Mulberry Sixth Form

60 YEARS OF PIONEERING WOMEN'S EDUCATION

Mulberry School for Girls Sixth Form
Course Guide

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Art

Why study Art?

Studying Art at A level rewards the development of ideas, exploration and experimentation, analysis of art forms and skills. By creating your own work as an A level Art student you will be taking risks and problem solving throughout your making process. Employers and universities love the skills that A level Art students develop, whether you want to pursue a creative career or otherwise. Art demands high level thinking and you are encouraged to express yourself and respond to the world around you. Everyone would be an artist if they could!

Art allows you to explore different ideas through a medium that is different to writing an essay. The study of Art A level encourages you to fully expand, develop and critically analyse your ideas to create an outstanding Art project.

> **"Art has given me the ability to express myself and develop my confidence"**
>
> **Sumaya**, Year 12

How you will study

Students studying Art will be introduced to a variety of experiences exploring a range of art media, processes and techniques. Traditional methods are studied as well as new media – the use of drawing for different purposes is explored, using a variety of methods and scales. Students will work in one or more areas of Art such as drawing and painting, mixed media (collage), printmaking and photography. Relevant images, artefacts and resources relating to a range of art, craft and design are studied, from the past and from recent times, including European and non-European examples.

The Art department regularly organises Art trips for both Year 12 and Year 13 pupils. This academic year students have had the opportunity to attend The Saatchi Gallery in London, a day trip to the National Gallery, and a specialist project with the Courtauld Gallery. We often organise artists and specialists to introduce mini workshops. You will be expected to display your work at an end of year exhibition.

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Destinations and future careers

Art is a really useful subject to study because of the skills you develop. Many students go on to study and work in traditional creative fields as ell as new careers being developed in the future. Studying Art at university is demanding, so all students have to complete a one year foundation course after A levels where their skills will be further developed.

Engineering and humanities subjects state that Art is a valuable subject to have. It is essential for the study of architecture. Below are a list of possible future careers:

Sculptor, painter, printmaker, illustrator, graphic designer, web designer, interior designer, fashion designer, jewellery designer, architect, engineer, makeup artist, set designer, art teacher, art lecturer, arts administrator, gallery curator, researcher, digital art worker a journalist.

Suggested reading

- *Ways of Seeing* by John Berger
- *The Shock of the New: Art and the Century of Change* by Robert Hughes
- *Why Your Five Year Old Could Not Have Done That: Modern Art Explained* by Suzie Hodge

Course specification

Edexcel A Level Course Units

Component 1 Personal Investigation (60%)	Component 2 Externally Set Assignment (40%)
Part 1: practical work (72 marks) From personal starting points students submit: • supporting studies • personal outcome(s) **Part 2: personal study (18 marks)** Students submit a piece of continuous prose of a minimum of 1000 words **Total marks available: 90** Component 1 incorporates two linked elements: **Part 1: practical work and Part 2: personal study** • The investigation and development for both the practical work and personal study will be shown through supporting studies. • Students will have opportunities to generate practical work, ideas and research from primary, secondary and contextual sources. They will experiment with media and processes, and develop and refin their ideas, presenting their outcomes.	Externally-set, broad-based theme released to teachers and students on **1 February**. Sustained focus period of 15 hours of controlled assessment in which students create fina response(s) to the theme. Students submit: • preparatory studies • personal outcome(s) **Total marks available: 72** Component 2 represents the culmination of the A level course. Delivery of this component should be planned with appropriate guidance during the preparatory period, encouraging student independence in the development of ideas, intentions and responses.

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Biology

Why study Biology?

Biology engages the learner with a sense of wonder about life and the processes that contribute to it. From the study of genetics and the latest pioneering research to cure cancer to engaging with environmental issues, Biology provides an in depth understanding of our natural world.

At Mulberry, Biology is viewed as a subject that not only focuses on developing understanding of natural phenomena, but also bridges a variety of disciplines, providing transferable skills and touching on subjects as diverse as Geography and History. It is an exciting and practical subject that enriches students with in-depth knowledge and develops a sense of curiosity through analysis and enquiry-based learning. Advancements in biotechnology and bioengineering have also added an ethical dimension to the subject.

There are many inspirational female role models who studied Biology, such as Baroness Susan Greenfield, a neuroscientist, writer and broadcaster, Rachel Carson, a marine biologist and Rosalind Franklin who discovered the X-ray crystal structure of DNA.

This scientific discipline provides an invaluable set of skills that are recognised in all careers, science based or not. Biology is also a traditional subject, popular at university and opening an array of career possibilities in the fields of research, ecology, microbiology, physiology and biochemistry both in the UK and abroad.

> **"Biology is a fascinating science that provides me with a range of career choices. It forces me to think outside the box and allows me to develop my understanding of the human body as well as the importance of the similarities and differences with other organisms. It sharpens my analytical skills and allows me to develop confidence in a laboratory environment."**
>
> **Nadirah**, Year 12

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How you will study

Biology can only be mastered through development of a deep understanding and not just the memorisation of factual information. We adopt a traditional academic approach to learning where students are encouraged to read journals and books beyond the curriculum, to engage with deep learning outside the classroom consistently through the use of the VLE and to apply what they have learnt in class in a variety of contexts. Students are set essay questions to improve their academic literacy skills and develop an appreciation of practical science through the regular engagement with experiments in class and enrichment activities. Students also learn through modelling of abstract ideas in a variety of ways. The subject has a 10% mathematical demand and could be studied alongside a range of subjects including Chemistry, Physics and Psychology at A level. Students will study a two-year syllabus (OCR A: H420) for A level Biology which is assessed at the end of the course.

Destinations and future careers

Biology develops skills in problem solving, logic, analysis and critical thinking that are valued by employers in all fields. Biology g aduates can be found working in many different careers. These include researchers, teachers, journalists/writers, health service, biological/ biomedical researchers, lawyers, accountants and bankers. Examples of alumni student destinations and subjects include: medicine, dentistry, biochemistry, pharmacy, optometry, neuroscience and the more traditional subjects such as Natural Sciences at Russell group universities and at Oxford and Cambridge.

Suggested reading

- *A Short History of Nearly Everything* by Bill Bryson
- *The Blind Watchmaker* by Richard Dawkins

Course specification

Exam board: AQA

Paper	Content	Duration	Weighting
Paper 1: (91 marks) AS Biology (topics 1 – 4) Biological Molecules, cells, exchange and variation	Assessment includes a mixture of short and long answer questions as well as extended responses. Questions are from modules 1,2,3 and 4, which relate to biological molecules, cells, exchanging substances with the environment and genetic variation between organisms.	2h	35%
Paper 2: (91 marks) (topics 5 – 8) A2 Biology Energy transfers, responding to changes in environment, genetics, ecosystems and genes	Assessment includes a mixture of short and long answer questions as well as a comprehension question. Questions are from modules 5,6,7 and 8, which relate to energy transfers, how organisms respond to changes in the environment, genetics, populations and ecosystems and control of gene expression.	2h	35%
Paper 3: (78 marks) Synoptic (topics 1 – 8)	Assessment includes structured questions, including practical techniques and critical analysis of experimental data. Students also write one essay from a choice of two titles.	2h	30%
Practical Endorsement	Students demonstrate competency in 12 Practical Activity Group areas through the course of the two years. The assessment of practical competency will be reported separately on students' certific te as either a 'pass' or a 'fail'. This standalone certific tion has no bearing on the A Level grade, however universities expect a 'pass' in order to progress onto science-based courses.		

> **"Science and everyday life cannot and should not be separated."**
>
> **Rosalind Franklin**
> Pioneer of the study of molecular structures including DNA

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Chemistry

Why study Chemistry?

The fundamental principles of Chemistry underpin our understanding of the world and the processes that govern its intricacy. At Mulberry, Chemistry is viewed as an exciting and practical subject that engages students with knowledge of elements and processes both natural and synthetic. Students develop their sense of curiosity through problem solving and enquiry based learning. Modern advances in Chemistry such as nanotechnology, development of synthetic routes for novel drugs or the research into elements in our known universe make Chemistry all the more exciting.

With women such as Margaret Thatcher and Angela Merkel who studied Chemistry at university and later went onto lead their country, and chemists such as Marie Curie who won the Nobel prize and discovered Polonium and Radium, Chemistry provides an invaluable set of skills that are recognised in all careers, science based or not.

It is a well-established fact that Chemistry develops excellent analytical and problem-solving skills that are appealing to employers. Chemistry is also a traditional subject, popular at university and opening an array of career possibilities in the fields of research, drug design and synthesis or the refining of natural materials such as oil within the chemical and pharmaceutical industry both in the UK and abroad.

"Chemistry is the subject that connects other sciences to each other. It has allowed me to make informed decisions and to understand the world around me. Studying Chemistry at A level has helped me to think analytically and provided academic challenge."

Suha, Year 13.

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How you will study

Chemistry is conceptually challenging and can only be mastered through a deep understanding rather than memorisation of factual information. We adopt a scholarly approach to learning where students are encouraged to read journals and books beyond the curriculum, to engage with deep learning outside the classroom consistently through the use of the VLE and by applying what they have learnt in class in a variety of contexts. Students are set essay questions to improve their academic literacy skills and develop an appreciation of practical science through regular engagement with experiments in class and enrichment activities. Students also learn through modelling of abstract ideas in a variety of ways. Students are stretched by participation in the Olympiad and Cambridge Challenge. The subject has a 20% mathematical demand and could be studied alongside a variety of subjects including Mathematics at A level. Students will study a two-year syllabus (OCR A: H432) for A level Chemistry which is assessed at the end of the course.

Destinations and future careers

Students wishing to read medicine, dentistry, pharmacy, chemical engineering or veterinary or pharmacological sciences at university must take A-level Chemistry. The subject also lends well to the study of law, banking or accounting and other scientific discipline including biochemistry. Examples of alumni student destinations and subjects include: medicine, dentistry, biochemistry, pharmacy, optometry, neuroscience and the more traditional subjects such as natural sciences and chemistry at Russell group universities and at Oxford and Cambridge.

Suggested reading

- *The Pleasure of Finding Things Out* by Richard Feynman
- *Periodic Tales* by Hugh Aldersey-Williams

Course specification

Exam board: OCR

Paper	Content	Duration	Weighting
Paper 1: (100 marks) Periodic Table, Elements and Physical Chemistry	Assessment includes multiple choice, structured and extended response questions from Module 1, 2, 3 and 5, which relate to inorganic and physical chemistry, fundamentals of Chemistry and practical skills.	2h15min	37%
Paper 2: (100 marks) Synthesis and Analytical Techniques	Assessment includes multiple choice, structured and extended response questions from Module 1,2,4,6 which relate to organic chemistry, analytical techniques, fundamentals of Chemistry and practical skills.	2h15min	37%
Paper 3: (70 marks) Unifie Chemistry	Assessment includes synoptic questions that are structured or extended response. The synoptic questions may draw on knowledge from any of the 6 modules studied.	1h30min	26%
Practical Endorsement	Students demonstrate competency in 12 Practical Activity Group areas through the course of the two years. The assessment of practical competency will be reported separately on students' certific te as either a 'pass' or a 'fail'. This standalone certific tion has no bearing on the A Level grade, however universities expect a 'pass' in order to progress onto science-based courses.		

> **"Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less."**
>
> **Marie Curie**
> Winner of the Nobel Prize in Chemistry

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Dance

> **"The body says what words cannot"**
>
> **Martha Graham**
> Dancer and choreographer

Why study Dance?

Dance is vital; an activity both exhilarating and liberating to watch or do. The instinct to dance is fundamentally joyous and no matter how hard you try you can't get away from that for long. It can also be a huge force for good, effectively drawing people together through sheer hard work. It can speed up your heart rate, it can enliven your being, it can change your life.

Dance uses movement symbolically as a fundamental form of human expression. It is both empowering and powerful as a form of non-verbal communication. The intrinsic value of dance is the development of creative, imaginative, physical, emotional and intellectual capacities.

How you will study

A Level Dance is studied both in a classroom and studio setting. You will observe and develop a critical appreciation for multiple dance companies and their associated works, watching them live at the theatre and from film. eachers will support you to develop your dance analysis into extended academic responses to exam style questions. In the studio, you will work with the teacher to devise a solo linked to a dance practitioner from your area of study as well as a group performance. You will also create your own group choreography in response to a chosen stimulus.

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Destinations and future careers

Long term career paths can include professional dancer, choreographer, community dance practitioner, arts administrator and many more. Many dance graduates go on to study and work within the Arts, Literary or Media Industries. This year, one Mulberry Dance graduate went on to study Dentistry at Kings College London and another has gone on to study Sociology at Goldsmiths University.

Suggested reading

- *Ballet Rambert: 50 Years On* by C.Crisp, A.Sainsbury and P.Williams
- *Dance Composition* by J.Smith-Autard
- *Fifty Contemporary Choreographers* by M.Bremser
- *Rambert, A Celebration* by J.Pritchard
- *The Art of Making Dances* by Doris Humphrey
- *The Oxford Dictionary of Dance* by D.Craine and J.Mackrell
- *20th Century Dance in Britain* by J.W.White

Suggested websites

- www.rambert.org.uk
- www.east-man.be/en

Course specification

Qualification title: AQA Advanced Level GCE in Dance

AQA entry code: 7237

This qualific tion is linear. Linear means that you will sit all your exams and submit all your non-exam assessment at the end of the 2 year course.

Specification at a glance

Component 1 Performance and choreography	Component 2 Critical engagement
What's assessed: • Solo performance linked to a specified p actitioner within an area of study • Performance in a quartet • Group choreography **How it's assessed:** • Practical exam • 80 marks • 50% of A-level	**What's assessed:** Knowledge, understanding and critical appreciation of two set works. One compulsory set work within the compulsory area of study. One optional set work within the corresponding area of study, from a choice of four. **How it's assessed:** Written exam: 2 hours 30 minutes 100 marks 50% of A-level **Questions:** Two sections: Section A: short answer questions (25 marks) and one essay question (25 marks) on the compulsory set work/area of study. Section B: two essay questions on the second set work/area of study (25 marks for each essay).

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Drama & Theatre

> **"If I could, I would persuade everyone to take Drama A level."**
>
> **Tahmina**, Year 13 student

Why study Drama & Theatre?

Drama & Theatre A level is a well established and popular subject at Mulberry. Studying Drama & Theatre A level will help you to develop a range of important skills, including:

- Creative and critical thinking
- Communication
- Leadership
- Expression
- Collaboration
- Physical realisation of an idea
- Problem solving
- Confidence
- Public speaking and performance in front of an audience

The above skills are taught through an analytical and practical exploration of play texts and artistic stimuli. Drama and Theatre A level is both an opportunity to discover more about the intellectual and creative thinking behind theatre making, as well as a chance to develop important interpersonal and transferable life skills to prepare for a successful future.

> **"Drama is the best form of expression; it teaches you precious skills applicable to everyday life and lets you explore creatively while building your confidence."**
>
> **Ayesha**, Year 12 student

How you will study

When choosing Drama & Theatre, you will be challenged through the themes and issues highlighted in the play texts you are studying as well as the play that you devise and perform as part of a group. You will be expected to take risks during practical explorations and rehearsals to develop performance and theatrical ideas. Regular theatre visits are offered throughout the course and, by analysing and evaluating what you have seen, you will gain inspiration for your own performances as well as evaluating a performance for examination purposes. The course is structured to balance written work and practical work to help support your success in both your written and performance exams.

Drama & Theatre A level is the perfect combination of honing your practical performance skills as well as refining our written analytical and evaluative skills. By studying a range of play texts, you will gain insight into how theatre practitioners, playwrights, directors and designers work.

Your knowledge and understanding of Drama and Theatre will be tested through performance and written exams. Students who study Drama & Theatre will be given the opportunity to work with industry professionals and will perform their examination work in our purpose-built theatre, taking full advantage of the professional technical expertise and resources available.

Destinations and future careers

Drama & Theatre is a highly regarded A level by Russell Group and higher tariff uni ersities and employers. It is a subject that proves to prospective University admissions officers and employers that you are an articulate, creative, analytical, confident and quick thinking perso who can solve problems intelligently, take on leadership tasks and work collaboratively in a team.

An A level in Drama & Theatre is beneficial o all university and career pathways such as Medicine and all other NHS career options, Law, Teaching, Social Work, Civil Service, Politics, International Relations, Psychology and Therapy, Journalism, Business, Advertising, Marketing, Retail, Police Force, Hospitality & Catering and Media. Whatever career/pathway you choose, the skills learnt through Drama & Theatre A level will stand you in good stead for future success.

The Creative Arts Industries are one of the biggest and most successful industries in the UK and an A level in Drama & Theatre can lead to wide ranging careers in the Arts such as Actor, Director, Casting Director, Stage Manager, TV Floor Manager, Designer (set, costume, lighting, sound), Location Manager, Scenic Artist, Hair and Make-up Artist, Costume Maker/Dresser, Press & Publicity Officer, Marketing Officer, TV Presenter, Script Writer/Editor, Film Editor, Arts Administrator, Theatre Producer and Arts Journalist.

Suggested reading

Play Texts:

- *The House of Bernarda Alba* by Lorca
- *A Doll's House* by Henrik Ibsen
- *Machinal* by Sophie Treadwell
- *Lysistrata* by Aristophanes
- *My Mother Said I Never Should* by Charlotte Keatley
- *Top Girls* by Caryl Churchill
- *Electra* by Sophocles
- *Our Country's Good* by Timberlake Wertenbaker

Research into the ideas and techniques used by the following Drama Practitioners and Theatre Companies is also expected:

- Bertolt Brecht
- Antonin Artaud
- Theatre de Complicite
- Frantic Assembly
- Konstantin Stanislavsky

> **"I love the theatre. I love its immediacy and invention. The places you can travel sitting in one seat ..... and live through the problems, dilemmas and cultures of people ..... as I walk away from the theatre, I somehow understand my own limitations a little better. I am so glad I found the theatre. What would I have been without it?"**
>
> **Lolita Chakrabati**
> Writer, Actress and Director

Course specification

GCE A level Drama & Theatre
Exam board: Edexcel

A level Drama &Theatre is examined through a combination of:

Component 1: 40% devised performance and written portfolio (internally examined; externally assessed).

Component 2: 20% performance exam by visiting examiner of one group performance of a published play text and either a monologue or duologue from a different published play text.

Component 3: 40% written exam based on two set texts and an evaluation of a live piece of theatre. Students are expected to write from the point of view of a performer, designer and director.

Two theatre practitioners are studied and applied to Component 1 and Component 3.

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Economics

Why study Economics?

Economic forces shape our lives. From the cereal you eat for breakfast and the way you get to school in the morning, to the war in Syria and global climate change, if you want to understand what is happening, and why, you need to understand economics. Economics is a living subject happening all around us, all of the time. This relevance to our lives and the lives of others makes it a fascinating subject to study.

Economics is unique in its rigorous combination of applied mathematics, reading and essay writing skills. You will be expected to read complex articles on contemporary economic situations, extract relevant data, conduct calculations and write analytical evidence-based essays offering your own judgements on economic issues. Developing this combination of skills will make you a strong candidate for further study in a wide range of subjects and for skilled (and well-paid) employment.

"Economics has equipped me with a variable skill set, which can be applied to everyday life in realising the complexities behind the simple transactions of buying and selling"

Tamanna, Year 13 Student

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How you will study

Economics is a challenging but rewarding subject. Be prepared to work hard from the start. Lessons will involve a mix of learning new content, applying what you have learned through written or multiple choice questions, and keeping up to date with current economic issues. Homework will often consist of independent reading and study, with some written answers and essays.

Throughout the year you will undertake regular assignments. This allows for teachers to give you feedback which can help you improve, and more importantly it allows you to assess for yourself your own strengths and weaknesses. You will be expected to respond to feedback by independently working on your own areas for improvement. The ability to work independently will be crucial to your success. Having said that, extra support from teachers is always available, should you need it.

Destinations and future careers

Typical career choices A-level Economics can offer are banking, business, politics, media, consultancy, marketing and charity sector jobs. Whether you are planning on going to university or starting an apprenticeship, economics will help you progress towards your goal.

Importantly, if you think you would like to study Economics at university then A-level Maths will also help you apply to a wider range of universities.

Suggested reading

- *The Undercover Economist* by Tim Harford
- *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything* by Steven D. Levitt
- *The Bottom Billion: Why The World's poorest Countries Are Failing and What Can Be Done About It* by Paul Collier
- *The Big Short: Inside the Doomsday Machine* by Michael Lewis
- *The Great Divide* by Joseph Stiglitz

Course specification

Exam board – Edexcel A

Overview	Content	Assessment
Theme 1: Introduction to markets and market failure	• This theme focuses on microeconomic concepts. Students will develop an understanding of: ● nature of economics ● how markets work ● market failure ● government intervention.	• Paper 1 and Paper 3 • 2 hours each
Theme 2: The UK economy – performance and policies	• This theme focuses on macroeconomic concepts. Students will develop an understanding of: ● measures of economic performance ● aggregate demand ● aggregate supply ● national income ● economic growth ● macroeconomic objectives and policy.	• Paper 2 and Paper 3 • 2 hours each
Theme 3: Business behaviour and the labour market	• This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of: ● business growth ● business objectives ● revenues, costs and profits ● market structures ● labour market ● government intervention.	• Paper 1 and Paper 3
Theme 4: A global perspective	● This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of: ● international economics ● poverty and inequality ● emerging and developing economies ● the financial sector ● role of the state in the macroeconomy.	• Paper 2 and Paper 3 • 2 hours each

"Countries with higher levels of gender equality have higher economic growth. Companies with more women on their boards have higher returns. Peace agreements that include women are more successful. Parliaments with more women take up a wider range of issues."

Ban Ki Moon
Former UN Secretary General

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English Literature

Why study English Literature?

The study of English Literature offers a chance for you to debate, discuss, analyse and criticise, and to consider some of the fundamental questions we all ask ourselves as humans. What does it mean to love? Where is my place in the world? How do other people truly feel? What does it mean to be alive?

Choosing to study A Level English Literature will provide you with an opportunity to explore the lives of countless characters in a wide range of eras and settings. It is a way of living multiple lives at once. You will study challenging works and learn how to critically evaluate a literary text with consideration of the social and cultural factors which influenced its construction.

How you will study

In Year 12, students study texts from each of the three components for their final exams: Drama, Prose and Poetry. Our course covers a wide range of literary texts from different genres and different time periods, immersing students in twenty-first century fiction and poetry, as well as investigating classic texts from the literary canon. Students will also begin their independent coursework component, in which they choose two texts and write a 2,500 word essay. Coursework is begun at the end of Year 12 and continued into Year 13.

> **"The beauty of literature is that you discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong."**
>
> **F Scott Fitzgerald**
> Author of The Great Gatsby

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Destinations and future careers

A level English Literature supports applications to read for a degree in a wide range of degree courses: English Literature, Comparative Literature, Law, History, Politics, PPE, Journalism, Drama, Anthropology, as well as foreign languages and science subjects. English is also an excellent subject for supporting applications for highly competitive courses such as Medicine.

English graduates can be found working in many different sectors including the law, publishing, journalism and broadcasting, communications and marketing, policy creation, the civil service, the tech industry and education.

Suggested reading

- *Wuthering Heights* by Emily Bronte
- *A Room of One's Own* by Virginia Woolf
- *The Bloody Chamber* by Angela Carter
- *Night Sky with Exit Wounds* by Ocean Vuong
- *Death of a Salesman* by Arthur Miller
- *Dubliners* by James Joyce
- *Collected Stories* by Lydia Davis

Course specification

Edexcel Level 3 Advanced GCE in English Literature 9ET0 Paper 1: Drama 9ET0/01 Assessed: Written exam - 2 hours 15 minutes, open book, 2 questions worth 60 marks total. 30% of overall grade.	Section A: Shakespeare – we study Othello (1603). This question requires students to use ideas from an anthology of critical essays on Shakespearean tragedy Section B: A Streetcar Named Desire (1947) by Tennessee Williams.
Paper 2: Prose 9ET0/02 Assessed: Written exam - 1 hours 15 minutes, open book, 1 question worth 40 marks. 20% of overall grade.	Comparison question: Two novels, Frankenstein (1818) by Mary Shelley compared with Never Let Me Go (2005) by Kazuo Ishiguro.
Paper 3: Poetry 9ET0/03 Assessed: Written exam - 2 hours 15 minutes, open book, 2 questions worth 60 marks total. 30% of overall grade.	Section A: Post-2000 poetry, students study a selection of poems from the anthology 'Poems of the Decade'; final exam compares one of these to an unseen poem. Similar to GCSE poetry, combining the poetry skills of Literature Paper 2. Section B: Pre-2000 poetry, we study Victorian poetry (roughly written between 1837 and 1901).
Non-examination assessment (NEA) 9ET0/04 Independent critical project: 2500-3000 word essay, worth 60 marks. 20% of overall grade. Begun in Year 12 and submitted for marking in Year 13.	

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Film Studies

Why study Film Studies?

A Level Film Studies has been designed to ignite a passion for film and encourage broader cultural and historical perspectives on this academic area of study. It encourages learners to watch, engage critically with and explore a wide range of film; to develop and sustain confident, personal responses to film via textual analysis; and to enjoy a variety of critically acclaimed films across the major genres. These include films from different cultural perspectives, films from the Silent Era to the present day, and different forms of film, including documentary, shorts and experimental cinema.

> **"Film Studies is creative, challenging and fun. I love film and can now see my future in this exciting industry."**
>
> **Saira**, Year 13 student

How you will study

Although this is primarily an academic subject, students will also get the chance to learn real practical skills when they make their own short film or sc eenplay as part of the coursework element (30%). Students will learn the art of filmmaking o a professional standard, engaging with - and eventually mastering - state of the art digital equipment and professional fil technology and hardware; from DSLR cameras through to lighting rigs and industry standard editing software.

Film Studies is exciting, interesting, creative, challenging and fun, and the Media and Film team have an excellent track record for results. We strive for excellence and subject mastery for all of our students.

Film Studies is a subject most students enjoy studying and, crucially, do well in.

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Destinations and future careers

Film Studies A level is an excellent support subject for a great number of university course options, not just Film and Media. The critical skills you learn are extremely adaptable to almost any academic/career pathway and it also shows that you are a rounded student with a range of interests and abilities.

If you choose to study Film at university, Film Studies is a popular undergraduate course at a number of Russell Group universities; this includes Cambridge who now offer a Film Studies course.

All modern industries and courses value media skills – not just university courses in film and not ju t careers in the media/creative industries.

If students choose to pursue a career in the Film, Media or Creative industries generally, then this subject will clearly support that career pathway. These industries are exciting, challenging, creative and extremely rewarding, with a plethora of potential roles and careers to choose from.

Film requires creativity and practical skills, but also a level of analytical ability and critical thinking. This means that if you've applied for English, Sociology, History, Psychology, RS, Graphics, Drama or Art (among others!) then this course will compliment your studies.

Suggested reading

- *The Story of Film* by Mark Cousins
- *IN THE BLINK OF AN EYE NEW EDN: A Perspective on Film Editing* by Walter Murch
- *Studying Film* by Nathan Abrams

> **"I truly believe that movies really can change the world."**
>
> **Stacey Snider**
> (Chairman and CEO of Twentieth Century Fox Film)

Course specification

Content Overview	Assessment Overview	
This component assesses knowledge and understanding of **six** feature-length films **Section A: Hollywood 1930-1990 (comparative study)** One question from a choice of two, requiring reference to **two** Hollywood films, one f om the Classical Hollywood period (1930-1960) and the other from the New Hollywood period (1961-1990). **Section B: American film since 2005 (two-film study)** One question from a choice of two, requiring reference to **two** American films, one main tream film and one ontemporary independent film **Section C: British film since 1995 (two-film study)** One question from a choice of two, requiring reference to **two** British films	Component 1: Varieties of fil and filmmakin Written exam 2½ hours	**35%** of total A Level
This component assesses knowledge and understanding of **five** feature-length films or their equivalent). **Section A: Global film (two-film study)** One question from a choice of two, requiring reference to **two** global films **one** European and **one** produced outside Europe. **Section B: Documentary film** One question from a choice of two, requiring reference to **one** documentary film **Section C: Film movements – Silent cinema** One question from a choice of two, requiring reference to **one** silent film o group of films **Section D: Film movements – Experimental film (1960-2000)** One question from a choice of two, requiring reference to one film option	Component 2: Global filmmakin perspectives Written exam 2½ hours	**35%** of total A Level
This component assesses **one** production and its evaluative analysis. Learners produce: • **either** a short film **4-5 minutes**) or a screenplay for a short film **1600-1800 words**) plus a digitally photographed storyboard of a key section from the screenplay • an evaluative analysis (**1600 - 1800 words**).	Component 3: Production Non-exam assessment	**30%** of total A Level

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French and Spanish

Why study languages?

Do you want...

- to keep your options open?
- to work abroad?
- better employment prospects?
- skills to enable you to learn other languages later on?
- to learn skills for life rather than facts for an exam?
- to develop skills already mastered at GCSE?

Are you resourceful, independent and creative?

Then...be one step ahead of other potential employees and students: study A Level French or Spanish!

Destinations and future careers

Studying a modern foreign language at University could lead to a variety of careers

- European Business
- Management
- Accountancy
- Engineering
- Product Design
- Combined Studies
- Sciences
- Public Relations
- Law

How you will study French

The content of the course will enable students to develop their linguistic skills alongside their understanding of the culture and society of countries where French is spoken.

We have selected a broad area of study and prescribed certain aspects for closer examination.

Students study technological and social change, looking at diversity and the benefits it brings. hey will study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world.

Students also explore the influen e of the past on present-day French-speaking communities.

Throughout their studies, they will learn the language in the context of French-speaking countries and the issues and influen es which have shaped them. Students will study texts and fil and have the opportunity to carry out independent research on an area of their choice.

Assessment tasks will be varied and cover listening, speaking, reading and writing skills.

How you will study Spanish

The content of the course will enable students to develop their linguistic skills alongside their understanding of the culture and society of the countries where Spanish is spoken.

We select a broad area of study to prescribe certain aspects for closer examination.

Students will study technological and social change, looking at the multicultural nature of Hispanic society. They will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. They will learn about aspects of the diverse political landscape of the Hispanic world.

Students will explore the influen e of the past on present-day Hispanic communities. Throughout their studies, they learn the language in the context of Hispanic countries and issues and influen es which have shaped them. Students will study texts and film and will h ve the opportunity to carry out independent research on an area of their choice.

Assessment tasks will be varied and cover listening, speaking, reading and writing skills.

Suggested reading and watching

French Books and Films:

- *Le Tartuffe* by Molière
- *Candide* by Voltaire
- *Boule de Suif et autres contes de la guerre* by Guy de Maupassant
- *L'étranger* by Albert Camus
- *Bonjour tristesse* by Françoise Sagan
- *Elise ou la vraie vie* by Claire Etcherelli
- *Un sac de billes* by Joseph Joffo
- *Kiffe kiffe demain* by Faïza Guène
- *Un secret* by Philippe Grimbert
- *No et moi* by Delphine de Vigan
- *Les 400 coups* by François Truffaut (1959)
- *Au revoir les enfants* by Louis Malle (1987)
- *La Haine* by Mathieu Kassovitz (1995)
- *L'auberge espagnole* by Cédric Klapisch (2002)
- *Un long dimanche de fiançailles* by Jean-Pierre Jeunet (2004)
- *Entre les murs* by Laurent Cantet (2008)

Spanish Books and Films:

- *La casa de Bernarda Alba* by Federico García Lorca
- *Crónica de una muerte anunciada* by Gabriel García Márquez
- *Como agua para chocolate* by Laura Esquivel
- *Réquiem por un campesino español* by Ramón J. Sender
- *La sombra del viento* by Carlos Ruiz Zafón
- *La casa de los espíritus* by Isabel Allende
- *Rimas* by Gustavo Adolfo Bécquer
- *Las bicicletas son para el verano* by Fernando Fernán-Gómez
- *El otro árbol de Guernica* by Luis de Castresana
- *El coronel no tiene quien le escribe* by Gabriel García Márquez
- *El laberinto del fauno* by Guillermo del Toro (2006)
- *Ocho apellidos vascos* by Emilio Martínez-Lázaro (2014)
- *María, llena eres de gracia* by Joshua Marston (2004)
- *Volver* by Pedro Almodóvar (2006)
- *Abel* by Diego Luna (2010)
- *Las 13 rosas* by Emilio Martínez-Lázaro (2007)

> **"Language is the road map of a culture. It tells you where its people come from and where they are going."**
>
> **Rita Mae Brown**
> Writer, activist and feminist

Course specification

French AQA – Spanish AQA

Paper	Content	Duration	Weighting
Paper 1: Listening/ reading/ Writing 100 marks	**What's assessed** • Aspects of French/ Spanish-speaking society: current trends • Aspects of French/ Spanish-speaking society: current issues • Artistic culture in the French-speaking world • Aspects of political life in the French/Spanish speaking world • Grammar	Written exam: 2 hours 30 minutes	50 % of A-level
Paper 2: Writing 80 marks	**What's assessed** • One text and one film or t o texts from the list set in the specific tion • Grammar	Written exam: 2 hours	20 % of A-level
Paper 3: Speaking 60 marks	**What's assessed** • Individual research project • One of four sub-themes ie Aspects of French/ Spanish-speaking society: current trends, Aspects of French/ Spanish-speaking society: current issues, Artistic culture in the French/Spanish speaking world Aspects of political life in the French-speaking world	Oral exam: 21 – 23 minutes (including 5 minutes preparation time)	30 % of A-level

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Geography

Why study Geography?

Why are you more likely to survive a natural disaster if you have a university degree? Why do more women die in natural disasters than men? How will Cross Rail affect house prices in Whitechapel? Why does life expectancy vary not only within the UK, but between tube stations around London? What will happen to the environment if everyone in India starts driving a car? And if the birth rate, in almost every country in the whole world, is going down, then why do people think we have a problem with population growth? When women in Bangladesh in 2016 only have an average of 2.2 children, then why do most people still think it's so much higher?

If you want to study medicine then you need to know which diseases affect which populations, and what health services are needed where and why. If you want a career in journalism you need to explain patterns and shifts in globalisation and natural disaster occurrence and impacts. If you want to be a lawyer then you need to analyse trends, evaluate arguments and argue your case. If you want to run the country you need to know how we are using our natural resources, and you must understand trends and causes of migration, and changes in trade. In Geography you will learn all of this. It's hard to think of any career that a degree in Geography will not adequately prepare you for.

"Geography really allows me to understand the impact of the rapid changes which are taking place in East London"

Sayma, Year 13

How you will study

Geography is a very contemporary subject, and so looking at the recent geographical developments, you will regularly be analysing current world events. A lesson might be paused to follow ongoing negotiations from a global climate change conference.

You will have a chance to decide who should take responsibility for China's growing carbon emissions. Should developing countries be allowed to increase their emissions whilst developed nations are reducing theirs?

The skills that you learn in Geography are as important as the content; you will learn to read large quantities of information quickly and pick out what is important. You will learn to analyse data, identifying trends and patterns.

Destinations and future careers

A significant number of students studying Geography progress on to read the subject at university each year, most at Russell Group institutions including **Oxford,** UCL, King's College, York University, Brighton University and Queen Mary University. Many students also pursue related degrees including International Relations and Global Development.

In Year 12 you will study:
-Tectonic Processes and Hazards
-Globalisation
-Coastal Landscape and Change
-Regenerating places
-Preparation for NEA (coursework) include a 3 day fieldwork trip to Southwold in Suffolk.

In Year 13 you will study
-Water cycle and insecurity
-Superpowers
-Carbon Cycle and Energy Security
-Migration
-Paper 3 - Synoptic Paper

> **"I enjoy studying Geography because there are such a broad range of topics and they are all current. Big headlines in the news almost always have some sort of link to Geography"**
>
> Year 13 A level Geography student, 2015-17

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Suggested reading

- Cloke, P., Crang, M. and Goodwin, M. (2013) *Introducing Human Geographies*, 3rd Edition. London, Routledge.
- Dodds, K. (2007) *Geopolitics: A very short introduction*. Oxford, OUP.
- Goudie, A. and Viles, H. (2010) *Landscapes and Geomorphology: A very short introduction*. Oxford, OUP.
- Gregory, D. et al. *The Dictionary of Human Geography* ed. by Derek Gregory, Ron Johnston, Geraldine Pratt, Michael Watts and Sarah Whatmore (Wiley-Blackwell, 2009)
- Koser, K. (2007) *International Migration: A Very Short Introduction*. Oxford, OUP.
- Maslin, M. (2008) *Global Warming: A Very Short Introduction*. Oxford, OUP.
- Matthews, J. and Herbert, D. (2008) *Geography: A Very Short Introduction*. Oxford, OUP.
- Middleton, N. (2009) *Deserts: A Very Short Introduction*. Oxford, OUP.
- Oppenheimer, C. *Eruptions that shook the world* (Cambridge: Cambridge University Press, 2011)
- Redfern, M. (2003) *The Earth: A Very Short Introduction*. Oxford, OUP.
- Roberts, N. *The Holocene: an environmental history* Third edition (Oxford: Wiley, 2014)
- Rogers, A., Castree, N. and Kitchin, R. (2013) *A Dictionary of Human Geography*. Oxford, OUP.

TED talks:
Hans Rosling

Publications
The Economist, National Geographic

> **"Countries with more gender equality have better economic growth. Parliaments with more women enact more legislation on key social issues such as health, education, anti-discrimination and child support. The evidence is clear: equality for women means progress for all"**
>
> **Ban Ki Moon**
> Former Secretary General of the United Nations

Course specification

Exam board - Edexcel

Paper	Content	Duration	Weighting
Paper 1 (Paper code: 9GE0/01) Written examination: 105 marks	**Area of study 1, Topic 1:** Tectonic Processes and Hazards **Area of study 1, Topic 2:** Landscape Systems, Processes and Change – including optional sub-topics from which students choose one from two: 2A: Glaciated Landscapes and Change or 2B: Coastal Landscapes and Change **Area of study 3, Topic 5:** The Water Cycle and Water Insecurity **Area of study 3, Topic 6:** The Carbon Cycle and Energy Security	2h15min	30%
Paper 2 (Paper code: 9GE0/02) Written examination: 105 marks	**Area of study 2, Topic 3:** Globalisation **Area of study 2, Topic 4:** Shaping Places – including optional sub-topics from which students choose one from two: 4A Regenerating Places or 4B Diverse Places **Area of study 4, Topic 7:** Superpowers **Area of study 4, Topic 8:** Global Development and Connections – including optional sub-topics from which students choose one from two: 8A Health, Human Rights and Intervention or 8B Migration, Identity and Sovereignty	2h15min	30%
Paper 3 (*Paper code: 9GE0/03) Written examination: 70 marks	**Content overview** The specific tion contains three synoptic themes within the compulsory content areas: • Players • Attitudes and actions • Futures and uncertainties. The synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas.	2h15min	20%
Coursework: Independent Investigation (9GE0/04) Non-examined assessment 20% of the qualific tion 70 marks	The student defines a que tion or issue for investigation, relating to the compulsory or optional content. The topic may relate to any aspect of Geography contained within the specific tion • The student's investigation will incorporate field ork data (collected individually or as part of a group) and own research and/or secondary data • The field ork, which forms the focus and context of the individual investigation, may be either human, physical or integrated physical-human • The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and xtended writing • Students will be expected to show evidence that they have used both quantitative and qualitative data to support their independent investigation as appropriate to the particular environment and/or location.		

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Graphics

Why Study Graphics?

If you're thinking about studying to become a graphic designer, there has never been a better time. The world is your oyster. If you enjoy being creative, using imagery, colour and meaning and have a basic understanding of how to visually communicate ideas that inspire, inform or engage people, you will be in demand. The creative industries alone generate £87.4billion each year for the UK economy. In 2015, there were 2.9million creative jobs and the future is looking even brighter. The UK could become the leading hub for the world's creative industries within a generation, according to the CBI.

At Mulberry our exciting Graphics Communication course develops practical, technical and creative skills with aesthetic understanding. You will also be given the freedom to explore and experiment with a wide range of traditional and digital techniques and processes.

Did you know Carolyn Davidson designed Nike's Swoosh logo in 1971? Or that Susan Kare designed many of the original Apple Macintosh interface elements? With an abundance of talent, dedication, and creativity, women are, and always have been, leading the way in graphic design.

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How you will study

This stimulating A level course will encourage you to explore a range of disciplines such as illustration, typography, advertising, packaging, branding, editorial design, book cover illustration, animation and web design. You will cultivate academic writing skills in the 'Personal Investigation' project, learn about European and non- European Art and choose from a range of exciting design briefs to cultivate your creative and expressive personality. You will learn how to investigate, communicate evaluate and articulate a personal response to images, typography, signs and symbols to convey ideas and meanings to your work, within the framework of Art & Design. You will develop skills in image generation and manipulation transfer. You will learn and develop a variety of techniques within drawing, illustration, typography, laser cutting, print making, using a range of specialist CAD and CAM equipment. The graphics classrooms are well-equipped with a range of materials and equipment.

Destinations and future careers

The Graphics course has a long history of excellence, securing outstanding exam results, so students often progress onto Art foundation courses at university. Many of our students follow the one year foundation pathway to further explore their preferred area of specialism, before progressing onto a degree. Our links with the University of the Arts London (UAL) through their Central Saint Martins campus means that our students are able to attend inspiring summer courses that guarantee an interview at this prestigious university. Our partnerships with industry provide work placements and internships that have paved the way for a number of our students to progress onto careers in Architecture. Students have successfully gained places on degree courses specialising in graphic design, game design, engineering and many more.

Other career pathways:

- Illustration
- Layout artist
- Fine Art
- Jewellery designer/ maker
- Animation
- Set Designer
- Interior Design
- Fashion Design
- Web Design
- Games designer
- Window dresser
- Fashion illustrator
- Fashion editor
- Gallery curator
- Publishing & printing
- Advertising
- Digital media
- Book/magazine cover illustration and layout

Course specification

Component 1	Component 2
This is a personal investigation that consists of coursework that is worth 60% of the marks. It must be supported by written work of between 1,000 and 3,000 words.	This is an assignment, worth 40% of the A-level Students have 15 hours controlled assessment that is supervised time.

> **"Your success will not be determined by your gender or your ethnicity, but only on the scope of your dreams and your hard work to achieve them."**
>
> **Dame Zaha Hadid**, Architect (the fir t woman to be awarded the prestigious Pritzker Architecture Prize and RIBA gold medal)

Suggested reading

- *A Century of Graphic Design* by J, Aynsley
- *Fashions and Graphics* by T, Blanchard
- *Motion Graphics Now* by D, Blanco
- *What is Packaging Design?* by G, Calver
- *Graphic Icons: Visionaries Who Shaped Modern graphic Design* by J, Clifford
- *Motion Graphics: Graphic Design for Broadcast and Film* by S, Curran
- *Graphic Design in Context* by M, Davis
- *A Concise History of Graphic Design* by R, Hollis
- *Symbol* by A, Hyland
- *Hand to eye: Contemporary Illustration* by A, Hyland and R, Bell
- *Graphic Design* by P, Jopling
- *Digital Fronts. The Complete Guide to Creating, Marketing and Selling* by A, Julienn
- *Dictionary of Graphic Design and Designers - Third edition* by A, Livingston

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Health and Social Care

Why study Health and Social Care?

Studying Health and Social Care (HSC) at Mulberry School for Girls will provide you with the skills, knowledge and understanding that will allow you to progress onto Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies. You will learn by applying your skills, knowledge and understanding to tasks or activities that are relevant to what happens in health, social care and child care workplaces. Having an appreciation of what happens in the workplace will also help to prepare you for continuing your education in this sector.

"HSC allows you to be independent and there are so many options for when you have completed the course. Choosing HSC was the best decision I made."

Farzana, Year 13

"HSC involves a wide variety of different topics which gives us an insight about the health and social care sectors. This course allows you to develop your independence which is vital as a skill for the future, with organisation skills such as meeting deadlines."

Nadira, Year 13

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How you will study

Cambridge Technicals (CTEC), are a suite of vocational qualific tions at Level 2 and Level 3. At Mulberry Sixth Form, we offer CTEC Level 2 and level 3 in Health and Social Care.

Level Two programmes are suitable for students who are predicted to achieve less than 5 GCSEs at grade 4 including grade 4 in English and Maths. If you study Level 2 Health and Social Care you will also study English and Mathematics GCSEs. The OCR Cambridge Technical Level 2 Technical Diploma is equivalent to 4 GSCEs and is a one year course.

Level Three Health and Social Care is available for students who achieve 5 or more GCSEs grade 5 and above including English and Maths. The level 3 course carries UCAS points and it is a recognised qualification for UK universities. It has the equivalent value of two A Levels and you are able to select an additional A Level to study alongside it.

Both courses are assessed with written examinations (40%) and coursework which may include written reports, presentations, role plays, videos and leaflets.

In addition, both courses involve a week's work placement in a local health or social care setting.

Destinations and future careers

- Apprenticeship in health/early years
- Health care assistant
- Care assistant
- Teaching assistant
- Nursing
- Working with early years
- Social work
- Care worker
- Teaching

Suggested reading

- www.nhs.uk/pages/home.aspx
- www.hse.gov.uk/pubns/hsg245.pdf
- www.cqc.org.uk/content/services-we-regulate
- www.gov.uk/government/uploads/system/uploads/ attachment_data/file 419595/Working_Together_to_Safeguard_ Children.pdf
- www.nspcc.org.uk/fighting- or-childhood/

Course specification

Health and Social Care Level 3 Year 1	Health and Social Care Level 3 Year 2
• Building positive relationships in Equality, diversity and rights in health and social care. • Health, safety and security in health and social care. • Anatomy and physiology for health and social care. • Infection control. • Nutrition • Equality, diversity and rights	• Personalisation and a person-centred approach to care • Safeguarding. • Promoting positive behavior. • Sexual health, reproduction and early development stages. • The impact of long-term physiological conditions. • Supporting people with mental health conditions.

Health and Social Care Level 2

This is a one year course.

- Principles of working in health and social care and childcare.
- Health and safety in practice.
- Working in a person-centred way.
- Safeguarding.
- Working in childcare environments.
- Working with children in a childcare environment.

> **"Health and Social Care is such a broad subject which provides a range of different career pathways"**
>
> **Sanjida**, Year 13

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History

Why study History?

Angela Davies highlights the main reason for any young person to study History in the 21st Century – the world is in a constant state of change and only by placing the changes occurring around us in their historical context can we really understand and influence what is happening. The study of History at Mulberry covers periods of significant change, where abstract concepts about governance, autonomy, equality and individual freedoms impacted people around the globe. Many saw their place in society turned upside down, for better or for worse, as the rise of egalitarian ideals clashed head-on with rigid hierarchical structures. Some saw gradual improvements in their lives. Some witnessed horrific tragedy. History teaches us that change comes – no matter who wants it or who tries to stop it.

> **"You have to act as if it were possible to radically transform the world. And you have to do it all the time."**
>
> **Angela Davis**
> Civil Rights activist

How you will study

History at Mulberry is built around your own independent enquiry. Lessons will engage you in a wide range of individual and group activities, studentled debates, seminars and presentations, and you will be able to use scholarly books and journals covering different historiographical viewpoints. All A Level History teachers are graduates with different specialisms and are enthusiastic academics. The department have developed a curriculum which challenges you to explore, and critique the ideas of leading historians as well as significant individuals in the past. We provide you with the skills to question their decisions and motivations and to understand how external factors such as economic changes can impact the course of history. The emphasis is always on creating your own judgements supported by evidence rather than learning 'the correct answer', which makes it more rewarding than the strict confines of GCSE History. Studying History helps you learn how to think, not what to think.

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Destinations and future careers

Previous graduates of our A Level course have gone on to study at UCL, LSE, SOAS, Glasgow, Queen Mary, Kings, Oxford, Manchester University. A History degree opens doors to many career options, some include:

- Civil Service
- Teaching and Lecturing
- Law
- Journalism
- Travel and tourism industry
- Advertising and Marketing
- Charity and NGO work

> **"History allows me to engage in debates about the past. My teachers know how to help me improve as a historian and encourage me to independently follow-up areas I have found particularly interesting"**
>
> **Anisa** – Year 13

Suggested reading

Russia, 1917 – 1953:

Corin, C and Fiehn T Russia under Tsarism and Communism 1881-1953
Deutscher, I. The Prophet Armed
Figes, O. A Peoples' Tragedy
Francis, D and Dalton, H. 'Revolution and Dictatorship: Russia, 1917-1953'
Laver, J. The Modernisation of Russia 1856-1985
McCauley, M. The Soviet Union 1917-1991
Service, R. Lenin: A Biography
Waldron, P. The End of Imperial Russia 1855-1917
Westwood, JN. Endurance and Endeavour

The Early Tudors 1485-1558

Elton, G.R. England under the Tudors
J. Guy, Tudor England
D. Loades, The Tudors: The History of a Dynasty
E. Duffy, Fires of Faith: Catholic England under Mary Tudor
G. R. Elton, The Tudor Revolution in Government
Loades, The Mid-Tudor Crisis, 1545-1565
Lee, The Mid Tudors: Edward VI and Mary 1547-1558

British Empire 1857 - 1965

Brendon, P. The Decline and Fall of the British Empire 1731-1997,
Dalrymple, W. The Anarchy: The Relentless Rise of the East India Company,
Ferguson, N. Empire, how Britain made the Modern World,
James, L. The Rise and Fall of the British Empire
Porter, B. The Lion's Share A Short History of British Imperialism, 1850-1995,
Tharoor, S. Inglorious Empire: What the British did to India

Course specification

MODULE	FOCUS	WEIGHT	TAUGHT
The Early Tudors 1485-1558	AO1 (Knowledge) and A02 (Sources)	25%	Year 12 – Revision year 13
Russia 1894-1941	AO1 (Knowledge)	15%	Year 12 – Revision year 13
Non-examined Assessment	AO1 (Knowledge), A02 (Sources) and AO3 (Interpretations)	20%	Year 13
The British Empire 1558-1783	AO1 (Knowledge) and AO3 (Interpretations) Depth studies: India Palestine Kenya	40%	Year 13

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Mathematics and Further Mathematics

Why study Maths?

Mathematics is an art in its own right. Studying mathematics will help you to be a part of the next generation of female mathematicians, engineers, programmers, economists and high powered businesswomen. A mathematician requires as much creativity and vision as an artist or musician. Students can choose to take Mathematics, or Mathematics and Further Mathematics at A Level here at Mulberry. Both are incredibly demanding, interesting and exciting courses to take, and each will stretch you to the very limit of your creativity and understanding.

How you will study

We will encourage you to ask questions and find solutions or yourself. You will need to think mathematically and we begin by teaching you careful definitions and echniques so that you can construct theorems and proofs. Above all, mathematics is a logical subject, so you will need to argue clearly and concisely as you solve problems. For some of you, this way of thinking or solving problems will be your goal. Others will want to see what further can be discovered. Either way, it is a subject we want you to enjoy!

"We have fun doing our work in Maths, it's therapeutic and so satisfying when you finally manage to solve a problem."

Samilah, Year 13

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Destinations and future careers

Maths and Further Maths are both highly valued A Level courses. Those students considering subjects such as Maths, Physics, Engineering, Computer Science, or Economics at top universities should consider taking both Maths and Further Maths at A Level.

Those considering courses such as Medicine or the Sciences may decide that Maths A Level alone is sufficient. Of course, we want Maths to be taken by all those who genuinely love the subject, so don't be put off joining us if your other choices seem unrelated. The logic and reasoning skills developed during A Level Maths are applicable across all subjects, and across all career paths, so if you love Maths, you should definitely consider taking it!

Course specification

We follow the Linear A-Level Edexcel specification for maths and further maths. If you select further maths you will follow the "Fast Track" curriculum: you will study the entirety of the maths course in year 12, finishing in the Summer, before moving on to study further maths at the end of year 12 and into year 13.

Suggested reading

- *Alex's Adventures in Numberland* by Alex Bellos
- *Fermat's Last Theorem* by Simon Singh
- *The Code Book* by Simon Singh
- *17 Equations That Changed the World* by Ian Stewart
- *Flatland: A Romance of Many Dimensions* by E.A. Abbott
- *The Man Who Loved Only Numbers* by Paul Hoffma

> **"It is impossible to be a mathematician without being a poet in soul... imagination and invention are identical... the poet has only to perceive that which others do not perceive, to look deeper than others look. And the mathematician must do the same thing"**
>
> **Sofia Kovalevskaya**
> Pionieer in Partial Differential Equations

SINGLE MATHS

UNIT	CONTENT	ASSESMENT
PURE MATHS	In year 12 students will cover advanced methods in algebra, coordinate geometry, the binomial expansion, trigonometry, calculus, and exponentials and logarithms. In year 13 students will build on all content covered previously in more detail, and also learn about radians, functions, parametric equations and numerical methods.	2 exams at the end of year 13. 100 marks each. 2 hours each. Two thirds of maths A-Level
APPLIED MATHS	Applied maths is split into statistics and mechanics, which will be studied across year 12 and 13. In statistics students will study data collection and analysis, probability distributions, correlation and hypothesis testing. In mechanics students will study a range of topics under the banner of forces and motion, such as constant or variable acceleration, moments, and Newton's laws	1 exam at the end of year 13. 100 marks (50 marks statistics, 50 marks mechanics) One third of maths A-Level.

FURTHER MATHS

UNIT	CONTENT	ASSESMENT
CORE PURE MATHS	Students will be introduced to complex numbers, matrices and transformations, advanced vectors, series, advanced polynomials, differential equations, hyperbolic functions and polar coordinates.	2 exams at the end of year 13. 75 marks each. 1.5 hours each. Half of the further maths A-Level.
FURTHER PURE 1	Students will deepen their understanding of calculus, vectors, numerical methods, differential equations and trigonometry, as well as being introduced to conic sections.	1 exam at the end of year 13. 75 marks. 1.5 hours. One quarter of the further maths A-Level.
DECISION MATHS 1	In decision maths students will be introduced to algorithms and graph theory, and learn various applications such as critical path analysis, route inspection, the simplex algorithm and the travelling salesperson problem.	1 exam at the end of year 13. 75 marks. 1.5 hours. One quarter of the further maths A-Level.

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Physics

Why study Physics?

The fundamental principles of Physics underpin our understanding of universal laws and our universe. At Mulberry, Physics is viewed as an exciting and practical subject that engages students with knowledge of the laws of Physics and a sense of wonder about our universe. Physics develops a sense of curiosity through problem solving and enquiry based learning and challenges the learner to apply the laws of Physics to everyday contexts. Modern advances in Physics such as the study of dark matter, quantum theories and particle Physics make the subject all the more engaging.

With inspirational women such as Vera Rubin who developed ideas about dark matter, actress Hedy Lamarr who developed a communications system during WW2 and Lisa Meitner who revolutionised ideas on nuclear fission; Physics provides an invaluable set of skills that are recognised in all careers, science based or not.

It is a well-established fact that Physics develops excellent mathematical, analytical and problem-solving skills , making it a sought after subject by employers. Physics is also a traditional subject at university which opens an array of career possibilities in the fields of research and Engineering both in the UK and abroad.

> **"Physics challenges me, allowing me to relate situations in everyday life to the subject. It has helped me to develop my problem solving skills, overall broadening my view on the links between Physics and Biology and Chemistry. It is also a very easy subject to understand if you are prepared to put the effort in."**
>
> **Shara**, Year 13

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How you will study

Physics is both conceptually and mathematically challenging and can only be mastered through a deep understanding rather than memorisation of factual information. We adopt a traditional academic and scholarly approach to learning where students are encouraged to read journals and books beyond the curriculum, to engage with deep learning outside the classroom consistently through the use of Microsoft Teams and by applying what they have learnt in class in a variety of contexts. Students are set essay questions to improve their academic literacy skills and develop an appreciation of practical science through the regular engagement with experiments in class and enrichment activities. Students also learn through modelling of abstract ideas in a variety of ways. The subject has a 40% mathematical demand and could be studied alongside a variety of A levels including Mathematics. Students will study a two-year syllabus (Edexcel: 9PH0) for A level Physics which is terminally assessed at the end of the course.

Destinations and future careers

Students aspiring to study engineering must take A-level Physics. The subject lends well to the study of Law, Banking or Accounting as well as other scientifi disciplines. Examples of alumni student destinations and subjects include: Medicine, Dentistry, Engineering and the more traditional subjects such as Natural Sciences, Physics and Mathematics at Russell group universities and Oxford and Cambridge.

Suggested reading

- *A short History of Nearly Everything* by Bill Bryson
- *The Grand Design* by Stephen Hawkin and Leonard Mlodinow
- *The Quantum Universe: Everything that can happen does happen* by Brian Cox and Jeff orshaw

Course specification

Exam board: Edexcel

Paper	Content	Duration	Weighting
Paper 1: (90 marks) Advanced Physics I	Assessment includes multiple choice, structured, open, calculation and extended response questions which relate to mechanics, further mechanics, electrical circuits, magnetic fields nuclear and particle physics.	1h45min	30%
Paper 2: (90 marks) Advanced Physics II	Assessment includes multiple choice, structured, open, calculation and extended response questions which relate to materials, wave and particle nature of light, thermodynamics, space, nuclear radiation, gravitational field an oscillation.	1h45min	30%
Paper 3: (120 marks) General and Practical Principles in Physics	Assessment includes synoptic questions that may draw on two or more topics from any part of the syllabus. The paper will include questions that assess conceptual and theoretical understanding of experimental methods (indirect practical skills) that will draw on students' experiences of the core practicals.	2h30min	40%
Practical Endorsement	Students demonstrate competency in 12 Practical Activity Group areas through the course of the two years. The assessment of practical competency will be reported separately on students' certific te as either a 'pass' or a 'fail'. This standalone certific tion has no bearing on the A Level grade, however universities expect a 'pass' in order to progress onto science-based courses.		

> **"Science makes people reach selflessly for truth and objectivity; it teaches people to accept reality, with wonder and admiration, not to mention the deep awe and joy that the natural order of things brings to the true scientist."**
>
> **Lisa Meitner**
> Physicist

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Politics

Why study Politics?

The business of politics touches every part of our lives and whilst we may be critical of the policies and actions of our politicians, it is certainly better than having no government at all.

Knowledge is power in politics! Studying this subject will empower you to be able to contribute to democracy in the UK and beyond. Furthermore, it will give you an understanding of how power and decision-making works in other countries internationally, which we study in Year 13. You will feel confident and well-equipped to make a difference to society, or even work in local or national government.

Though still under-represented in UK politics as a whole, more women are taking leading roles in UK politics.

> **"What I really loved about studying politics was that previously I had all of these views I felt strongly about but didn't know that they were part of wider-held political belief systems. I'm now volunteering out in Florida on the US presidential election campaign – it doesn't get more high profile than that!"**
>
> **Rubiayath**, Year 13 student (2016)

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How you will study

The Politics A Level is a demanding and exciting course, which is well-respected by the top tier and higher tariff universities. Expectations are therefore high, and before embarking on the course, you are expected to already have an interest in current affairs and to regularly engage with the news. As part of your studies, you will regularly be set independent research on current political events and expected to engage proactively with UK and global political news. Political events will be analysed and evaluated in relation to key ideas and key thinkers throughout history in order for you to gain a proper depth and breadth of understanding. You will be set regular essay writing and examination practice, and you will receive feedback and targets, which you will be expected to respond to. There will be exciting opportunities to bring your learning to life through public events and trips to the Houses of Parliament and the Supreme Court. There are also many wider school opportunities that can enhance political understanding - such as the Model United Nations conference and the annual Youth Conference.

Destinations and future careers

A-Level Politics can often pave the way for students to study International Relations, Politics, Law and History at an undergraduate level. Studying Politics can lead into successful careers in the Civil Service, in non-governmental organisations (NGOs) such as Amnesty International, and of course it can be a stepping-stone for future budding local councillors, Members of Parliament or the Mayor of London! Other common career paths include public relations, human resources, finance, and aid work.

Sixth form students visited Michelle Obama in the Whitehouse in 2015.

Suggested reading

It is essential that Politics students keep up to date on political news.

UK Politics in the news BBC News, Channel 4 News, THe Guardian, The Telegraph, The Times, THe Rest is Politics Podcast, www. parliament.uk

Global Politics The Economist Magazine, Financial Times, Al Jazeera, BBC News.

Relevant books on UK Politics:

How Westminster Works ... and Why it Doesn't by Ian Dunt.

The Prime Ministers by Steve Richards

Code of Conduct by Chris Bryant

Relevant books on Global Politics:

Prisoners of Geography by Tim Marshall

The End of History and the Last Man by Francis Fukuyama

How the World Works by Noam Chomsky

Course specification

Exam board - Edexcel

Overview	Content	Assessment
Component 1 UK Politics (84 marks)	• UK Politics • Core political ideas -Liberalism, Conservatism and Socialism	• 24 or 30 mark essay questions, some of which are based around source stimuli
Component 2 UK Government (84 marks)	• UK Government • Non-core political ideas – Feminism	• 24 or 30 mark essay questions, some of which are based around source stimuli
Component 3 Comparative Politics (84 marks)	• A Comparative study of Global Politics	• 12 and 30 mark questions, some of which require theoretical approaches to comparative study

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Psychology

Why study Psychology?

Psychology is more than just "studying the brain". It is about understanding the way we act and the reasons we do what we do. In studying social Psychology you will discuss and research topics such as understanding what makes someone a leader and what makes someone a follower. What are the reasons people can be involved in heinous acts such as the Holocaust in the name of following orders? Is it related to our upbringing or is it possible that some people are naturally more obedient than others? Why are people prejudiced?

Psychology will help you to understand the world around you, from understanding your society to understanding world leaders and how they hold so much influence over others.

Cognitive Psychology will help you understand the way memory works. Why is it that you can clearly remember some events in your childhood but not things that happened last week? Why do you remember the words to your favourite songs but not everything you studied in your lessons?

Biological Psychology will start to uncover complex issues related to human nature such as whether our genes or our hormones affect how aggressive we are. Is aggression the product of nature or nurture?

Learning theories will push you to explore the way we learn information. Do people learn better when they are punished or when they are rewarded? Should we punish prisoners or reward behaviour that is beneficial for society?

In Year 2 you will learn about mental health problems such as diagnosis and treatments of schizophrenia. You will also study the definitions of and causes of crime and how offenders are treated.

"The scientific method is designed to help investigators overcome the most entrenched human cognitive habit: the confirmation bias, the tendency to notice and remember evidence that confirms our beliefs or decisions, and to ignore, dismiss, or forget evidence that is discrepant. That's why we are all inclined to stick to a hypothesis we believe in. Science is one way of forcing us, kicking and screaming if necessary, to modify our views."

Albert Einstein
Theoretical Physicist and Nobel Prize winner

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How you will study

Psychology is a social science. You should study it if you are interested in people as well as studying human behaviour in a scientific ay.

You will need to be confiden in writing academic essays and arguing from different perspectives. You will need to be able to discuss competing theories within Psychology as well as evaluate whether the research is useful and contributes to society.

You will also carry out your own practical investigations about human behaviour. This will involve collecting and analysing your own data.

There is a maths requirement in Psychology as the subject involves manipulation of data which includes calculating measures of central tendency (mean, mode, median) and measures of dispersion (range and standard deviation). You will also need to use statistical tests such as Spearman's rank test to deduce the significan e of your data.

You will have 24/7 access to resources for the entire course on the Mulberry Learn website.

You need to be prepared to read and explain complex theories and studies in Psychology as well as discuss these in the lesson with your peers. Lessons involve practical activities related to data collection as well as role plays, discussions, pair and independent work. You will be expected to complete reading and essay writing at home and come prepared to discuss your ideas and question each other in the classroom. You will need to be independent and inquisitive and come ready to share your ideas!

Destinations and future careers

Psychology is a very popular subject and many of our students go on to read Psychology at university. In the past 3 years students have gone on to study at prestigious higher education institutions including UCL, Goldsmiths and Queen Mary to name a few.

Suggested reading

- *Obedience to authority: An experimental view* by Stanley Milgram.
  ISBN: 978-1905177325
- *The Lucifer Effect: How good people turn evil* by Phillip Zimbardo.
  ISBN: 978-1846041037
- *The Man Who Mistook His Wife for a Hat* by Oliver Sacks.
  ISBN-13: 978-0330523622

Course specification

Exam board - AQA

This is a 2 year course which will be assessed at the end of the 2 years by 3 exam papers.

Each paper is 2 hours and comprises short answer questions and extended answer questions.

Paper 1 Introductory topics in psychology	Paper 2 Psychology in context	Paper 3 Options in Psychology
33.3% of A level - 96 marks - 2 hours exam **Topic 1:** Social psychology **Topic 2:** Memory **Topic 3:** Attachment **Topic 4:** Clinical Psychology and Mental Health	**33.3% of A level - 96 marks - 2 hours exam** **Topic 1:** Approaches in psychology **Topic 2:** Biopsychology **Topic 3:** Research Methods	**33.3% of A level - 96 marks - 2 hours exam** **Topic 1:** Issues and debates in Psychology Topic 2: Relationships Topic 3: Schizophrenia Topic 4: Forensic Psychology

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Religious Studies

Why study Religious Studies?

Religious Studies enables you to engage in a rigorous and dynamic study of religion and belief whilst relating it to the wider world. The subject allows learners to reflect on and develop their own values, opinions and attitudes on a range of topics, whilst developing their identities as confident, creative and independent young women. The current specification consists of three components; the study of Islam, Philosophy of Religion and Religion and Ethics. Each component will include four themes which have been designed to help students adopt an enquiring, critical and reflective approach to the study of religion as well as increasing their appreciation of religious thought and its contribution to individuals, communities and societies.

> **"It is time to effect a revolution in female manners - time to restore to them their lost dignity. It is time to separate unchangeable morals from local manners."**
>
> **Mary Wollstonecraft**,
> Philosopher, writer and advocate of women's rights.

How you will study

Religious Studies provides a suitable foundation for the study of Religion, Philosophy and Ethics. Although some learners may have already gained knowledge, understanding, and skills through their study of Religion in earlier key stages and at GCSE there is no requirement for students to have studied it before. The course offers opportunities for learners to demonstrate their ability to apply specified kn wledge, interpret and evaluate religious concepts, texts and sources and identify and investigate questions, arguments, ideas and issues arising within each component. Moreover students are required to engage in lively debates where they can express their opinions freely, whilst recognising the right of others to hold a different view.

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Suggested reading

- *WJEC/EDUQAS RS FOR YR1/AS - PHILOSOPHY & ETHICS OF RELIGION* by Richard Gray, Karl Lawson.
  ISBN: 978-1-908682-99-4
- *WJEC/EDUQAS RS FOR YR1/AS – ISLAM* by Richard Gray.
  ISBN: 978-1- 908682-98-7

Destinations and future careers

Religious Studies is a very popular subject and many of our students go on to read related subjects at university. In the recent years students have gone on to study at prestigious higher education institutions including UCL and Queen Mary.

Course specification

Exam board - EDUQAS

This is a 2 year course which will be assessed at the end of the 2 years by 3 exam papers.

Each paper is 2 hours and is equally weighted at 33.3% of the qualification.

Component 1: **A Study of Religion.** **We currently study option B: Islam**	**Component 2:** **Philosophy of Religion**	**Component 3:** **Religion and Ethics**
There will be four themes within each option: Religious figu es and sacred texts; religious concepts and religious life; significant social and historical developments in religious thought; religious practices and religious identity.	**There will be four themes within this component:** Arguments for the existence of God; challenges to religious belief; religious experience; religious language.	**There will be four themes within this component:** Ethical thought; deontological ethics; teleological ethics; determinism and free will.

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Sociology

Why study Sociology?

Sociology is more than just 'studying society'. It is a complex discovery of human societies and concepts which affect how one operates within society. Why are police more likely to stop and search black boys? Does your ethnicity, class, the place you live or your gender affect the power you hold and your life chances? Should schools be able to select their students on the basis of their academic abilities? Should universities charge high tuition fees? Do women and men achieve in the same way at university and who goes on to get the highest paid jobs?

If you are interested in answering questions like this you should study Sociology. This course will enable you to discuss concepts such as whether the best education is for a powerful few or whether we are all really equal in society. You will discuss ideas about who controls the media. Does it really represent the views of everyone or do powerful media moguls dominate and control what they want us to see?

You will develop a strong appreciation of how research is conducted in Sociology. What is the best way to find out why people truant school? Should we conduct interviews or questionnaires? You will review the different research methods and explain how they are used in Sociology. You will develop your skills and explore complex concepts related to the family. Examples include: how family structures have changed, how this is related to the economy, and the impact of state policies. You will consider your own views on gender roles in the family and how culture affects the division of labour.

How you will study

Sociology is a social science. You should study it if you are interested in people as well as understanding the methods used to study societies. You will need to be confident in writin academic essays and arguing from different perspectives. You will need to be able to discuss competing theories within Sociology and consider the value of sociological research studies.

You need to be prepared to read and explain complex theories and studies in Sociology as well as discuss these in the lesson with your peers. Lessons involve discussions of current affairs related to policies influen ed by sociological research as well as role plays, debates, pair and independent work. You will be expected to complete reading and essay writing at home and come prepared to discuss your ideas and question each other in the classroom. You will need to be independent and inquisitive in your approach to the study of Sociology.

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Destinations and future careers

Sociology is a very popular subject and many of our students go on to read Sociology at university. In the past 3 years students have gone on to study at prestigious higher education institutions including LSE, Goldsmiths and Queen Mary, to name a few.

Jobs related to studying Sociology include:

Teacher
Social Worker
Community development worker or Family support worker
International aid/development worker
Social researcher
Youth Worker
Actuarial analyst
Charity fundraiser
Detective or Police Officer
Housing manager/officer
Human resources (HR)
Probation officer
Public relations (PR)

"Sociology helps me to make sense of the world and the inequalities and behaviours I see around me. It helps me to be critical and question why we have a gender pay gap, what led to institutionalised racism in the police, and ultimately how we can then change things. It feels like essential learning! Studying Sociology makes me less angry and more hopeful about how the world will change if we notice things and challenge them."

Sarah, Year 13

Course specification

Exam board - AQA

This is a 2 year course which will be assessed at the end of the 2 years by 3 exam papers.

Across the 3 exams there are a range of short answer questions and extended answer questions.

Paper 1 **Education with Theory and Methods**	**Paper 2** **Topics in Sociology**	**Paper 3** **Crime and Deviance with Theory and Methods**
33.3% of qualification Education Methods in Context Theory and Methods	**33.3% of qualification** Social Stratification	**33.3% of qualification** Crime and Deviance Theory and Methods

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Textiles

Why study Textiles?

Art and Design Textiles at Mulberry is a course designed to actively engage students in the creative process of art, craft and design. The course teaches you the skills to develop a critical, reflective and enquiring mind. Through the design process you will explore the creative world around you helping you to become an independent and active learner.

Studying Art and Design Textiles at KS5 is an amazing opportunity to develop your creativity and to follow a creative path in your chosen career at university and beyond.

The creative industries are currently the fastest growing economic sector in the UK and are worth £76.9bn to the economy. Huge numbers of creative professionals trace the source of their creativity back to their experiences at school and college. Many employers actively seek those who have studied within the visual arts. Steve Jobs, founder of Apple, was fond of saying that his own success was due to hiring 'creative young people who could independently develop into a role'.

> **"Textiles offers me the chance to express myself in a creative way – an exciting way"**
>
> **Aysha**, Year 12

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How you will study

By choosing to study Art and Design Textiles you will be introduced to a wide range of media, techniques and creative processes. You will explore images, artefacts and resources from a diverse range of artists and designers.

To develop both your coursework and examination research, you will have the opportunity of visiting numerous galleries and exhibitions to support and to extend your studies.

The Textiles department at Mulberry has access to a wide range of equipment, tools and machinery including laser cutters, heat presses and sublimation printers which you can access to develop your skills in both traditional textile methods and to new modern approaches to textile technologies.

You will have the opportunity of choosing to focus on printed and dyed fabric and materials, constructed textiles or textile installation. You will develop an understanding of a variety of textile methods from tie-dye, batik, transfer and fabric construction to appliqué, quilting and machine embroidery. All your practical research work will lead towards the creation of your own unique and individual artworks which you will exhibit in the annual Summer Exhibition as part of your fina examination.

Destinations and future careers

Many Textiles pupils from Mulberry have chosen to progress to an Art Foundation Diploma after completing their A level study. This is a one year course which allows you to explore a wide range of Art and Design disciplines as part of your preparation for BA degree application.

Pupils have progressed from Foundation Courses into Architecture, Fashion Design, Interior Design, Fine Art and Teaching degree courses. Alternative career and job options include working in the textile industries. This area includes fashion and textile design through to working as a fashion buyer or stylist. Routes from degree level also include fashion illustration and photography; magazine and newspaper journalism; theatre and TV costume design; art therapy and museum and gallery conservation.

Students studying a Textiles degree will also gain a number of transferable skills that are sought by many employers, including the ability to work independently, set goals, manage workloads and to meet deadlines.

Suggested reading

- *The Continuous Thread of Revelation* by Alysn Midgelow – Marden
- *Art Today* by Edward Lucie-Smith
- *Stitch Rhythms & Patterns* by Jan Beaney and Jean Littlejohn
- *Embellished: New Vintage* by Karen Nicol
- *Hand Stitch Perspectives* by Jane McKeating and Alice Kettle

Course specification

Unit 1 **A Level Personal Investigation**	**Unit 2** **A Level Externally Set Assignment**
The portfolio is worth 60% of the marks. Students choose one of the six titles available and work on this throughout the course. Students develop work based on an idea, issue, concept or theme leading to a fina outcome or a series of related outcomes.	This is an assignment that the exam board set and is worth 40% of the A-level. Students have 15 hours of supervised time to create their fina pieces. Students submit: • preparatory studies • personal outcome(s)
In the fir t year of the course pupils undertake a personal investigation supported by a written element of 1000-3000 words, set and marked by the centre and moderated by AQA. Students will have opportunities to generate practical work, ideas and research from primary, secondary and contextual sources. They will experiment with a range of textiles and media processes, and develop and refine thei ideas, presenting their final ou comes.	Work produced to the examination theme will be marked by the centre and moderated by AQA

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