroine. Their tragic flaw results in the suffering of others and ultimately their own downfall. Students will examine and deconstruct the components of the tragic genre. Tragedy itself is an imitation, not of men, but of action and life, of happiness and misery. The tragic hero's life consists of action, and its end should reveal an innate human truth.

UNIT 3: THEORY AND INDEPENDENCE - COURSEWORK

In this component, students write about two different literary texts. One of the texts must be a poetry text and the other must be prose. Each text must be linked to a different section of the Critical Anthology (which includes theories of Marxism, Feminism, Post-colonialism, Eco-criticism, Narrative and The Literary Canon).

YEAR 2

UNIT 2: POLITICAL AND SOCIAL PROTEST

In contrast to the literary genre of tragedy, the texts for this unit are grouped together as having elements

from the more modern genre of political and social protest writing. This genre, which is heavily influenced by culture, is continually evolving. Students study three texts: The Kite Runner by Khaled Hosseini, The Handmaid's Tale by Margaret Atwood and Songs of Innocence and Experience by William Blake. All set texts foreground oppression and domination and they all anatomise the cultures we live in and have lived in over time. They also respond to an unseen passage in the exam.

ASSESSMENT

80% Externally Assessed Exam.

20% Internally Assessed Coursework.

HOMEWORK REQUIREMENTS

Wider reading/ Independent research/ Reading classic, historical or culturally significant texts.

WHAT ARE THE CAREER OPPORTUNITIES?

*Digital copywriter *Editorial assistant *English as a foreign language teacher *Lexicographer *Magazine journalist *Newspaper journalist *Publishing copy-editor *Web content manager *Writer

We are proud that our alumni with an A level in English Literature are studying *Philosophy at the University of Nottingham *Theatre and Performance Studies at the University of Warwick *English Literature at University of Reading *English at the University of Nottingham *Law at the University of Warwick.

FURTHER INFORMATION:

Mrs M Giddens: mgiddens2.312@lgflmail.org (HOF)

Mr S Matton: smatton.312@lgflmail.org (KS5)

“À VAILLANT COEUR RIEN D’IMPOSSIBLE.” (“FOR A VALIANT HEART NOTHING IS IMPOSSIBLE.”) - JACQUES CŒUR

FRENCH

EXAM BOARD: EDEXCEL

ENTRY CRITERIA: *Grade 5 (all papers must be higher tier)*

Studying French at A-Level not only improves your language skills but also it provides you with insights into France’s history and culture. Our new Pearson Edexcel Level 3 Advanced GCE in French has been developed to inspire all students who have an appreciation of the language, literature, film and culture of the French-speaking world. If you do plan on travelling after completing your A Level studies, studying French at A-Level will truly enhance your experience.

CURRICULUM

YEAR 1

THEME 1: CHANGES IN FRENCH SOCIETY

Theme 1 is set in the context of France only. This theme covers following social issues and trends:

- Changes in family structures
- French Education
- The world of work

THEME 2: POLITICAL AND ARTISTIC CULTURE IN FRENCH-SPEAKING COUNTRIES

Theme 2 is set in the context of francophone countries and communities. This theme covers artistic culture (through music, festivals and traditions) and political and artistic culture (through media).

Film: Intouchables

YEAR 2

THEME 3: IMMIGRATION AND MULTICULTURAL SOCIETY IN FRANCE

Theme 3 is set in the context of France only. This theme covers social issues and trends:

- The positive impact of immigration on French society
- The challenges of immigration and integration in

France

- The National Front/The extreme right Party

THEME 4: OCCUPATION AND RESISTANCE

Theme 4 is set in the context of France only. This theme covers political culture:

- Occupied France
- The Vichy government
- The Resistance

Book: No et Moi

ASSESSMENT

End of year exams: Speaking/ Paper 1: Listening-Reading- Translation into English/ Paper 2: essays on a film and book studied in Year 12 and Year 13- Translation into French.

WHAT ARE THE CAREER OPPORTUNITIES?

*Interpreter *Secondary school teacher *Broadcast journalist *Detective *Diplomatic service officer *English as a foreign language teacher *International aid/development worker *Logistics and distribution manager *Marketing executive

We are proud that our alumni with an A level in French are studying *Modern Languages with Business at the University of Nottingham *Law with French Law at University of Leeds.

FURTHER INFORMATION:

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“GEOGRAPHY EXPLAINS THE PAST, ILLUMINATES THE PRESENT AND PREPARES US FOR THE FUTURE. WHAT COULD BE MORE IMPORTANT THAN THAT?” - MICHAEL PALIN

GEOGRAPHY

EXAM BOARD: EDEXCEL

UCAS TARIFF POINTS: A* - 56, A - 48, B - 40, C - 32

ENTRY CRITERIA: *Grade 4 if taken at GCSE*

We all live our lives geographically. Planet Earth is our home. Geography is the subject which opens the door to this dynamic world and prepares each one of us for the role of global citizen in the 21st century. Geography draws from across the physical, cultural, economic, environmental and political spheres to illuminate key issues for the present and the future. Through geography we learn to appreciate the diversity. It enables us to face questions of what it means to live sustainably in an interdependent world and introduces you to a range of critical-thinking and investigative skills to help answer geographical issues.

CURRICULUM

YEAR 1

Topic 1: Tectonic Processes and Hazards

An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.

Topic 2B: Coastal Landscapes and Change

Coastal landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts.

Topic 3: Globalisation

Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people.

Topic 4B: Diverse Places

Local places vary both demographically and culturally with change driven by local, national and global processes.

YEAR 2

Topic 5: The Water Cycle and Water Insecurity

Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply.

Topic 6: The Carbon Cycle and energy security

A balanced carbon cycle is important in maintaining planetary health.

Topic 7: Superpowers

Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment.

Topic 8B: Migration, Identity and Sovereignty

Global governance has been developed to manage a number of common global issues and has a mixed record in its success in dealing with them.

ASSESSMENT

Paper 1: Physical (30%) 105 marks. Paper 2: Human (30%) 105 marks. Paper 3: Synoptic investigation (20%) 70 marks.

Non Examined Assessment (NEA): Coursework-Independent Investigation (20%).

INDEPENDENT INVESTIGATION

Fieldwork is an essential part of Geography. Students will have a rich practical experience to produce a high quality fieldwork report. This compulsory residential visit will provide students with a deeper understanding of geographical skills both qualitative, quantitative as well as using GIS to provide a framework for their individual coursework.

WHAT ARE THE CAREER OPPORTUNITIES?

*Local Government *Politics *Academia *Marketing
*Public Services *People Relations *Cartography
*Environmental consultant *Sustainability consultant

We are proud that our alumni are studying
*Geography at LSE *Geography with Economics at
Loughborough University *Geography and Economics
at University of Reading. Haydon alumna who studied
A-Level Geography has joined the RAF.

FURTHER INFORMATION:

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“OUR LIVES BEGIN TO END THE DAY WE BECOME SILENT ABOUT THE THINGS THAT MATTER.” - MARTIN LUTHER KING

GOVERNMENT & POLITICS

EXAM BOARD: AQA

ENTRY CRITERIA: *Grade 4 in English Language is recommended*

How to describe world of politics at moment? We cannot so instead we attempt to deconstruct the world of UK and US politics by exploring the key issues and debates of the day. If we are successful you will leave with more questions than answers.

If you enjoy discussion and accept that there are no right or wrong answers, then you should be on the A level Government and Politics course at Haydon School.

CURRICULUM

The Government and Politics course is split into three areas of study over two years:

1. U.K GOVERNMENT AND POLITICS

You will study and discuss such questions as ‘What is Brexit all about and why is it happening?’, ‘What powers does the Prime Minister have?’, ‘Why was the result of the 2017 General Election such a surprise?’ and ‘Is Britain truly democratic?’

You will learn the ways that citizens participate in the UK Political system. We explore factors that may affect why people vote for a particular party during election time. Students will also gain an understanding of our electoral system and the role of political parties and pressure groups. You will also study the Constitution and the Judiciary and its ever changing role as well as the Prime Minister and his/her relationship with other Cabinet Ministers and the subsequent powers and constraints he/she may exercise. The final topic is on the Westminster Parliament and the other assemblies/parliaments within the United Kingdom.

2. US GOVERNMENT AND POLITICS

Find out the answers to questions like ‘How did Donald Trump become President?’, ‘Why it so easy to have a gun in the USA?’, and ‘Why is race such a big issue in America?’ You will also have the opportunity to compare and contrast US and UK politics.

You will learn about how American elections operate,

what influences the voting behaviour of the American public, as well as looking at Pressure groups, and Political Parties in the American political system. This unit also covers the main institution of US Government, the Presidency (including Cabinet and EXOP), Congress, Supreme Court and the Constitution. As you explore American politics you will be comparing it to UK politics.

3. POLITICAL IDEAS

You will examine some of the great ideas that have shaped our world for good or ill, including Liberalism, Socialism, and Conservatism; and at the work and influence of key political thinkers such as Karl Marx, Mary Wollstonecraft and Edmund Burke.

This topic looks at the wider theories that have influenced the way the UK and US have been governed. As well as the three main ideologies listed above, you will also explore Feminism, seen as one of the most successful political movements in the last century, and Nationalism, which with the election of leaders such as Trump, is on the rise in many places around the world

ASSESSMENT

3 x exam papers each worth 33.3% of the final qualification: Paper 1 UK Politics, Paper 2 US comparative study, Paper 3 Political Ideas.

Equipment required: An open mind and a twitter account

WHAT ARE THE CAREER OPPORTUNITIES?

A number of our former students are studying Politics at university and on high level apprenticeship courses in the Civil Service. Haydon alumnus who studied A-Level Gov & Politics has joined the Met Police.

FURTHER INFORMATION:

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“FELLOW CITIZENS. WE CANNOT ESCAPE HISTORY.” - ABRAHAM LINCOLN

HISTORY

EXAM BOARD: AQA

UCAS TARIFF POINTS: A* - 56, A - 48, B - 40, C - 32

ENTRY CRITERIA: Grade 4 if taken at GCSE

Why study history? The answer is because... we must. To gain access to the true breadth of human experience we must study History. If we study it reasonably well we might learn some useful habits and some understanding of how our past may have impacted upon us (knowingly or unknowingly) and our neighbour. It enables us to appreciate the story of our community, of our colleague, and our friend and in-doing so can create stronger bonds between us. History can also give us the capacity to reflect, to appreciate, and to challenge what others may assume are unshakable pillars of society. History allows you to be a rebel. History also gives you the practical skills of analysis, writing, arguing, structuring personal time, and ensuring that in an information age you know what information to trust. But History goes much further than basic 'skills'. History provides a picture of life that no other subject can paint. It presents you with stories of personal challenges, heroic deeds, martyrdom, and makes you question what battles and beliefs you will define your life by. It poses deep questions of the life you are leading and presents you with intellectual challenge. You can find beauty, despair, joy, heroism, and unrivalled pleasure in discovering stories of lives that have shifted the story of humans. History can move you, and you have the power to move History. We study History because... we must; for what else is the point of life we don't leave a little something behind for someone else to discover?

CURRICULUM

YEAR 1

Tudors - Consolidation of the Tudor Dynasty: England, 1485–1547:

Henry VII, 1485–1509

Henry VIII, 1509–1547

Russia - The Russian Revolution and the Rise of Stalin, 1917–1929:

Dissent and Revolution, 1917

Bolshevik consolidation, 1918–1924

Stalin's rise to power, 1924–1929

YEAR 2

Tudors - England: turmoil and triumph, 1547–1603

Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563

The triumph of Elizabeth, 1563–1603

Russia – Stalin's Rule, 1929–1953:

Economy and society, 1929–1941

Stalinism, politics and control, 1929–1941

The Great Patriotic War and Stalin's Dictatorship, 1941–1953

ASSESSMENT

Tudors (1C): 40%. Russia (2N): 40%. Non-Examined Assessment: 20%.

WHAT ARE THE CAREER OPPORTUNITIES?

History is respected by universities (for all courses) and employers because it develops key skills that are applicable to all walks of life.

*Archaeologist *Broadcast journalist *Banking and Finance *Civil Service *Conservation officer *Editorial assistant *Event Planning *Information officer *Politician's assistant *Solicitor

We are proud that our alumni with an A level in History are studying *History at King's College London *Film and English at University of Southampton *Law at the University of Warwick.

FURTHER INFORMATION:

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“EVERY ONCE IN A WHILE, A NEW TECHNOLOGY, AN OLD PROBLEM,
AND A BIG IDEA TURN INTO AN INNOVATION.” - DEAN KAMEN

CAMBRIDGE TECHNICALS IN

IT

EXAM BOARD: OCR

UCAS TARIFF POINTS: D* - 56, D - 48, M - 32, P - 16

ENTRY CRITERIA: *Grade 4 in GCSE IT Qualification if taken*

This qualification aims to develop students' knowledge, understanding and skills of the principles of IT and Cyber Security. Students will gain an insight into the IT sector as they investigate the pace of technological change, IT infrastructure, and the flow of information on a global scale, and the importance of legal and security considerations.

CURRICULUM

YEAR 1

UNIT 1: FUNDAMENTALS OF IT

A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will create a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how businesses use IT.

UNIT 2: GLOBAL INFORMATION

The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the Internet, by individuals and organisations. Students will discover that good management of both data and information is essential and that it can give any organisation a competitive edge.

YEAR 2

UNIT 3: CYBER SECURITY

During this unit students will gain knowledge and understanding of the range of threats, vulnerabilities and risks that impact on both individuals and organisations. Students will learn about the solutions that can be used to prevent or deal with cyber security incidents resulting from these challenges and will be able to apply their knowledge and understanding of cyber security issues and solutions by reviewing and making recommendations for ways to best protect digital systems and information.

UNIT 9: PRODUCT DEVELOPMENT

The purpose of this unit is to prepare students to undertake product development activities. Students will learn about different product design methodologies and the role of the product development life cycle. In addition, they will discover the factors that influence

product developments.

UNIT 6: APPLICATION DESIGN

In this unit students will explore potential ideas for a new application and develop the fundamental design for it. They will then develop the designs for an application and consider how users will interact with it. Students will have the opportunity to present their ideas, prototype them, and gain feedback before refining their designs. Besides the technical knowledge that you will gain about designing an application, you will also learn key transferable skills such as liaising with clients, questioning people effectively to gain the information you need to develop successful designs, and presenting your ideas to an audience and getting feedback from them.

ASSESSMENT

Unit 1: Fundamentals of IT 90 minute examination: 25% of qualification.

Unit 2: Global Information 90 minute examination: 25% of qualification.

Unit 3: Cyber Security 60 minute examination: 16% of qualification.

Unit 9: Product development Externally set coursework: 17% of qualification.

Unit 6: Application design Externally set coursework: 17% of qualification.

WHAT ARE THE CAREER OPPORTUNITIES?

*Cyber Security *Data analyst *Database administrator
*Digital Design *Information systems manager *IT
technical support *Systems analyst *Applications
developer *Business analyst *Network engineer

Our students have gone on to study a range of degree level subjects and high level apprenticeships including Business Computing, Web Technologies and Security, Digital Arts Computing. We are proud that Haydon Alumnus with an A Level in IT is currently training with SITA on their apprenticeship scheme.

FURTHER INFORMATION

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“UNA LINGUA DIVERSA È UNA DIVERSA VISIONE DELLA VITA.” (“A DIFFERENT LANGUAGE IS A DIFFERENT VISION OF LIFE.” - FEDERICO FELLINI

ITALIAN

EXAM BOARD: EDEXCEL

ENTRY CRITERIA: *Grade 5 (all papers must be higher tier)*

The GCE A Level in Italian has been developed to inspire all students who have an appreciation of the language, literature, film and culture of the Italian-speaking world. The course of study is motivating and will enable students to develop an advanced level knowledge and understanding of the Italian language, the culture of Italy and other Italian speaking countries and communities, as well as practical and valuable language and transferable study skills.

CURRICULUM

YEAR 1

Changes in Italian society, political and artistic culture in Italian-speaking countries, translation skills, grammar and analysis of the film ‘La vita è bella’

YEAR 2

Italy: a society in evolution from the rise of Fascism to now, translation skills, grammar and analysis of the book ‘Io non ho paura’.

ASSESSMENT

PAPER 1: LISTENING, READING AND TRANSLATION

In the Listening part of this paper, you will answer multiple choice and comprehension questions in Italian on a variety of recordings. In the Reading section, you will also answer multiple choice and comprehension questions in Italian, based on a variety of passages. You will also translate a passage from Italian into English.

PAPER 2: WRITTEN RESPONSE TO WORKS, GRAMMAR AND TRANSLATION

In this paper, you will write about two books or one book and a film that you have studied throughout the year. There will also be a translation passage from English into Italian.

PAPER 3: SPEAKING

Before this exam you will have 5 minutes to prepare a discussion based on a stimulus card you have been given. You will then discuss the topic from the card with your examiner. Then you will give a presentation on an independent research project you will have conducted and answer further questions on the topic.



**KEEP
CALM
AND
LEARN
ITALIAN**

WHAT ARE THE CAREER OPPORTUNITIES?

*Interpreter *Secondary school teacher *Broadcast journalist *Detective *Diplomatic service officer *English as a foreign language teacher *International aid/development worker *Logistics and distribution manager *Marketing executive

We are proud that our alumni with an A level in Italian are studying *Interior Architecture and Design at Coventry University *Psychology and Counselling at University of Roehampton *Actor - Musicianship at the University of West London.

FURTHER INFORMATION:

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“A JURY CONSISTS OF TWELVE PEOPLE CHOSEN TO DECIDE WHO HAS THE BETTER LAWYER.” - ROBERT FROST

LAW



EXAM BOARD: OCR

ENTRY CRITERIA: *A Grade 4 in English Language is recommended*

A Level Law fosters students' interest in law and helps them develop their knowledge and skills relevant to further study of law and other subjects. Students will develop their knowledge of the law in England, and the interaction between law, morals, justice, society and technology.

Students of A Level Law will:

- Develop an understanding of law and how it works.
- Learn more about society from a legal perspective both contemporary and historical.
- Learn about the interaction between law and morals, justice and society.
- Learn about different areas of law – e.g. criminal law, human rights, contract and tort.
- Make connections with business, economics, history, politics and technology.
- Develop academic skills, including analysis and evaluation.
- Be able to make an informed decision about future careers.

Law students develop a range of skills including the application of legal rules and principles to present an argument, analysis and evaluation of the law, legal issues and concepts.

CURRICULUM

YEAR 1

Paper One

The English Legal System including: criminal and civil courts, alternative dispute resolution, sentencing, juries, magistrates, legal personnel, judges and legal funding.

Criminal Law including: assault, battery, actual bodily harm, grievous bodily harm, grievous bodily harm with intent, murder, voluntary manslaughter, involuntary manslaughter, theft, robbery, burglary and general defences.

Paper Two

Law Making including: parliamentary law making, delegated legislation, statutory interpretation, judicial precedent and law reform.

Tort including: negligence, occupiers liability, vicarious liability, remedies and defences.

YEAR 2

Contract Law including: formation of a contract, consumer law, misrepresentation, discharge of contract and remedies.

Legal Theory including: law and society, law and morality, law and technology and law and justice.

ASSESSMENT

Paper 1 - The English Legal System and Criminal Law.

Paper 2 - Law Making and Tort.

Paper 3 - Contract Law and Legal Theory.

Three papers are sat at the end of Year 13. Each paper is 2 hours in length and are worth 33.3% of the final qualification.

WHAT ARE THE CAREER OPPORTUNITIES?

*Barrister *Chartered legal executive *Detective
*Licensed conveyancer *Paralegal *Solicitor *Legal Advice
*Chartered accountant *Civil Service administrator *Patent attorney

We are proud that Haydon alumna with an A level in Law has graduated with 1st Class Honours degree in Politics & Economics from Southampton University.

FURTHER INFORMATION:

Mr A Ladha: aladha.312@lgflmail.org (HOD)

“THERE’S NOT A JOB IN THE WORLD THAT MATHS CAN’T HELP YOU WITH. THE AVERAGE PERSON PROBABLY DOESN’T GO THROUGH A SINGLE DAY WITHOUT USING IT, WHATEVER LEVEL YOU WORK AT.” - GLEN JOHNSON, FOOTBALLER

MATHEMATICS AS

EXAM BOARD: **EDEXCEL**

UCAS TARIFF POINTS: A - 20, B - 16, C - 12

ENTRY CRITERIA: *Grade 5 in GCSE Higher Mathematics and must be taking 3 other A Levels*

MATHEMATICS AS (OVER TWO YEARS AS AN EXTRA FOURTH OPTION)

You do not need to take an entrance exam to study Mathematics AS

Mathematics AS as a fourth option supports the study of other A level subjects and provides excellent preparation for a wide range of university courses. If you want to keep studying Mathematics and increase knowledge and understanding of mathematical techniques and their applications at a slower pace for better understanding of the subject the course may be of interest to you.

The course will help you to develop key employability skills such as problem solving, logical reasoning, communication and resilience.

CURRICULUM

YEAR 1

Pure Mathematics:

- Algebraic Expressions
- Quadratic Functions
- Equations and Inequalities
- Graphs and Transformations
- Straight-line Graphs
- Circles
- Algebraic Division, Factor Theorem and Proof
- The Binomial Expansion
- Trigonometric Ratios and Graphs
- Trigonometric Identities and Equations
- Vectors
- Differentiation
- Integration
- Exponential Functions and Natural Logarithms

The course will appeal to those studying Business, Computer Science, Economics

YEAR 2

Statistics:

- Regression, Correlation and Hypothesis Testing
- Conditional Probability
- The Normal Distribution

Mechanics:

- Moments
- Forces and Friction
- Projectiles
- Application of Forces
- Further Kinematics

ASSESSMENT

All assessment will take place at the end of the course.

Two Papers: one paper tests Pure Mathematics worth 100 marks for two hours and the second paper is a mixture of Mechanics and Statistics worth 60 marks for 1 hour 15 minutes.

Equipment required: The recommended textbooks, Casio Classwizz calculator (specific for A Level) and two folders

WHAT ARE THE CAREER OPPORTUNITIES?

*Architect *Banking *The Civil Service *Computing
*Consulting *Financial Services *Retail *Management
*Media *Human Resources *Marketing

FURTHER INFORMATION:

Ms E Maher: emaher5.312@lgflmail.org (HOD)

“I LOVE THAT ONCE YOU KNOW THE BASIC RULE OF MATHS, YOU CAN DO WHATEVER YOU WANT WITH IT. I’M TRYING TO ENCOURAGE YOUNG PEOPLE TO SEE THE HUNDREDS OF DIFFERENT WAYS IT’S USED IN ALL AREAS OF LIFE - FROM BIOLOGY TO CLIMATE CHANGE.” - RACHEL RILEY

MATHEMATICS

EXAM BOARD: *EDEXCEL*

UCAS TARIFF POINTS: A* - 56, A - 48, B - 40, C - 32

ENTRY CRITERIA: *Grade 7 in GCSE Mathematics. Grade 8 or above is recommended.*

A Level Mathematics is a stimulating and challenging course. Studying Mathematics will:

- develop key employability skills such as problem solving, logical reasoning, communication and resilience;
- increase knowledge and understanding of mathematical techniques and their applications;
- support the study of other A level subjects;
- provide excellent preparation for a wide range of university courses;
- lead to a versatile qualification that is well respected by employers and higher education.

CURRICULUM

YEAR 1

Pure Mathematics:

Algebraic Expressions; Quadratic Functions; Equations and Inequalities; Graphs and Transformations; Straight-line Graphs; Circles; Algebraic Division, Factor Theorem and Proof; The Binomial Expansion; Trigonometric Ratios and Graphs; Trigonometric Identities and Equations; Vectors; Differentiation; Integration; Exponential Functions and Natural Logarithms.

Statistics:

Data Collection; Measures of Location and Spread; Representations of Data; Correlation; Probability; Probability Distributions; Hypothesis Testing.

Mechanics:

Modelling in Mechanics; Constant Acceleration; Forces and Motions; Variable Acceleration.

YEAR 2

Pure:

Algebraic Methods; Functions and Graphs; Sequences and Series; Binomial Expansion; Radians; Trigonometric Functions; Trigonometry and Modelling; Parametric Equations; Differentiation; Integration.

Statistics:

Regression, Correlation and Hypothesis Testing; Conditional Probability; The Normal Distribution.

Mechanics:

Moments; Forces and Friction; Projectiles; Application of Forces; Further Kinematics.

ASSESSMENT

All assessment will take place at the end of the course. Exam questions may draw on the content of the whole A level.

Three Papers worth 100 marks each, two of which are on Pure Mathematics and the third paper is a mixture of Mechanics and Statistics.

Equipment required: Four textbooks, Casio Classwizz calculator (specific for A Level) and two folders

WHAT ARE THE CAREER OPPORTUNITIES?

*Actuarial analyst *Chartered accountant *Chartered certified accountant *Data analyst *Data scientist *Investment analyst *Research scientist (Mathematics) *Secondary school teacher *Statistician

Our students with an A level in Mathematics have gone on to study *Chemical Engineering at UCL *Mechanical Engineering at UCL *Architecture at University of Portsmouth *Actuarial Science at LSE *Product Design Engineering at Loughborough University *Computing Science at University of Glasgow *Economics at University of Surrey *Medicine at the University of Nottingham. We are proud that a number of our alumni are studying Aeronautics and Astronautics at University of Southampton.

FURTHER INFORMATION:

Ms E Maher: emaher5.312@lgflmail.org (HOD)

“PURE MATHEMATICS IS, IN ITS WAY, THE POETRY OF LOGICAL IDEAS.” - ALBERT EINSTEIN

FURTHER MATHEMATICS

EXAM BOARD: EDEXCEL

UCAS TARIFF POINTS: A* - 56, A - 48, B - 40, C - 32

ENTRY CRITERIA: *Grade 7 in GCSE Mathematics and pass an entrance exam.
Must also be taking 3 other A Levels*

There are many good reasons to take Further Mathematics:

- For someone who enjoys Mathematics, it provides a challenge and a chance to explore new and/or more sophisticated mathematical concepts.
- It makes the transition from sixth form to university courses which are mathematically rich that much easier as more of the first year course content will be familiar.
- It enables students to distinguish themselves as able mathematicians for their applications for university and future employment.
- The Further Mathematics course is highly recommended for students who wish to take mathematics or a mathematically related subject at degree level.
- Some top universities are now only accepting applications for Mathematics for students who have taken both Mathematics and Further Mathematics.

CURRICULUM

YEAR 1

Cover the whole of the A Level Mathematics Specification (see Mathematics).

YEAR 2

Core Pure (50% of the content):

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

ASSESSMENT

All exams will be taken at the end of the A Level. There will be two Core Pure exams of 75 marks each and will take one and half hour each. They will also take another two exams of 75 marks each and will take one and half hour each. The options will be chosen based on the cohort:

- Further Pure;
- Further Statistics;
- Further Mechanics;
- Decision Mathematics.

WHAT ARE THE CAREER OPPORTUNITIES?

On-going applications in engineering, such as Aircraft Modelling, Fluid Flows, Acoustic Engineering, Electronics, Civil Engineering

... and new specific processes such as Modelling Populations, Quantum Physics, Astronomy, Forensics and DNA sequencing.

We are proud that our alumni with an A level in Further Mathematics are studying *Chemical Engineering at the University of Cambridge *Mathematics at the University of Nottingham *Mathematics at Loughborough University *Mathematics at the University of Manchester *Computer Science at the University of Nottingham *Computer Science at Loughborough University *Civil Engineering at University of Southampton *Physics, Astrophysics and Cosmology at Lancaster University.

FURTHER INFORMATION:

Ms E Maher: emaher5.312@lgflmail.org (HOD)

“I BELIEVE THAT IN THE MODERN WORLD MEDIA LITERACY WILL BECOME AS IMPORTANT A SKILL AS MATHS OR SCIENCE. DECODING OUR MEDIA WILL BE AS IMPORTANT TO OUR LIVES AS CITIZENS AS UNDERSTANDING GREAT LITERATURE IS TO OUR CULTURAL LIVES.” - DAME TESSA JOWELL

A LEVEL

EXAM BOARD: EDUQAS

MEDIA STUDIES



UCAS TARIFF POINTS: 56 max

ENTRY CRITERIA: *Grade 4 in Media if taken at GCSE*

The new **MEDIA STUDIES A LEVEL** syllabus will allow learners to:

- demonstrate a critical approach to media issues;
- demonstrate an understanding of the media both historically and currently in society;
- develop an understanding of the relationships between media forms and audiences;
- demonstrate knowledge and understanding of the global nature of the media;
- apply theoretical knowledge and specialist subject specific terminology;
- engage in critical debate about academic theories used in media studies;
- appreciate how theoretical understanding supports practice and practice supports theoretical understanding;
- demonstrate sophisticated practical skills.

CURRICULUM

Learners will develop their understanding through the consistent application of the four elements of the theoretical framework:

MEDIA LANGUAGE: how the media through their forms, codes, conventions and techniques communicate meanings

MEDIA REPRESENTATIONS: how the media portray events, issues, individuals and social groups

MEDIA INDUSTRIES: how the media industries' processes of production, distribution and circulation affect media forms and platforms

MEDIA AUDIENCES: how media forms target, reach and address audiences, how audiences interpret and respond to them and how members of audiences become producers

In addressing these issues, students will study nine different media forms. These are:

- *television;*
- *film;*
- *radio;*
- *newspapers;*
- *magazines;*
- *advertising and marketing;*
- *online, social and participatory media;*
- *video games;*
- *music videos.*

ASSESSMENT

NON-EXAMINED ASSESSMENT (30% of qualification)

Learners create an individual cross-media production in at least different forms for an intended audience, applying their knowledge and understanding of the theoretical framework and digital convergence in response to a choice of briefs set annually by the exam board. The forms that learners can work in include television, magazines, film marketing, music marketing and online options. The intended audience and industry context are specified in each brief.

EXAMINED UNITS

Two Papers, 70% of the qualification.

WHAT ARE THE CAREER OPPORTUNITIES?

*Broadcast presenter *Film director *Location manager *Programme researcher, broadcasting/film/video *Television camera operator *Television/film/video producer *Television production coordinator

FURTHER INFORMATION:

Ms S Baker-Perkins: sbaker11.312@lgflmail.org

Mr T Daley: tdaley.312@lgflmail.org (HOF)

BTEC

“BTEC MEDIA SITS ON THE EDGE OF THE CHANGE THAT OCCURS WHEN AN ECONOMY MOVES FROM MANUFACTURING INDUSTRIES TO CREATIVE ONES, AND AS SUCH, BTEC MEDIA STUDENTS ARE IDEALLY PLACED TO ADAPT TO THIS CHANGE.” - DR. LAUGHEY

MEDIA FILM & TV

EXAM BOARD: EDEXCEL

equivalent to TWO A-LEVELS

BTEC LEVEL 3 DIPLOMA IN CREATIVE DIGITAL MEDIA PRODUCTION (FILM AND TELEVISION)

This course deals with making moving image texts in a vocational context. The course is intended for those students who wish to specialise in film and television production, ideally in preparation for a career in that industry.

PLEASE NOTE

- This course is worth **two advanced courses** and therefore takes up two option pools
- It will take two years to complete the course
- It **CANNOT** be taken alongside A Level Media Studies
- Students numbers on this course will be limited to 15 maximum. If there are more than 15 students, the Head of Faculty for Performing Arts and Media will determine entry on an individual basis.

CURRICULUM

The course broadly involves:

- Researching and Analysing Film and Television texts;
- Developing technical skills in terms of camera work, editing and sound;
- Producing and evaluating a range of moving image texts.

ASSESSMENT

EXTERNALLY EXAMINED UNITS INCLUDE:

- Responding to a Commission;
- Digital Media Skills.

INTERNALLY ASSESSED UNITS INCLUDE:

- Scriptwriting;
- Storyboarding;
- Lighting for Film & TV;
- Video Editing;
- Short Film Production;
- Music Video Production;
- Live Recording;
- Media Enterprise Project.

These units will be assessed through several major pieces of practical work.



WHAT ARE THE CAREER OPPORTUNITIES?

*Advertising art director *Archivist *Community arts worker *Event manager *Marketing executive *Public relations officer *Runner, broadcasting/film/video

We are proud that Haydon alumna with an A level in Media Film & TV is studying English with Film Studies at King's College London.

FURTHER INFORMATION:

Mr T Daley: tdaley.312@lgflmail.org (HOF)

BTEC

“BTEC MEDIA SITS ON THE EDGE OF THE CHANGE THAT OCCURS WHEN AN ECONOMY MOVES FROM MANUFACTURING INDUSTRIES TO CREATIVE ONES, AND AS SUCH, BTEC MEDIA STUDENTS ARE IDEALLY PLACED TO ADAPT TO THIS CHANGE.” - DR. LAUGHEY

MEDIA FOUNDATION DIPLOMA

EXAM BOARD: *EDEXCEL*

ENTRY CRITERIA: *Pass Grade if taken in Year 11*

BTEC LEVEL 3 FOUNDATION DIPLOMA IN CREATIVE DIGITAL MEDIA PRODUCTION

This course takes up one option pool however is the equivalent of 1.5 A levels. It is intended for those students who wish to specialise in print production, ideally in preparation for a career in that industry.

The course broadly involves:

- (1) Researching and Analysing Print texts;
- (2) Developing technical skills in terms of photography, DTP and design;
- (3) Producing and evaluating a range of print texts.

PLEASE NOTE

- a) This course is worth one A-Level advanced course and so takes up one option pool;
- b) It will take two years to complete the course;
- c) **It CANNOT be taken alongside AS/A2 Media Studies;**
- d) Student numbers on this course will be limited to 15 maximum. If there are more than 15 students, the Head of Faculty for Performing Arts and Media will determine entry on an individual basis.

ASSESSMENT

EXTERNALLY EXAMINED UNITS INCLUDE:

- Media Representations;
- Responding to a Commission.

INTERNALLY ASSESSED UNITS INCLUDE:

- Pre-Production Portfolio;
- Advertising;
- Digital Magazine;
- Media Campaigns.

These units will be assessed through a series of major pieces of practical work.



What are the career opportunities?

*Broadcast presenter *Film director *Location manager *Programme researcher, broadcasting/film/video *Television camera operator *Television/film/video producer *Television production coordinator

We are proud that Haydon students with a qualification in Media Foundation Diploma are studying *Acting at University of Surrey *Performance and Media at University of South Wales.

FURTHER INFORMATION:

Mr T Daley: tdaley.312@lgflmail.org (HOF)

“AFTER SILENCE, THAT WHICH COMES NEAREST TO
EXPRESSING THE INEXPRESSIBLE IS MUSIC.” -
ALDOUS HUXLEY

A LEVEL

MUSIC

EXAM BOARD: EDEXCEL

ENTRY CRITERIA: *GCSE Music Grade 5 or above*
Instrumental lessons working towards Grade 6 ABRSM
(recommended)

A-level Music follows the same structure as GCSE:
30% Performance, 30% Composition, 40% Appraising
exam.

The Performance is an 8-minute recital of a
combination of pieces of your choice. The composition
element is one free-choice composition and one
technical exercise.

There are six areas of study for the exam covering a
wide range of genres through the different set works.

ASSESSMENT

All units are externally assessed.

PERFORMING (60 MARKS)

A public performance of one or more pieces

Performance time must be a minimum of eight
minutes, maximum of twelve minutes

Performances must be recorded in the final year of
the course

Scores must be provided for the external examiners

COMPOSING (60 MARKS)

One free choice composition (at least four minutes
long): 40marks.

One composition from a brief assessing technique (at
least one minute long): 20marks.

The two compositions must have a combined duration
of six to eight minutes.

APPRAISING (100 MARKS)

You will sit a 2hr exam in the final year:

Section A: Areas of study and dictation;
Section B: Extended response.



WHAT ARE THE CAREER OPPORTUNITIES?

- *Orchestral Musician
- *Composer
- *Artist Manager
- *Concert Promoter
- *Conductor
- *Private Music Tutor
- *Animator
- *Editor

FURTHER INFORMATION:

Mr J Bowman: jbowman10.312@lgflmail.org (HOD)

“KNOW WHAT YOU’RE TRYING TO DO BEFORE YOU DO IT. TURNING KNOBS AT RANDOM ISN’T ENLIGHTENING ANY MORE THAN THROWING PAINT AT A WALL BLINDFOLDED WILL LET YOU PAINT A NICE PICTURE.” - STEVE ALBINI

MUSIC

TECHNOLOGY

BTEC

EXAM BOARD: PEARSON

ENTRY CRITERIA: *Experience of some sort of Music Technology software is required along with some understanding of music theory i.e. ability to read basic notation, basic keyboard skills and ability to play an instrument/sing*



Music Technology is the application of technology to record, mix and produce music utilising anything from real musicians and objects through to virtual instruments and synthesis.

The Sound Engineering strand covers Studio Recording, Mixing & Mastering and Live Sound alongside the compulsory core units of DAW Production and Working as a Production team.

The course will give you the skills to work across a range of future careers in the Music industry and not just those related to Sound Engineering.

CURRICULUM

YEAR 1

Studio Recording Techniques.
Digital Audio Workstation (DAW) Production.

YEAR 2

Mastering and Mixing Techniques.

Working and Developing as a Production Team.
Live Sound.

ASSESSMENT

Externally assessed Unit: DAW Production (33%)

Internally assessed units (17% each):

Live Sound, Studio Recording Techniques, Mixing & Master, Working as a Production Team

HOMEWORK REQUIREMENTS

Students are to record outside of lesson time including coursework components with supervision.

It is expected that students also read around the subject and prepare during exam periods.

WHAT ARE THE CAREER OPPORTUNITIES?

- *Live or Studio Sound Engineer
- *Mixing Engineer
- *Mastering Engineer
- **Producer
- *Promoter
- *A&R
- *Sound Technician

FURTHER INFORMATION:

Mr J Bowman: jbowman10.312@lgflmail.org (HOD)

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“YOU CANNOT DO WITHOUT PHILOSOPHY; FOR EVERYTHING HAS ITS HIDDEN MEANING, WHICH WE MUST KNOW.” - MAXIM GORKY

PHILOSOPHY



EXAM BOARD: AQA

UCAS TARIFF POINTS: A* - 56, A - 48, B - 40, C - 32

ENTRY CRITERIA: Grade 4 in GCSE RE

Philosophy is a subject that is both ancient and current. Philosophy students seek to understand the mysteries of existence and reality. They try to discover the nature of truth and knowledge and to find what is of value and importance in life. Philosophy arises out of wonder, curiosity, and the desire to know and understand.

A Level Philosophy builds upon the knowledge students have obtained during their Religious Studies lessons throughout their time in secondary school. Students will delve into the process of unpacking philosophical theories, engaging with complex texts and establishing their own individual lines of thought through the means of using the language of argumentation correctly.

Students who study Philosophy will learn and be able to demonstrate important skills that are highly desirable for university study in a range of different subject areas. A background in Philosophy is sought-after in many professions, including Law, Journalism, Teaching, Government and Politics, Psychology and History. Students will develop ability to question, analyse, debate, reason and think critically.

CURRICULUM

All four strands within the course provide students with the opportunity to engage in conceptual and argument analysis, allowing them to develop key transferable evaluative skills that will allow students to cultivate the necessary attributes for becoming adept thinkers.

YEAR 1

Epistemology: This is the study of knowledge and how we learn things. In this module you will question how you know what you know, can it be trusted, what knowledge is, and are there limits to what we can know?

Metaphysics of God: This unit is all about God and the central question of God's existence. You will evaluate classical arguments for God's existence

such as the design and cosmological arguments. You will also study the problem of evil and explanations for why a loving, all-powerful God would allow his creation to suffer.

YEAR 2

Moral Philosophy: This is also known as Ethics and is the study of the human understanding of right and wrong. Are there some things that are always right or wrong, or does it depend on other factors, such as the amount of people who may or may not benefit? You will explore whether stealing or lying could ever be moral and whether killing animals or other humans (even in computer games) can be justified.

Metaphysics of the Mind: Finally students will explore what we understand the mind to be. Is it separate from the body? Are we a body or do we have a body? You will understand different perspectives on whether we are just physical beings or in some way more than this, and what the implications of this might be for the way we view ourselves.

ASSESSMENT

The course will be assessed at the end of Year 13 by two 3 hour exams. Each exam is worth 50% of the overall grade.

WHAT ARE THE CAREER OPPORTUNITIES?

Students with an A level in Philosophy have gone on to pursue the following careers: *Teacher *Barrister *Civil Service fast streamer *Health service manager *Local government officer *Marketing executive *Newspaper journalist *Psychotherapist *Recruitment consultant *Solicitor *Stockbroker

We are proud that our alumni are studying *Philosophy at the University of Nottingham *English at University of Exeter.

FURTHER INFORMATION:

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“WHAT I LIKE ABOUT PHOTOGRAPHS IS THAT THEY CAPTURE A MOMENT THAT’S GONE FOREVER, IMPOSSIBLE TO REPRODUCE.” - KARL LAGERFELD

PHOTOGRAPHY

EXAM BOARD: EDEXCEL

UCAS TARIFF POINTS: A* - 56, A - 48, B - 40, C - 32

ENTRY CRITERIA: *Grade 4 or above in GCSE Fine Art*

Photography has been used by practitioners to record, document and present examples of everyday life, in ordinary and extraordinary circumstances. It has also been used as the vehicle for artistic expression, communicating personal ideas about the world around us. It is used to convey personal identity more widely than any other art form, is applied in the creative process across art, craft and design and is widely used in social, commercial and scientific contexts. The development of affordable lens-based technology has changed the way that both professionals and the public use photography.

CURRICULUM

YEAR 1

Coursework “Darkroom and digital skills”.

YEAR 2

Coursework “Creative Investigation”.

Final exam – theme set by the exam board.

ASSESSMENT

60% coursework, 40% exam – both internally assessed and externally moderated.

Component 1 is titled ‘A Personal Investigation’. It incorporates three major elements: supporting studies, practical work, and a personal study. Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. In the personal study students are required to investigate photography and design practice through a technical, contextual or stylistic study. Students will be required to work in one or more of the disciplines. The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images. Component 1 is worth 60% of the total qualification.

Component 2 is an Externally Set Assignment (ESA) and is worth 40% of the total qualification.

Preparatory studies will comprise a portfolio of practical and written development work based on the ESA.

During the 15–hour period of sustained focus, students will produce final outcome(s) extending from their preparatory studies in response to the ESA.



Equipment required: Sketchbook, white pens and other drawing materials, Pritt glue stick, double sided tape, SLR camera

WHAT ARE THE CAREER OPPORTUNITIES?

*Graphic designer *Magazine features editor
*Medical illustrator *Photographer *Press
photographer *Advertising art director *Digital
marketer *Media planner *Web content manager
*Web designer

We are proud that Haydon students with an A level in Photography are studying *Costume for Theatre and Screen at University of the Arts London *Photography at University of the Arts London *Commercial Photography at Arts University Bournemouth *International Relations and Politics at the University of Sheffield.

FURTHER INFORMATION:

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“HARD WORK BEATS TALENT WHEN TALENT DOESN'T WORK HARD.” -

TIM NOTKE

PHYSICAL EDUCATION



EXAM BOARD: OCR

ENTRY CRITERIA: *Grade 4 in GCSE PE. Grade 4 in English, Maths, and Science is strongly recommended. As a minimum you should have played for or represented your school, but strongly recommended that you should have played for or represented your Borough or County*

Studying A-Level Physical Education will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach a sport through the non-exam assessment component, you will also develop a wide ranging knowledge into the how and why of Physical activity and sport.

A Level Physical Education is an excellent base for a university degree in sports science, sports management, healthcare, or exercise and health. Physical Education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology and many more.

The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking are also useful in any career path you choose to take.

Students will learn about the physiological, psychological and Socio-cultural aspects and influences in sport. Students will also be able to demonstrate their sporting performance and analyse the overall sporting performances and characteristics of others.

Regular assignments on everlearner.com (Interactive course) will be set throughout the course

CURRICULUM

YEAR 1

Skeletal and muscular Systems, cardiovascular and respiratory systems, energy for exercise, diet and nutrition, training methods, injury prevention and rehabilitation, sports psychology and socio-cultural

aspects of sport.

YEAR 2

Skeletal and muscular systems, cardiovascular and respiratory systems, energy for exercise, environmental effects on the body, diet and nutrition, biomechanical principles and the use of technology, injury prevention, analysis of sporting performance (EAPI) Sports Psychology and Socio-cultural aspects of sport.

ASSESSMENT

Physiology exam (30%)

Psychology Exam (20%)

Socio-cultural (20%)

EAPI (oral assessment (15%))

Practical sport performance or coaching (15%)

WHAT ARE THE CAREER OPPORTUNITIES?

*Fitness centre manager *Outdoor activities/ education manager *Secondary school teacher (PE) *Sports coach *Sports development officer *Theme park manager *Customer service manager *Event manager *Sports administrator *Tourist information centre manager * Sports Scientist *Physiotherapist *Sports Nutritionist *Sports Therapist *Personal Trainer *Sports Psychologist

We are proud that Haydon students with an A level in PE are studying *Politics and International Relations at the University of Nottingham *Paramedic Science at University of Surrey.

FURTHER INFORMATION:

Mr E Wake: ewake.312@lgflmail.org (HOD)

“ALL SCIENCE IS EITHER PHYSICS OR STAMP COLLECTING.” -
ERNEST RUTHERFORD

PHYSICS

EXAM BOARD: AQA

ENTRY CRITERIA: *Grade 6 in Physics or Grade 6,6 in Combined Science.
Must also take AS or A Level Mathematics*

This course offers an engaging and challenging introduction into Physics. It offers opportunities to study fundamental particles, Einstein's theory of Special Relativity and electromagnetism. In Physics we place an emphasis upon the understanding of scientific principles and their applications in everyday life, and the course involves a large element of practical work.

A level Physics is a widely respected A level and would go very well alongside Chemistry and Mathematics based A Levels.

CURRICULUM

YEAR 1

Students will study Particle Physics, Electricity, Mechanics, Waves

YEAR 2

Students will then continue their studies including Gravitational Fields, Electric Fields, Further Mechanics, Thermal Physics, Radioactivity, Electromagnetism, Options Module.

ASSESSMENT

3 Exam Papers:

Paper 1 (2 hours) 85 marks and 34% of final grade.

Topics covered:

- Measurements and their error;
- Particles and radiation;
- Waves;
- Mechanics and materials;
- Electricity;
- Periodic Motion.

Paper 2 (2 hours) 85 marks and 34% of final grade.

Topics covered (including assumed knowledge of all previous topics):

- Thermal Physics;

- Fields and their consequences;
- Nuclear Physics.

Paper 3 (2 hours) 80 marks and 32% of final grade.

Topics covered (including assumed knowledge of all previous topics):

- Section A: Practical skills and data analysis;
- Section B: The optional module chosen for the cohort.

There are 12 compulsory practicals throughout the course, the content of which are tested in each exam (and mainly in Paper 3). The A level in Physics will be graded A*-E with a pass or fail in Practical Skills (called a Practical Endorsement). If a student is absent for one of these practicals they must do the practical at a point convenient for the teachers. Students missing any practicals will not pass the Practical Endorsement.

WHAT ARE THE CAREER OPPORTUNITIES?

*Geophysicist/field seismologist *Higher education lecturer *Metallurgist *Nanotechnologist *Radiation protection practitioner *Research scientist (physical sciences) *Secondary school teacher *Investment analyst *Meteorologist *Nuclear engineer

We are proud that Haydon alumni with an A level in Physics are studying *Medicine at Oxford University *Chemical Engineering at UCL *Civil Engineering at University of Southampton *Mechanical Engineering at Queen Mary *Aeronautics and Astronautics at University of Southampton *Actuarial Science at LSE *Physics at the University of Nottingham.

FURTHER INFORMATION:

Mrs A Houston: ahouston.312@lgflmail.org (HOF)

Mr J Beling: jbeling.312@lgflmail.org (HOD)

“EDUCATION IS WHAT SURVIVES WHEN WHAT HAS BEEN LEARNED
HAS BEEN FORGOTTEN.” - BF SKINNER

PSYCHOLOGY

EXAM BOARD: AQA

ENTRY CRITERIA: *A Grade 4 in English Language, Maths, and Science is recommended*

Psychology is the scientific study of the mind and behaviour. This qualification offers an engaging and effective introduction to Psychology which will appeal to a cross-section of students, regardless of whether they have studied Psychology before. This qualification will be of benefit to students wishing to develop skills valued by higher education and employers, including critical analysis, independent thinking and scientific research.

CURRICULUM

YEAR 1

PAPER 1- SOCIAL INFLUENCE, MEMORY AND ATTACHMENT AND PSYCHOPATHOLOGIES

Social influence: We will look at explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity, location and uniform, as investigated by Milgram.

Memory: We will look at factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.

Attachment: We will look at the influence of early attachment on childhood and adult relationships, including the role of an internal working model.

Psychopathology: We will look at the behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.

PAPER 2 - APPROACHES IN PSYCHOLOGY, BIOPSYCHOLOGY AND RESEARCH METHODS.

Approaches in Psychology: We will look at the origins of Psychology and different approaches in Psychology (biological, cognitive, learning, psychodynamic and humanistic).

Research Methods: We will look at types of experiments and how psychologists run their own

research.

Biopsychology: We will look at research into the nervous system, endocrine system and functions of different parts of the brain.

YEAR 2

PAPER 3 - ISSUES AND DEBATES

Schizophrenia: We will look at both biological and psychological explanations of schizophrenia as well as different therapies for treating it.

Issues and debates: We will look at debates that shape psychology such as the nature Vs nurture debate. We will also examine issues that affect our ability to generalise findings due to potential biases such as culture and gender bias.

Gender: We will examine the differences between sex and gender as well as investigate the biological, cognitive, psychodynamic and social explanations of gender and their differences.

Aggression: We will research biological, evolutionary and social explanations of aggression. We will also investigate the effect of the media on aggression levels.

ASSESSMENT

This A Level is assessed by three x 2 hour exams at the end of two years of study.

We are proud that Haydon alumni with an A level in Psychology are studying *Psychology at Loughborough University *Chemistry at Loughborough University *Nursing at the University of Nottingham *International Relations and Politics at the University of Sheffield *Law at the University of Warwick *Criminology and Psychology at University of Southampton.

FURTHER INFORMATION:

Ms E Watts: ewatts.312@lgflmail.org (HOD)

Ms L Foddy: lfoddy1.312@lgflmail.org

“THE FUNCTION OF SOCIOLOGY, AS OF EVERY SCIENCE, IS TO REVEAL THAT WHICH IS HIDDEN.” - PIERRE BOURDIEU

SOCIOLOGY



EXAM BOARD: AQA

ENTRY CRITERIA: *A Grade 4 in English Language is recommended*

Students should have an interest and enthusiasm for understanding society. They might enjoy people watching, be naturally inquisitive or have a desire to understand key issues in society. An ability to debate and think critically is also essential.

CURRICULUM

YEAR 1

FAMILIES AND HOUSEHOLDS

This unit will develop students' understanding of; changing patterns within the family and the growth of family diversity; The nature and extent of changes in relation to gender roles and power relationships; The nature of childhood and demographic changes in the UK since 1990 and issues surrounding domestic abuse.

EDUCATION

This unit will develop an understanding of the purpose of education; why different social groups have different levels of achievement; The relationships and process within schools with emphasis on teacher pupil relationships; pupils' subcultures and the hidden curriculum; The significance of educational policies.

SOCIOLOGICAL METHODS

This unit will focus on the role of research methods in the Sociology of Education and other areas of society. Students will develop their understanding of a range of research methods and their strengths and limitations. They will be able to outline the different theoretical, practical and ethical considerations influencing the choice of topic, method and conduct of research. Students will also be able to examine the relationship between positivism, interpretivism and sociological methods.

YEAR 2

CRIME AND BELIEFS

This unit explores different theories of Crime and Deviance; the social distribution of Crime and

Deviance; Globalisation and Crime in Contemporary Society, the Media and Crime, Green Crime, Human Rights and State Crime; Crime control, prevention and punishment; the sociological study of suicide; the connections between Sociological Theory and methods and the study of Crime and Deviance.

BELIEFS IN SOCIETY

While studying Beliefs in society students will look at science, religion and ideology. We examine cults, sects, New Age movements and the relationship between different social groups and practices. We look at whether religion is in decline and to what extent it is in decline or under renewal.

THEORY AND METHODS

This topic will develop students' understanding of different sociological approaches including consensus, conflict, structural and social action theories. Students will study the concepts of modernity and post-modernity in relation to sociological theory, the nature of science and the extent to which Sociology can be regarded as scientific. Students will review the debates about subjectivity, objectivity and the value of freedom together with the relationship between Sociology and social policy.

ASSESSMENT

Three exams (2 hours each) at the end of YEAR 2. There is no coursework.

We are proud that Haydon alumni with an A level in Sociology are studying *Geography with Economics at Loughborough University *Psychology at University of Newcastle upon Tyne *Primary Education at University of Roehampton. Haydon Alumnus with an A Level in Sociology has achieved a place on British Airways Apprenticeship Scheme.

FURTHER INFORMATION:

Mrs M Hitchman: mhitchman.312@lgflmail.org (HOD)

“SÓLO CABE PROGRESAR CUANDO SE PIENSA EN GRANDE, SÓLO ES POSIBLE AVANZAR CUANDO SE MIRA LEJOS.” - JOSÉ ORTEGA Y GASSET

SPANISH

EXAM BOARD: EDEXCEL

ENTRY CRITERIA: *Grade 5 (all papers must be higher tier)*

Studying Spanish A level prepares students to be citizens of Spanish-speaking society, with an understanding of arts & culture, history & politics. A deeper knowledge of language and grammar will instil the confidence to express opinions on a variety of topics.

CURRICULUM

YEAR 1

THEME 1: EVOLUTION OF SPANISH SOCIETY. The theme is set in the context of Spain only and covers social issues and trends:

1. The changing structure of the family unit;
2. The world of work;
3. Tourism.

THEME 2: CULTURE, POLITICS AND ART IN THE SPANISH-SPEAKING WORLD. The theme is set in the context of Spanish-speaking countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

FILM STUDY: *el Laberinto del Fauno*

YEAR 2

THEME 3: IMMIGRATION AND MULTICULTURAL SOCIETY IN SPAIN. This theme is set in the context of Spain only. This theme covers social issues and trends such as:

- The positive impact of immigration on Spanish society;
- The challenges of immigration and integration in Spain;
- Immigration policies.

THEME 4: THE DICTATORSHIP OF FRANCO AND THE TRANSITION TO DEMOCRACY. the theme is set in the context of Spain only and covers political culture:

- The Civil War (1936-1939);
- Franco's dictatorship;
- The transition to democracy.

NOVEL STUDY: *Como Agua para Chocolate*

ASSESSMENT

PAPER 1: Listening, Reading and Translation (40% of the total mark)

In the Listening part of this paper, you will answer multiple choice and comprehension questions in Spanish on a variety of recordings. In the Reading section, you will also answer multiple choice and comprehension questions in Spanish, based on a variety of passages. You will also translate a passage from Spanish to English.

PAPER 2: Writing (essays on film and novel) and translation (30% of the total mark)

In this paper, you will write about two books or one book and a film that you have studied throughout the year. There will also be a translation passage from English to Spanish.

PAPER 3: Speaking exam (30% of the total mark)

Before this exam you will have 5 minutes to prepare a discussion based on a stimulus card you have been given. You will then discuss the topic of the card with your examiner. Then you will give a presentation on an independent research project you will have conducted and answer further questions on the topic.

WHAT ARE THE CAREER OPPORTUNITIES?

*Interpreter *Teacher *Translator *Broadcast journalist *Detective *Diplomatic service *English as a foreign language teacher *International aid/development worker *Logistics

We are proud that Haydon alumni with an A level in Spanish are studying *Spanish and International Media and Communication Studies at University of Nottingham *Primary Education at University of Roehampton.

FURTHER INFORMATION:

Miss L Morris: lmorris2.312@lgflmail.org

“YOU CAN FIND INSPIRATION IN EVERYTHING. AND IF YOU CANT,
LOOK AGAIN.” - PAUL SMITH

TEXTILES

EXAM BOARD: EDEXCEL

ENTRY CRITERIA: *Grade 4 in one of the following at GCSE:*
**DT: Textiles *DT: Graphic Products *DT: Resistant Materials *Art & Design*

Textile design is a versatile discipline that involves the creation, selection, manipulation and application of a range of materials and processes in order to produce fabrics for different purposes. Textile designers are expected to work in a multi-disciplinary way to create ideas, concepts, materials and techniques for different applications, for example in fashion, clothing and accessories. Some textile designers create fabrics for interior applications such as upholstery, bed linens, curtains, wallpapers, carpets and rugs or work more generally as surface designers for vinyl coverings, tiles, leather, glass, packaging, greetings cards and wrapping paper. Textile design can also be interpreted as a personal and individual fine art discipline, being used to create installations, mixed media constructions, tapestries, three-dimensional pieces, applications, soft sculpture and wall hangings.

CURRICULUM

The course is divided into 2 parts:

COMPONENT 1 ‘Personal Investigation’ (September Year 12 – January Year 13) counts for 60% of students final grade and includes:

***Two coursework based projects** that incorporate following major elements: supporting studies, developmental work, portfolio sheets and outcomes (products/garments). Disciplines will include sewing, garment construction, fabric manipulation, fabric dyeing, painting, drawing, printmaking, sculpture and alternative media. Students will be required to work in all of the disciplines. These elements should be seen as integrally connected. These projects are designed to develop students’ knowledge of the formal elements of Textiles and help them to improve their understanding of the relationship between skills, developing ideas and art and design practice.

***A Personal Study** which is evidenced through the completion of written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images.

COMPONENT 2 ‘Externally Set Assignment’ (January Year 13 – June Year 13). This component allows students further opportunities to generate and develop ideas, research primary and contextual

sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme. Having spent 3 months completing their preparatory studies students are required to produce a final outcome during a practical exam consisting of a 15hr period of sustained focus in the textile studios.

Drawing and other materials processes: At the core of any textile art and design related practice is drawing. Drawing is an essential skill in the development process, from initial visual research, recording from primary sources, through to the translation of ideas into finished designs.

ASSESSMENT

Throughout the course, students will attend regular tutorials with specialist teachers. Students will receive personalised feedback encouraging the successful development of their Personal Investigation and Externally Set Assignment. All work is internally assessed and moderated against criteria defined in the four Assessment objectives, as listed in the course specification.

Additional Resources: Students will be required to purchase three A3 sketchbooks throughout the course. The school will provide specialist art materials and resources for their preparatory studies. They will also need to supply their own basic art materials and fabrics to complete any preparatory studies and their outcomes (products/garments).

Students who have studied A-Level Textiles at Haydon School have gone on to study fashion and textile based courses at London College of Fashion, Manchester University, Chelsea College of Arts

An ‘A’ Grade student has recently started her degree course in Costume Design at Amersham College which is affiliated with Pinewood Film Studios.

FURTHER INFORMATION:

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www.haydonschool.com