

# SIXTH FORM



HAYDON SCHOOL



ACHIEVING  
**INDIVIDUAL EXCELLENCE**  
IN A CARING COMMUNITY

# Welcome from the Headteacher



**W**e are a large and vibrant sixth form with an unwavering focus and track record of delivering our school's vision of 'achieving individual excellence in a caring community'. Our **Ofsted 'outstanding' status for 14 years** is born out of a history of delivering the very best academic results for our diverse student population. **Over 50 of our students have secured places at prestigious Russell Group universities last year and 95% of our students secured their first choice university.** This is a real reflection of the support and guidance we give to our students, far beyond just their academic lessons. Aside from the **172 students who secured a place at University last year**, we have a comprehensive and consistent track record of placing students on the very best higher level degree apprenticeship programmes which include: **Transport for London, Skanska, Warner Brothers, Civil Service, Ministry of Justice British Airways and numerous accounting and law firms.** We provide **extensive support for students wishing to pursue placements at Medical Schools and Oxford or Cambridge** where we have a strong track record of securing student places.

We believe passionately in developing students far beyond their academic studies, and offer an unrivalled selection of extra-curricular clubs and wider curricular opportunities. **We currently have over 20 extra-curricular clubs, careers evenings and higher education events. Students complete Extended Project Qualifications (EPQs), Massive Open Online Courses (MOOCs), Outside Speakers events, and the Haydon Challenge** where students get involved in clubs or activities in our wider school community. **Not to mention we are the biggest Duke of Edinburgh provider in Hillingdon.** Our extensive and broad range of A-Levels is matched by the experience and passion of our teaching staff and dedicated sixth form pastoral team.

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

Yours sincerely

R W Jones  
Headteacher





# Meet the Sixth Form Team



Mr R W Jones  
Headteacher



Mr Gooch  
Assistant  
Headteacher



Mr Hayden  
Year 12  
Year Leader



Ms Follows  
Year 12  
Deputy Year  
Leader




Miss Mead  
Year 13  
Year Leader



Mrs Noad  
Year 13  
Deputy Year  
Leader





 **Apply now**

Go to [www.haydonschool.com/apply](http://www.haydonschool.com/apply)



**Deadline:** 10th December

“I was aware of the opportunities available to me by staying on at Haydon Sixth Form. I was able to achieve my gold Duke of Edinburgh award in Year 12 having completed bronze and silver in lower school. In Year 12 I completed an extended project qualification (EPQ) equivalent to an AS Level. My Year 13 experience has really been enhanced as serving the student leadership team as Head Boy. As my time in Haydon Sixth Form concludes I have secured offers from Russell Group universities and I feel confident approaching my A Level exams”

**YEAR 13 STUDENT AT HAYDON SINCE YEAR 7.**

“I found it very easy to integrate and make new friends here at Haydon, I am a prefect which is part of the student leadership team, I volunteer at a local food bank which Haydon Sixth Form also supports. I came to Haydon because I liked the A Level subjects offered here as well as the size of the school, I liked what I saw when I visited the Sixth Form Open Evening. I have been well supported here.”

**HAYDON SIXTH FORM STUDENT FROM A LOCAL HILLINGDON SCHOOL**



We develop students study skills, wider social and emotional development and ensure they develop **far beyond just academic achievement.**

As a result

**95%** secured their **first choice University**

★★★★★ Outstanding outcomes

**29%** A\* - A, **55%** A\* - B, **80%** A\* - C grades



**Highest University placements at Russell Group universities in the borough**

★ **50** students last year



Every year our students secure multiple places **at Oxbridge and Medical Schools**

**Extensive track record in securing Higher Level and degree Apprenticeships** including TfL, Heathrow, Skanska, Warner Brothers Studios, Civil Service Fast Track with the Ministry of Justice, British Airways and others in accounting and finance.



BRITISH AIRWAYS



Civil Service



LLOYDS BANK

SKANSKA



Ministry of Justice

Heathrow

Transport for London











# Find your subject

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# Art

- **EXAM BOARD:** EDEXCEL
- **ENTRY CRITERIA:** GRADE 4 IN GCSE FINE ART
- **CONTACT:** MS S GREALISH [SGREALISH.312@LGFL.MAIL.ORG](mailto:SGREALISH.312@LGFL.MAIL.ORG)

**F**ine 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

“Every child is an artist. The problem is how to remain an artist once he grows up.” **Pablo Picasso**

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. Prismacolor.

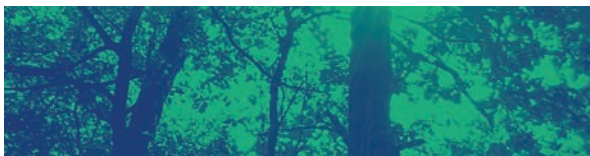
## CAREER OPPORTUNITIES

\*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

## WE ARE PROUD

That Haydon students with an A level in Fine Art are accepted onto top universities to study creative subjects such as Animation, Architecture, Photography, and Fine Art.





A Level 9

# Biology

- **EXAM BOARD:** OCR
- **ENTRY CRITERIA:** GRADE 6 IN BIOLOGY OR 6,6 IN COMBINED SCIENCE
- **CONTACT:** MS C COOK [CCOOK30.312@LGFL.MAIL.ORG](mailto:CCOOK30.312@LGFL.MAIL.ORG)

"I was taught that the way of progress was neither swift nor easy." **Marie Curie**

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.

- **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).

## CURRICULUM

### YEAR 1

- **Module 1:** Development of practical skills
- **Module 2:** Foundations in biology
- **Module 3:** Exchange and transport
- **Module 4:** Biodiversity, evolution and disease

### YEAR 2

- **Module 5:** Communication, homeostasis and energy

## 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.





# Business

- **EXAM BOARD:** AQA
- **ENTRY CRITERIA:** GRADE 4 IF TAKEN AT GCSE
- **CONTACT:** MR M JACKSON: [MJACKSON62.312@LGFL.MAIL.ORG](mailto:MJACKSON62.312@LGFL.MAIL.ORG)

**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 off air 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 your 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. 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

"The most dangerous business myth is that leaders are born, they are not born they are made."

**Warren G Bennis**

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%).

## 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.





# Chemistry

- **EXAM BOARD:** AQA
- **ENTRY CRITERIA:** GRADE 6 IN CHEMISTRY OR 6,6 IN COMB. SCIENCE + AS OR A LEVEL MATHEMATICS
- **CONTACT:** MS S PERERA [SPERERA9.312@LGFL.MAIL.ORG](mailto:SPERERA9.312@LGFL.MAIL.ORG)

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.

"Chemistry begins in the stars. Stars are the source of the chemical elements, which are the building blocks of matter and the core of our subject." **Peter Atkins**

## 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.

## 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.





# Computer A Level Science

- **EXAM BOARD:** OCR
- **ENTRY CRITERIA:** GRADE 5 IN GCSE MATHEMATICS
- **CONTACT:** MRS S DALE [SDALE14.312@LGFL.MAIL.ORG](mailto:SDALE14.312@LGFL.MAIL.ORG)

"Everybody in this country should learn how to program a computer... because it teaches you how to think." **Code.org**

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.

## CAREER OPPORTUNITIES

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

## WE ARE PROUD

That 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 and others.





# Design & Technology **A Level** <sup>13</sup>

- **EXAM BOARD:** EDEXCEL
- **ENTRY CRITERIA:** GRADE 4 IN GCSE MATHS AND GRADE 4 IN ONE OF THE FOLLOWING: \*TEXTILES \*GRAPHIC PRODUCTS \*RESISTANT MATERIALS \*SYSTEMS & CONTROL \*ELECTRONICS
- **CONTACT:** MR N TAYLOR [NTAYLOR4.312@LGFLMAIL.ORG](mailto:NTAYLOR4.312@LGFLMAIL.ORG)

"No design is possible until the materials with which you design are completely understood." **Mies Van der Rohe**

**P**roduct 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.

## 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

## WE ARE PROUD

That 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.





# Drama & Theatre studies **A Level**

- **EXAM BOARD:** AQA
- **ENTRY CRITERIA:** GRADE 4 IF TAKEN AT GCSE
- **CONTACT:** MS M PENNELL [MPENNELL.312@LGFLMAIL.ORG](mailto:MPENNELL.312@LGFLMAIL.ORG)

"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**

**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 re-

quired 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.

## CAREER OPPORTUNITIES

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

## WE ARE PROUD

That 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.







# Economics

- **EXAM BOARD:** EDEXCEL
- **ENTRY CRITERIA:** GRADE 4 IN ENGLISH LANGUAGE AND GRADE 5 IN MATHS IS RECOMMENDED
- **CONTACT:** MR M JACKSON MJACKSON62.312@LGFLMAIL.ORG

"Inflation is always and everywhere a monetary phenomenon." **Milton Friedman**

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

## CURRICULUM

**YEAR 1** Scarcity, PPC, Demand and Supply, Market Failure, Economic objectives and policies to achieve them. Component 1: Micro-economics. 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).

## 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.





# English Language

**A Level**

- **EXAM BOARD:** AQA
- **ENTRY CRITERIA:** GRADE 4 OR ABOVE IN ENGLISH LANGUAGE.
- **CONTACT:** MRS M GIDDENS [MGIDDENS2.312@LGFLMAIL.ORG](mailto:MGIDDENS2.312@LGFLMAIL.ORG)

"The English language is like London: proudly barbaric yet deeply civilised, too, common yet royal, vulgar yet processional, sacred yet profane." **Stephen Fry**

**E**nglish 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

**Year 1** - 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.

## CAREER OPPORTUNITIES

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

## WE ARE PROUD

That 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.





# English Literature

**A Level** 17

- **EXAM BOARD:** AQA
- **ENTRY CRITERIA:** GRADE 5 IN ENGLISH LITERATURE.
- **CONTACT:** MRS M GIDDENS [MGIDDENS2.312@LGFLMAIL.ORG](mailto:MGIDDENS2.312@LGFLMAIL.ORG)

"If one cannot enjoy reading a book over and over again, there is no use in reading it at all." **Oscar Wilde**

**E**nglish 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.

## 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.





# French

- **EXAM BOARD:** AQA
- **ENTRY CRITERIA:** GRADE 5 (ALL PAPERS MUST BE HIGHER TIER)
- **CONTACT:** MS I NORQUET [INORQUET.312@LGFLMAIL.ORG](mailto:INORQUET.312@LGFLMAIL.ORG)

Studying French at A-Level not only improves your language skills but also it provides you with insights into France's history and culture. The Pearson Edexcel Advanced Subsidiary Level 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 AS 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

## 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.

## CAREER OPPORTUNITIES

- \*Interpreter
- \*Secondary school teacher
- \*Broadcast journalist
- \*Detective
- \*Diplomatic

"À vaillant coeur rien d'impossible." ("For a valiant heart nothing is impossible.")  
**Jacques Cœur**

service officer \*English as a foreign language teacher \*International aid/development worker \*Logistics and distribution manager \*Marketing

## 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.





# Geography

- **EXAM BOARD:** EDEXCEL
- **ENTRY CRITERIA:** GRADE 4 IF TAKEN AT GCSE
- **CONTACT:** MR R HARDING [RHARDING3.312@LGFLMAIL.ORG](mailto:RHARDING3.312@LGFLMAIL.ORG)

**W**e 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

"Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?"  
**Michael Palin**

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%).

## CAREER OPPORTUNITIES

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

## WE ARE PROUD

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.





# Government & Politics **A Level**

- **EXAM BOARD:** AQA
- **ENTRY CRITERIA:** GRADE 4 IN ENGLISH LANGUAGE IS RECOMMENDED
- **CONTACT:** MR R TEAR RTEAR1.312@LGFLMAIL.ORG

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?'. 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's so easy to have a gun in the USA?', and 'Why is race such

"Our lives begin to end the day we become silent about the things that matter."  
**Martin Luther King**

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 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.

## WE ARE PROUD

That our former students are studying Politics at university and on high level apprenticeship courses in the Civil Service.





# History

- **EXAM BOARD:** AQA
- **ENTRY CRITERIA:** GRADE 4 IF TAKEN AT GCSE
- **CONTACT:** MR J. COOPER [JCOOPER96.312@LGFLMAIL.ORG](mailto:JCOOPER96.312@LGFLMAIL.ORG)

**W**hy 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?

"Fellow citizens. We cannot escape History."  
**Abraham Lincoln**

## 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%

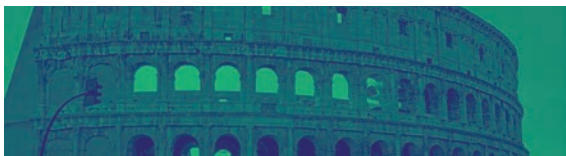
## CAREER OPPORTUNITIES

\*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 UCL and Queen Mary's \*PPE at Oxford \*Politics and Modern History at the University of Manchester





# Italian

- **EXAM BOARD:** EDEXCEL
- **ENTRY CRITERIA:** GRADE 5 (ALL PAPERS MUST BE HIGHER TIER)
- **CONTACT:** MS R PIGNONE DE BARTOLO  
[PPIGNONEDEBART.312@LGFLMAIL.ORG](mailto:PPIGNONEDEBART.312@LGFLMAIL.ORG)

“Una lingua diversa è una diversa visione della vita.” (“A different language is a different vision of life.”) **Federico Fellini**

The AS 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’.

## 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: Speak-

ing; 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.

## 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.







# Law

- **EXAM BOARD:** OCR
- **ENTRY CRITERIA:** A GRADE 4 IN ENGLISH LANGUAGE IS RECOMMENDED
- **CONTACT:** MRA LADHA ALADHA.312@LGFLMAIL.ORG

“A jury consists of twelve people chosen to decide who has the better lawyer.”

**Robert Frost**

**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, mur-

der, 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.

## 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 alumni with an A level in Law has graduated with 1st Class Honours degree in Politics & Economics from Southampton University.



# HAYDON VALUES

The Haydon Values were introduced in 2012 as a result of a whole school student, staff and parent survey that highlighted the values and ideas that were found to be most important. They are seen as the core ethos for students at Haydon and are goals to which we wish to achieve and flourish.

## RESPECT

### Building Relationships

We wish to promote positive relationships between all members of the Haydon community, students, staff, parents, neighbours and local businesses. This Value prepares you for the future and encourages the need to respect people and the things around you in order to be successful in life.

## EXCELLENCE

### Doing our very best

Being excellent doesn't just happen overnight. It takes a lot of hard work to perfect the things you do. At Haydon School, the teachers and students will help you be the best you can be and then push you further to make sure you are exceeding expectations and passing your wildest dreams.

## KINDNESS

### Being considerate

Kindness is demonstrating politeness and a calm positive attitude. We demonstrate excellent team work, working together and including everyone. We ensure that Haydon is a bully-free zone and we treat everyone how we would like to be treated. We say please and thank you and smile at every opportunity.

## PERSEVERANCE

### Being determined

If you show commitment towards reaching a goal, you will be more likely to succeed. At Haydon School we believe that success is worth working for, and that it won't be easy to get there. Making a mistake is not a sign of failure, if you learn from it you are on your way to achieving your goals.

## COMMUNITY

### Improving our world

Co-operation is important because if you can't get along with your peers or teachers you won't be able to achieve success; this is not only an essential part of life at Haydon School but is fantastic training for life after education. We must be able to compromise, listen and work with other people.







# Mathematics

- **EXAM BOARD:** EDEXCEL
- **ENTRY CRITERIA:** GRADE 5 IN GCSE HIGHER MATHEMATICS AND MUST BE TAKING 3 OTHER A LEVELS
- **CONTACT:** MS E MAHER [EMAHER5.312@LGFLMAIL.ORG](mailto:EMAHER5.312@LGFLMAIL.ORG)

"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." **Glen Johnson**

**M**athematics 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. **You do not need to take an entrance exam to study Mathematics AS**

## 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.

## CAREER OPPORTUNITIES

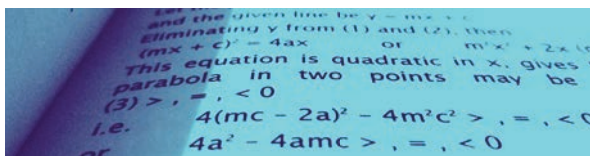
\*Architect \*Banking \*The Civil Service \*Computing \*Consulting \*Financial Services \*Retail \*Management \*Media \*Human Resources \*Marketing

## 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.

**Year 2** • Statistics: Regression, Correlation and Hypothesis Testing • Conditional Probability • The Normal Distribution • Mechanics: Moments • Forces and Friction • Projectiles • Application of Forces • Further Kinematics





# Mathematics

- **EXAM BOARD:** EDEXCEL
- **ENTRY CRITERIA:** GRADE 7 IN GCSE MATHEMATICS. GRADE 8 OR ABOVE IS RECOMMENDED.
- **CONTACT:** MS E MAHER [EMAHER5.312@LGFLMAIL.ORG](mailto:EMAHER5.312@LGFLMAIL.ORG)

"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**

**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.

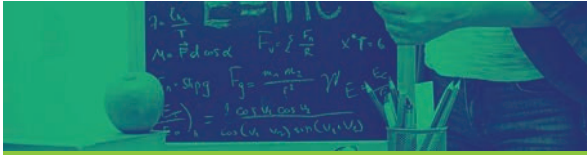
## CAREER OPPORTUNITIES

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

## WE ARE PROUD

That 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. A number of our alumni are studying Aeronautics and Astronautics at University of Southampton.





# Further Mathematics A Level

- **EXAM BOARD:** EDEXCEL
- **ENTRY CRITERIA:** GRADE 7 IN GCSE MATHEMATICS AND PASS AN ENTRANCE EXAM. MUST ALSO BE TAKING 3 OTHER A LEVELS
- **CONTACT:** MS E MAHER [EMAHER5.312@LGFLMAIL.ORG](mailto:EMAHER5.312@LGFLMAIL.ORG)

"Pure mathematics is, in its way, the poetry of logical ideas." **Albert Einstein**

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.

## 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.





# Media Studies

**A Level** 29

- **EXAM BOARD:** EDUQAS
- **ENTRY CRITERIA:** GRADE 4 IN MEDIA IF TAKEN AT GCSE
- **CONTACT:** MRT DALEY [TDALEY.312@LGFLMAIL.ORG](mailto:TDALEY.312@LGFLMAIL.ORG)

"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**

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; on-line, social and participatory media; video games; music videos.

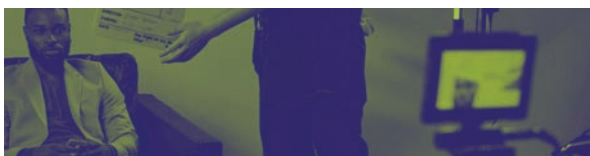
## ASSESSMENT

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.

## CAREER OPPORTUNITIES

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





# Media Film & TV

**BTEC**

- **EXAM BOARD:** EDEXCEL
- **EQUIVALENT TO TWO A-LEVELS**
- **CONTACT:** MRT DALEY [TDALEY.312@LGFLMAIL.ORG](mailto:TDALEY.312@LGFLMAIL.ORG)

"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**

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** a) This course is worth two advanced courses and therefore takes up two option pools; b) It will take two years to complete the course; c) It CANNOT be taken alongside A Level Media Studies; d) 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

**YEAR 1** The course broadly involves: (1) Researching and Analysing Film and Television texts; (2) Developing technical skills in terms of camera work, editing and sound; (3) 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.

## 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.







# Music

- **EXAM BOARD:** EDUQAS
- **ENTRY CRITERIA:** GCSE MUSIC GRADE 5 INSTRUMENTAL LESSONS WORKING TOWARDS GRADE 6 ABRSM (RECOMMENDED)
- **CONTACT:** MR J BOWMAN [JBOWMAN10.312@LGFLMAIL.ORG](mailto:JBOWMAN10.312@LGFLMAIL.ORG)

"After silence, that which comes nearest to expressing the inexpressible is music." - **Aldous Huxley**

A level Music follows the same structure as GCSE: 35% Performance, 25% Composition, 40% Appraising exam. The Performance is an 10-12-minute recital of a combination of pieces of your choice performed in front of a visiting examiner. The composition element is one free-choice composition and one composition to a brief set by the exam board that must reflect the musical techniques and conventions associated with the Western Classical Tradition. There are three areas of study for the exam covering a the Development of the Symphony (Area of Study A - two set works), Popular and Rock music (Area of Study B) and Music from the turn of the 20th Century (Area of Study F - two set works).

## ASSESSMENT

All units are externally assessed. **Performing (108 marks)**. A public performance of a minimum of three pieces. At least one of these pieces must be as a soloist. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study. Performance time must be a minimum of ten minutes, maximum of twelve minutes. Performances are assessed by visiting examiner in the final year of the course. **Composing (72 marks)**. Student will prepare a portfolio of two compositions, one

of which must reflect the musical language, techniques and conventions associated with the Western Classical Tradition in response to a brief set by Eduqas. The second composition is a free composition for which learners set their own brief. The combined duration must be between 4-6 minutes. **Appraising (100 marks)**. You will sit a 2hr15min exam in the final year. The exam has three sections. **Section 1:** Areas of study B - aural identification questions and comparison essay; **Section 2:** Area of Study E - aural identification on one set work and one unfamiliar extract; **Section 3:** Area of Study A: melodic dictation & chord identification, set work analysis, essay question on Development of Symphony.

## CAREER OPPORTUNITIES

\*Orchestral Musician \*Session Musician  
\*Composer \*Artist Manager \*Concert Promoter  
\*Conductor \*Private Music Tutor \*Amateur  
\*Music Editor \*Music Producer





# Music

- **EXAM BOARD:** EDUQAS
- **ENTRY CRITERIA:** GCSE MUSIC GRADE 5 OR ABOVE INSTRUMENTAL LESSONS WORKING TOWARDS GRADE 6 ABRSM (RECOMMENDED)
- **CONTACT:** MR J BOWMAN [JBOWMAN10.312@LGFLMAIL.ORG](mailto:JBOWMAN10.312@LGFLMAIL.ORG)

"Music comes to me more readily than words." **Ludwig Van Beethoven**

**M**usic AS - over two years as an extra fourth option - gives students the opportunity to complement their other subject choices with a creative subject choice that will be of interest to Universities. If you want to continue studying Music and increase your knowledge and understanding of the subject then the course may be of interest to you. The course will help you to develop your analytical and evaluative skills and creative thinking that are highly valued by many employers.

## CURRICULUM

**Year 1** Area of study A: Development of the Symphony; Study of key symphonic works from 1750-1830 including • How symphonic form developed • The development of instruments and use of the orchestra • How and why symphonies were commissioned • How the musical elements are used in the symphony including structure, tonality, harmony, melody & theme, texture and sonority. Area of study B: Rock & Pop; Study of genres between 1960-1990: • Pop • Rock • Soul • Funk. **Year 2** Area of study A: Development of the Symphony Set Work; Mendelssohn Symphony No 4, Composition in the Western Classical Style.

## ASSESSMENT

Written Exam 1h30 (40%): Set work analysis, unprepared extracts with and without score, Comparison Questions, extended response on wider context. Performance (30%): Two pieces 6-8 minutes combined duration. Composition (30%): Two composition: one in Western Classical Style in response to set brief; one free composition.

## CAREER OPPORTUNITIES

\*Orchestral Musician \*Session Musician  
\*Composer \*Artist Manager \*Concert Promoter  
\*Conductor \*Private Music Tutor \*Amateur  
\*Music Editor \*Music Producer





# Music A Level 33

## Technology

- **EXAM BOARD:** EDEXCEL
- **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
- **CONTACT:** MR J BOWMAN [JBOWMAN10.312@LGFLMAIL.ORG](mailto:JBOWMAN10.312@LGFLMAIL.ORG)

“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**

**M**usic 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 course covers the practical, theoretical and historical aspects of the processes involved in recording and composing music using technology. You will cover the history of recorded music from 1930 to the present day understanding how techniques have developed and adapted to work with the new developments in technology. The course will give you the skills to work across a range of future careers in the Music industry but will equally equip you with the creative and analytical skills to succeed in multiple disciplines.

## ASSESSMENT

All units are externally assessed. **Component 1: Recording (60 marks)** One recording, chosen from a list of 10 artists provided by Pearson, consisting of a minimum of five compulsory instruments and two additional instruments, released on our website on 1st June in the calendar year preceding the year in which the qualification is to be awarded. Total time must be between 3 minutes and 3 1/2 minutes. **Component 2: Technology-based composition (60 marks)** One technology-based composition chosen from three briefs set by Pearson released on our website on 1st September in the calendar year preceding the year in which the qualification is to be awarded. Synthesis and sampling/audio

manipulation and creative effects use must be included. Total time must be 3 minutes. **Component 3: Listening and analysing (75 marks)** Knowledge and understanding of recording and production techniques and principles, in the context of a series of unfamiliar commercial recordings supplied by Pearson. 4 10-mark Aural analysis questions, 1 comparison essay question, 1 essay on the impact of a piece of technology. **Component 4: Producing and analysing (105 marks)** Knowledge and understanding of editing, mixing and production techniques, to be applied to unfamiliar materials provided by Pearson in the examination. Five questions related to the audio and MIDI materials provided that include both written responses and practical tasks; one essay focusing on a specific mixing scenario, signal path, effect or music technology hardware unit.

## CAREER OPPORTUNITIES

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





# Philosophy

- **EXAM BOARD:** AQA
- **ENTRY CRITERIA:** GRADE 4 IN GCSE RE
- **CONTACT:** MS H CLEARY [HCLEARY5.312@LGFLMAIL.ORG](mailto:HCLEARY5.312@LGFLMAIL.ORG)

"You cannot do without philosophy; for everything has its hidden meaning, which we must know." **Maxim Gorky**

**P**hilosophy 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 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.

## CAREER OPPORTUNITIES

\*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





A Level 35

# Photography

- **EXAM BOARD:** EDEXCEL
- **ENTRY CRITERIA:** GRADE 4 + IN GCSE FINE ART
- **CONTACT:** MS S GREALISH [SGREALISH.312@LGFLMAIL.ORG](mailto:SGREALISH.312@LGFLMAIL.ORG)

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

"What I like about photographs is that they capture a moment that's gone forever, impossible to reproduce." **Karl Lagerfeld**

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.

## 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.





# Physical Education A Level

- **EXAM BOARD:** AQA
- **ENTRY CRITERIA:** GRADE 4 IN GCSE PE, GRADE 4 IN ENGLISH, MATHS, AND SCIENCE IS RECOMMENDED. AS A MINIMUM YOU SHOULD HAVE PLAYED FOR OR REPRESENTED YOUR SCHOOL.
- **CONTACT:** MS K GLYNN [KGLYNN3.312@LGFLMAIL.ORG](mailto:KGLYNN3.312@LGFLMAIL.ORG)

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,

"Hard work beats talent when talent doesn't work hard." **Tim Notke**

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%)

## 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 \*Sports Business \*Quantity surveying

## 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.





# Physics

- **EXAM BOARD:** AQA
- **ENTRY CRITERIA:** GRADE 6 IN PHYSICS OR 6,6 IN COMB. SCIENCE. ALSO AS OR A LEVEL MATHEMATICS
- **CONTACT:** MRS A HOUSTON [AHOUSTON.312@LGFLMAIL.ORG](mailto:AHOUSTON.312@LGFLMAIL.ORG)

"All science is either physics or stamp collecting." **Ernest Rutherford**

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.

## 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.





A Level

# Psychology

- **EXAM BOARD:** AQA
- **ENTRY CRITERIA:** GRADE 4 IN ENGLISH LANGUAGE, MATHS, AND SCIENCE IS RECOMMENDED
- **CONTACT:** MS E WATTS [EWATTS.312@LGFLMAIL.ORG](mailto:EWATTS.312@LGFLMAIL.ORG)

**P**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 differ-

“Education is what survives when what has been learned has been forgotten.”

**BF Skinner**

ent 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.







# Sociology

- **EXAM BOARD:** AQA
- **ENTRY CRITERIA:** GRADE 4 IN ENGLISH LANGUAGE IS RECOMMENDED
- **CONTACT:** MISS MEPHAM [EMEPHAM.312@LGFLMAIL.ORG](mailto:EMEPHAM.312@LGFLMAIL.ORG)

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

"The function of sociology, as of every science, is to reveal that which is hidden."  
**Pierre Bourdieu**

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 Alumna with an A Level in Sociology has achieved a place on **British Airways Apprenticeship Scheme.**





# Spanish

- **EXAM BOARD:** EDEXCEL
- **ENTRY CRITERIA:** GRADE 5 (ALL PAPERS MUST BE HIGHER TIER)
- **CONTACT:** MISS L MORRIS [LMORRIS2.312@LGFLMAIL.ORG](mailto:LMORRIS2.312@LGFLMAIL.ORG)

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 comprehen-

*"Sólo cabe progresar cuando se piensa en grande, sólo es posible avanzar cuando se mira lejos."* **José Ortega y Gasset**

sion 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.

## 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.





# Textiles

- **EXAM BOARD:** AQA
- **ENTRY CRITERIA:** GRADE 4 IN ONE OF: \*DT: TEXTILES \*DT: GRAPH. PROD. \*DT: RESIST. MATERIALS \*ART & DESIGN
- **CONTACT:** MISS B BROCK [BBROCK5.312@LGFLMAIL.ORG](mailto:BBROCK5.312@LGFLMAIL.ORG)

**T**extile 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. 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. \*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

"You can find inspiration in everything. And if you cant, look again." **Paul Smith**

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.

## WE ARE PROUD

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





**HAYDON SCHOOL**

[haydonschool.com/sixthform](http://haydonschool.com/sixthform)