

Sixth Form Subject Choices

2025-26 ACADEMIC YEAR

Choosing Sixth Form Subjects

Deciding on which three or four subjects to focus on can be difficult, particularly for those students whose interests are broad. However, there are three relatively simple questions which should be asked in order to frame discussions about what subjects to pick:

- Which subjects are you good at?
- Which subjects do you enjoy?
- Which, if any, subjects are required in order for you to access your desired further education options?

All three considerations matter, and in particular it is important that you find the subjects really interesting and that you gain the guideline GCSE grades to do well in them, as study in Sixth Form is academically challenging and involves guided independent study.

Alternatives to A Levels - BTECs and Cambridge Technical

Both these qualifications have lower GCSE entry requirements than A Levels and involve more ongoing support, regular submitted coursework so that you build up your grade as you move through the Sixth Form, and far fewer exams. Whatever your ability level, this kind of learning is enjoyable, less pressurised and effective.

Virtually all universities and colleges in the UK accept BTECs and Cambridge Technical qualifications, including competitive universities from the Russell Group. A very high number of students across the UK are admitted to universities with at least one BTEC or Cambridge Technical, both of which have similar UCAS points to A Levels. Mixing these qualifications with A Levels widens the type of learning, teaching and assessment a student experiences.

Standard Entry Requirements

Students entering Culford Sixth Form should achieve at least six GCSE subjects at grade 5 or above, including maths and English. For A Level subjects, students will need at least a grade 5 in the subjects they wish to study. For Cambridge Technicals Techs entry requirements are lower because there is more support and coursework. Some A Level subjects have higher threshold guidelines (see overleaf) and it is important that students try to reach these levels as an indicator that they will be able to access the subject matter. Having said this, these thresholds are guidelines and we do look at options on an individual basis and are more than happy to discuss further with students and parents.



Success and Support for Learning in the Sixth Form

Culford offers outstanding support for Sixth Formers, in particular with our tutors providing support for academic and personal development. Tutors provide support through one-to-one and group tutorials and will also see their tutees daily during registration. They are experienced sources of help and guidance in areas such as university applications and career guidance and will also be able to point students to additional sources of help when needed. Tutors also actively facilitate participation in wider areas of school life and help our students to develop leadership skills, initiative and study skills.

In addition, the school offers academic mentoring weekly to students who need help to make more progress in their academic courses. These sessions are provided free of charge to ensure that all students make good progress on their chosen courses. Experienced mentors assist students with their organisation, time management and with meeting deadlines as well as encouraging and developing their confidence and growth mindset when faced with difficulties. All students are also coached and actively encouraged to develop their own study skills and this is informed by the latest research on memory and retrieval and best ways to revise. Study skills sessions give all students the opportunity to improve their own ways of working and develop their critical thinking and planning skills which we recognise are important for all lifelong learning.

To ensure that all students thrive, attainment and effort (Culford Learner Characteristics) are carefully monitored and there is a tiered intervention when needed. Marcus Rackowe, Head of Sixth Form, and Julia Thomson, Assistant Head (Pupil Learning), work closely together to set and review targets as well as involving parents at an early stage if required. Culford School is proud of its track record with high retention rates and attainment. In 2024, 64% of our students achieved A*-B with record numbers able to make the transition to their first choice university destinations.



Extended Project Qualification (EPQ)

All Culford Sixth Form students are offered the option of taking an Extended Project Qualification (EPQ) towards the end of their Lower Sixth year. This stand-alone research-based qualification is equivalent to the UCAS points of half an A Level, and all grades, including A*, are available to candidates. Highly valued by universities, students will need a genuine desire to research a topic of their choice and to do this independently.

EPQ projects develop students' advanced skills such as critical analysis, independent working, research, presentation and project management. Students on the EPQ course will have a supervisor to monitor their progress, but ultimately the course is only suited to those with individual motivation for independent learning and study.

For more information on EPQs, please contact Mr Rackowe, MRackowe@culford.co.uk.



“Culford has a very happy and dynamic vibe; it is a great community in which to live and study.”

Stephen Arbuthnot
Sixth Form Tutor



Want to Know More?

Title	Contact	Email
Head of Sixth Form	Mr M Rackowe BA	MRackowe@culford.co.uk
Head of Art	Mrs T Richardson BA	TRichardson@culford.co.uk
Head of Business	Mr J Allen BSc	JAllen@culford.co.uk
Head of Careers	Ms N Francis MCLIP	NFrancis@culford.co.uk
Head of Dance	Mrs V Ford ARAD RAD RTS	VFord@culford.co.uk
Head of Design and Technology	Mr A Macmillan BA	AMacmillan@culford.co.uk
Head of Drama	Ms E Lacey BA	ELacey@culford.co.uk
Head of English	Mrs S Jordan BA	SJordan@culford.co.uk
Head of Geography	Mr M Barber MA	MBarber@culford.co.uk
Head of History	Mrs R Grainger MA MEd	RGrainger@culford.co.uk
Head of Digital Learning	Mr J Tyler MA BSc	JTyler@culford.co.uk
Head of Mathematics	Mrs S J Flack BA	SFlack@culford.co.uk
Head of Modern Foreign Languages	Mr A Deane BA	ADeane@culford.co.uk
Director of Music	Mr R Varley	RVarley@culford.co.uk
Head of Philosophy, Religion and Ethics	Dr H Stammers MA Oxon PhD	HStammers@culford.co.uk
Head of PE	Mrs K Kemp BEd	KKemp@culford.co.uk
Head of Biology	Mr C Spicer BSc	CSpicer@culford.co.uk
Head of Chemistry	Mr D Rees BSc	DRees@culford.co.uk
Head of Physics	Mr C Smith BSc	CSmith@culford.co.uk
Head of Psychology	Miss B Masterman BSc	BMasterman@culford.co.uk
Head of Sociology	Mr F Clyne BA	FClyne@culford.co.uk



Art, Craft and Design

About this Course

The skills students develop will be varied and will determine to some extent the area of study chosen. However, whether students see themselves as a painter, printmaker, ceramist, textile designer or photographer, the same skills apply. This course is very open to all materials and techniques for those students that still wish to explore all aspects of art, craft and design.

Assessment

Component 1

- Part 1 Personal investigation.
- Part 2 Supportive essay.

Component 2

- Externally set assignment.
- Preparatory studies plus 15 hour timed test.

60% coursework.

40% externally set assignment.

Internally assessed, externally moderated.

Examination Board: AQA

Length of Course: 2 years

Entry Requirements: Art, craft and design grade 5 or above at GCSE.

Beyond the Classroom

Regular study days are arranged to galleries and exhibitions around the UK and overseas study tours have included visits to New York, Paris, Amsterdam and Venice. We have local artists visit the department to discuss their own work and run workshops, whilst we also hold in-house life drawing sessions and collaborate with theatre productions. Regular exhibitions of students' work are displayed in the Foundation Gallery and every year the examined students will have an end of year art exhibition to showcase their work.

Career Opportunities

There are many careers in art, craft and design. At present most students wishing to take art and design further will go on to do a one year Foundation Course before applying for a degree course in specialist areas of art and design. Students have successfully applied to Central St Martins, Kingston and Chelsea School of Art, numerous schools of Architecture, with many former students now working in a variety of the creative arts, in the UK and abroad.



Biology

About this Course

This course is designed to develop a broad knowledge and understanding of biological concepts and principles, with an emphasis on studying these concepts in interesting contexts. It will also help students develop practical skills, powers of analysis and deduction and the ability to work independently.

A Level

Year 1

- Biological molecules
- Cells
- Gas exchange, digestion and transport
- Genetics, variation and interactions between organisms

Year 2

- Energy transfers in and between organisms
- Organisms' responses to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

Assessment

The objectives behind the assessments are to test students' biological knowledge and understanding as well as the ability to analyse and evaluate information and apply it. There will be six hours of A Level examination time (three 2 hour exams) including a mixture of question styles and one essay.

- 10% of the question paper assessment covers mathematical skills at grade 6 GCSE level or above.
- At least 15% of the question paper assessment covers knowledge and understanding of practical work.

There is no coursework. Practical work is at the heart of biology and there are 12 practical activities specified by the exam board which all students must carry out. Written papers will test knowledge and understanding of these, and the skills developed within each practical.

Our course provides a rich practical experience and students will carry out a much wider variety of practical investigations than just these 12. Alongside the terminal written papers there will be an assessment of practical competence on a pass and fail basis.

Examination Board and Specifications

AQA A Level specification (7402)

Length of Course: 2 years

Entry Requirements: Students will have achieved a grade 8 in GCSE biology. However, we look at every student as an individual, so we will also consider a grade 7 at GCSE biology / double-award science for those who show drive and enthusiasm for the subject.

Beyond the Classroom

There is a short non-residential ecology field course at the end of the Lower Sixth year. Students may have the opportunity to go on other visits or attend conferences. The 480 acre Culford Park provides rich resources for fieldwork and is a source of biological material throughout the course.

Career Opportunities

If students plan to study nursing, medicine, pharmacy, physiotherapy, biotechnology, agriculture or a related discipline at college or university, or follow a career in one of these fields, an A Level in biology is either essential or desirable. However, the skills developed over the two years of study are useful and marketable whatever students choose to do afterwards.



Technical Business

Technical Business Extended Certificate (single option)

About this Course

The OCR Level 3 Cambridge Technical Extended Certificate in Business is equivalent in size to one A Level, attracts UCAS points, and is designed to be studied alongside other A Levels.

This qualification will provide students with the opportunity to develop the core specialist knowledge, skills and understanding required in the business sector through applied learning.

Students will learn about the internal business functions of marketing, people, finance and operations and gain an understanding of the wider external contexts in which businesses operate. They will study the critical skills needed when working in business such as organisation and effective communication and gain an appreciation for how vital customers are to the success of a business.

Components of the Course

The extended certificate in business is equivalent to one A Level and consists of five units of study:

The Business Environment

In this unit students will develop an understanding of how and why businesses operate in the way they do. Students will look at a range of different types of business and business structures, and explore how the ownership of a business and its objectives are interrelated, learning about the importance of different functions within a business and how they work together.

Working in Business

This unit will cover the skills and understanding needed to work effectively within a business environment. This includes arranging meetings, working with business documents, making payments, prioritising business activities and communicating with stakeholders. The way that these activities are dealt with will vary according to the specific business protocols in place. Some of these will be specific to a functional area; however, many are common to almost all job roles.



Customers and Communication

In this unit students will learn the purpose, methods and importance of communication in business and the appropriateness of different forms of communication for different situations. Students will develop the skills that will help you create a rapport with customers and have the opportunity to practise and develop their business communication skills.

Marketing and Market Research

This unit has particular emphasis on the role of market research and how it contributes to marketing decision-making, and the actions a business may take. Market research is the process by which organisations obtain the information they require. Students will gain an in-depth understanding of primary and secondary market research methods used to inform marketing decision-making and any constraints on marketing activities.

Principles of Project Management

In this unit students will learn about the stages of project management, and the type of skills a project manager should have. Students will plan a project, and prepare a project plan, whilst learning about the different tools available for project planning.

Assessment

Assessment is a mixture of both external assessment (exams) and internally assessed coursework. Learners can resit an examined unit once before they complete the qualification. Two units are assessed externally and the dates for these are set by OCR. The other three units are moderated internally and deadlines which must be adhered to are set internally by Culford School.

Examination Board and Specification

OCR Level 3 Cambridge Technical Extended Certificate in Business (360 GLH)

Length of Course: 2 years linear

Entry Requirements: 5 GCSEs at grade 5 or above, including GCSE English and maths.

Beyond the Classroom

As this is a vocational course, students are constantly developing skills in business which will help them should they choose to explore the potential to start their own business either during or after the completion of the course. Each assignment is based around a real business context. We explore the marketing strategy of Alton Towers and a residential trip to the park is planned to bring this unit to life. Trips to local businesses such as hotels and cafe's help to provide a real context to coursework assignments. Students are also strongly encouraged to seek work experience opportunities through internships and holiday jobs.

Career Opportunities

This, combined with other qualifications, will provide learners with the skills, knowledge and understanding to progress into Higher Education on a business-related programme such as business, business management, marketing, business and finance, business and economics and accounting. It will also allow them to choose non-business related degree programmes or take them into employment where they would continue to study.



Technical Business

Technical Business Diploma (double option)

The Cambridge Technical Diploma in Business is a two A Level equivalent course so will be chosen in two of the option blocks and studied alongside one other A Level. The course has a particular focus on marketing so is a perfect choice for anyone looking to pursue careers or further education in this area. In addition to the five units of study completed for the single option, if you select the diploma, students will also complete units in:

Business Decisions

In this unit students will develop skills in business decision-making using multiple sources of information. Students will explore the criteria on which business decisions should be based, and the methods to interpret and analyse this information.

Marketing Strategy

In this unit students will learn about how businesses set different marketing objectives. Students will appreciate why segmenting the market is a key activity when planning a marketing strategy as well as the different marketing strategies a business can consider and the tools they use.

Marketing Campaign

In this unit students will learn why selecting appropriate marketing methods is crucial for success. Students will learn about the marketing mix and the influence of the media as well as other important elements to consider when promoting a product.

Change Management

In this unit students will learn the importance of managing change, potential barriers to change and how these barriers can be removed. Students will also investigate the different approaches to managing change, and the advantages and disadvantages of these approaches.

Delivering a Business Project

This unit will require students to learn and apply the skills necessary to deliver a business project. This could be, for example, to research a marketing campaign and launch it or arrange a sponsored event for charity and then review the extent to which the project has been successful.



Business

About this Course

This course examines the way in which businesses operate by breaking them down into functional areas and examining each in detail.

Year one of the course gives an overview of these functional areas; students will get an introduction to how businesses work and study the key functions of marketing, people, finance and operations.

In year two, students will develop concepts introduced in the first year by studying business objectives and strategy, including what happens when they grow and begin to consider the impacts and opportunities of globalisation.

Please note economics and business are quite different. Seek guidance if you are unsure which of these subjects is more suitable for you.

A Level

The A Level in business covers four main component areas:

Marketing and People

Students build an understanding of how businesses try to meet customer needs, the marketing mix, how to manage human resources and the process of entrepreneurship.

Managing Business Activities

Students build an understanding of how businesses raise finance, financial planning, resource management, and the effect of changes in the external environment such as economic shocks and consumer trends.

Business Decisions and Strategy

Students develop their understanding of concepts introduced in component 2, studying the strategic direction of business, how they grow, make decisions and manage change.

Global Business

Students develop their understanding of concepts introduced in component 1, studying globalisation, global marketing and multinational corporations.

Assessment

The A Level comprises three written exams. All papers are 2 hours long. Papers 1 and 2 account for 35% each and paper 3 accounts for 30% of the final mark.

Examination Board And Specifications: Edexcel A Level business course

Length of Course: 2 year

Entry Requirements: Grade 6 or above in GCSE maths and English.

Beyond the Classroom

Students are encouraged to participate in an extra-curricular enterprise challenge, using seed funding to raise money for a local charity. In the Summer term, teachers will support students' entries to national essay competitions in the field of business and economics.

Career Opportunities

Studying business gives students an insight into the world of commerce, and an understanding of business is useful, whether students go into the commercial centre or not. For example, medicine, engineering, fashion, ICT, the sports and leisure sectors, education and art and design now operate within a competitive environment, and those with business skills are always at an advantage.



Chemistry

About this Course

The course is designed so that essential chemical ideas are reinforced by practical work carried out in the laboratory. The programme of study is based upon the AQA A Level chemistry specification. Students will be supplied with an AQA chemistry text book and a book of data.

During the Course, you will:

- Carry out experiments and interpret your results.
- Use and develop powers of critical and imaginative thinking about chemical problems.
- Discover that chemistry makes sense because there are unifying ideas linking together a wide range of facts. These include the periodic table, the concept of amount of substance, ideas of structure and bonding, equilibrium and rates of reactions. Most of these ideas are introduced early in the course and then revisited and further developed in later topics.

- Develop the ability to communicate in a variety of ways: discussion, writing, summarising, using chemical formulae and equations, graphs and calculations.
- Learn to select, organise, present and interpret data.
- Develop the appreciation of the social, economic, environmental and technological importance of chemistry.

The Qualification is Suitable if you:

- Have an interest in and enjoyment of chemistry.
- Enjoy carrying out investigations by the application of imaginative logical and critical thinking.
- Want to use chemistry to support other qualifications or progress onto further studies.

Even though there are no practical exams, students will still be required to carry out practical based work as recommended by the board.



Examination Board & Specification: AQA A Level (7405)

Length of Course: 2 years

Entry Requirements: Students will have achieved a grade 8 in GCSE chemistry or double-award science. However, we look at every student as an individual, so we will also consider a grade 7 at GCSE chemistry for those who show drive and enthusiasm for the subject.

Beyond the Classroom

Students will be encouraged to use Culford's intranet resources as well as the web to enhance learning.

Career Opportunities

Most of our students go on to study a science or engineering based course at university:

- A degree course in chemistry, biochemistry, environmental science, medicine, veterinary science and pharmacy, where chemistry is essential.
- A degree course where chemistry A Level helps underpin those subjects as well as providing a broad based foundation at this level, all types of engineering courses, biological sciences.
- A degree course where chemistry A Level provides the analytical and processing skills, all types of business management courses, archaeology and law.

A Level Content

Year 1

- Atomic structure
- Amount of substance
- Bonding
- Energetics
- Kinetics
- Chemical equilibria and K_c
- Oxidation
- Periodicity
- Group 2 and Group 7
- Introduction to organic chemistry
- Alkanes
- Halogenoalkanes
- Alkenes
- Alcohols
- Organic analysis

Year 2

- Properties of Period 3 elements and their oxides
- Transition metals
- Reactions of ions in aqueous solution
- Thermodynamics
- Rate equations
- Equilibrium constant K_p for homogeneous systems
- Electrode potentials and electrochemical cells
- Acids and bases
- Optical isomerism
- Aldehydes and ketones
- Carboxylic acids and derivatives
- Aromatic chemistry
- Amines
- Polymers
- Amino acids, proteins and DNA
- Organic synthesis and analysis

Assessment

100% examination at the end of the Upper Sixth. This will include three written papers. Two of these papers will be worth 35% of the final grade. The final paper is worth 30% and will contain questions covering the entire specification and will also focus on the practical skills the students have acquired over the two years.



Computer Science

About this Course

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

The aims of this qualification are to enable learners to develop:

- An understanding of and ability to apply the fundamental principles and concepts of computer science, including: abstraction; decomposition; logic; algorithms and data representation.
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programmes to do so.
- The capacity to think creatively, innovatively, analytically, logically and critically.
- The capacity to see relationships between different aspects of computer science.
- Mathematical skills.

The content of this A Level in computer science is divided into three components:

- Paper one is a test of programming ability and theory of knowledge of programming. Students work on an electronic answer document and work on a skeleton programme.
- Paper two tests students' understanding of the theory

side of the course.

- Non-examined assessment is a project task to demonstrate the learners' knowledge and skills gained throughout the course to solve or investigate a practical (programming) problem. This will be completed in a systematic approach.

Assessment

The A Level in computer science includes two exam papers and one non-examined assessment (NEA). Paper one is a 2 hour and 30 minutes on screen computer exam that is 40% of A Level. Paper two is a 2 hour and 30 minutes written exam that is 40% of the A Level. NEA is a 75 mark project worth 20% of the A Level.

Examination Board and Specifications: AQA A Level Computer Science (7517)

Length of Course: 2 Years

Entry Requirements: Grade 6 or above in GCSE maths and grade 5 in GCSE English.

Beyond the Classroom

Computer science students will be encouraged to develop their knowledge of computing and programming languages beyond the A Level specification. Students can also attend further computer science related courses, visits and conferences to broaden their awareness of the subject in a wider context.



Career Opportunities

Students can go on to read a wide range of subjects in the general area of computer science at university, including:

- Computer science
- Games software development
- Business information systems
- Business and IT
- Web and cloud computing

Graduates of a computer science discipline are very much in demand and a wide range of computer science related careers exist, including:

- Applications developer
- Database administrator
- Games developer
- Information systems manager
- IT consultant
- Network engineer
- Systems analyst

Cyber and Computing (EPQ)

About this Course

Students can study cyber security as an Extended Project Qualification (EPQ) over one academic year. During this programme, students also have the opportunity to complete additional computing related courses and certifications, such as the iDEA award, or even develop their coding skills to prepare for specific programming language certification exams.

The cyber EPQ is a Level 3 qualification which is the equivalent of half an A Level and worth up to 28 UCAS points. It provides a unique guided learning pathway specific to the cyber security industry that other EPQs do not have. It has also been designed in conjunction with industry experts to ensure that the content aligns with the requirements of the current cyber security landscape, making it more relevant to seeking employment in the field.

Assessment

Students take 10 core modules and up to three specialist modules and are encouraged to develop their time and project management skills. Module topics include: history of computing and cryptography; cybercrime; incident response management and human aspects of cyber security. The qualification is assessed by a 5000-word essay on a specific cyber-related topic as chosen by the pupil, along with a 10 minute presentation.

Benefits of Completing the Cyber EPQ

- Development of independent study and research skills.
- Worth up to 28 UCAS points.
- Strengthen UCAS personal statements.
- Students awarded a grade B or higher gain prestigious Chartered Institute of Information Security (CII Sec) membership.
- Access to CII Sec's development programme, which is designed to support individuals at every stage of their careers.

After completing the cyber EPQ, students can go on to study courses at university which are related to cyber security and computing, or use the cyber EPQ to differentiate themselves in their university applications and to develop the skills for independent study that universities look for.

Entry Requirements: Grade 5 or above in GCSE maths and English, or equivalent.







Design & Technology

About this Course

This is a very varied course where you will gain skills in project management, material science, understanding industrial practice and processes, business and marketing, engineering techniques, ergonomics and anthropometrics, sketching and presentation techniques, 2D and 3D Modelling in CAD as well as understanding the history of designers and design movements and how they affect today's products and lifestyles.

Students can select to focus more on either of the following, to fit in with future degree or career pathways:

- Product design
- Graphic design
- Engineering

Assessment

- Coursework, 50%, project based, decided on and managed by the student. Internally assessed and externally moderated.
- Exam, 50%, consisting of 2 papers.

Examination Board and Specifications

AQA Design and Technology: Product Design (7552)

Length of Course: 2 years

Entry Requirements: Students should have previous experience of a design course, preferably achieving at least a grade 5 in GCSE design and technology. However, those without a relevant GCSE, but who have strong design skills and are highly motivated, may be considered.

Beyond the Classroom

There have been many opportunities for our students at Culford over the years, for example; international trips to Paris and Barcelona, factories visits to Jaguar and Land Rover as well as more local days out to businesses specialising in plastic injection moulding and aluminium casting and extrusion. Students will have opportunities with design and technology and alongside the art department and with other STEM subjects to gain a real insight into design, industry and engineering.

Career Opportunities

Students have gone onto the most prestigious art colleges to follow more creative careers in art and graphic design to Russell Group universities to study product design, all areas of engineering and even business management. Design and technology helps hold the key for many of the modern and forward looking careers linked to industry.



Emma Devlin
Development Engineer, National Grid Ventures
Former Arkwright DT Scholar and Old Culfordian

Drama and Theatre Studies

Drama and Theatre Studies (A Level option)

About this Course

This is offered as a one year AS Level or a two year A Level course with studio-based training focusing on the practical skills.

The course can be taken as a performer or designer focusing on acting or a specific design skill; set design, lighting, sound, costume or hair and make-up design for theatre.

Workshops and class teaching include improvisation and devising to develop knowledge of the styles of practitioners such as Brecht, Berkoff, Frantic Assembly, Stanislavski and various other theatre styles or genres that students can explore and choose to work within.

Design students work collaboratively with actors and have to work independently to produce design sketches, models and samples. There is a professional lighting and sound rig in the Studio Theatre and Centenary Hall.

Students are expected to devise their own original work as a re-interpretation of a published script, as well as performing from a set text. Throughout, there is the opportunity to perform in innovative and original ways, working imaginatively and creatively with others.

Examination Board and Specification: Eduqas

Length of Course: 1 or 2 years

Entry Requirements: Grade 5 or above in English or drama. Entry will be by audition where you will take part in a workshop and deliver two contrasting monologues. Students will need to be able to demonstrate clear vocal communication in standard English.

This is a fast moving, dynamic and demanding course which requires you to have excellent organisation skills, manage your time effectively, be confident and decisive and be able to work effectively within a team. Students will need to be comfortable to experiment with a range of styles and forms, expecting their performances or design ideas to be both filmed and presented to a live audience throughout the course.



Beyond the Classroom

Students will have the opportunity to perform in a range of productions throughout the year. Culford has a long history of staging large scale musical productions in Centenary Hall, in conjunction with smaller studio productions or outdoor performances.

Theatre trips are an important part of the course and students will have the opportunity to visit the West End and local theatres to view and review live productions.

Career Opportunities

The training that this A Level provides not only gives students the fundamental skills that underpin the job of an actor or designer, it gives students many of the valuable skills required in a range of careers; critical evaluation, negotiating, planning, organisation, people management, research and importantly, outstanding presentation skills. Students will master self-discipline, foster effective project management and develop excellent interpersonal skills.

Careers which value these skills are broadcasting and media, event management, public relations, business management, law, and education and of course the content of the course is of great value to those who wish to be involved in the wider world of performing arts such as theatre direction and theatre company management.

Course Outline

Component 1: Theatre Workshop

Non-exam assessment: internally assessed, externally moderated, 20% of qualification. Students will be assessed on either acting or design. Students participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC.

The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. Students must produce:

- A realisation of the performance or design
- A creative log

Component 2: Text in Action

Non-exam assessment: externally assessed by a visiting examiner, 40% of qualification. Students will be assessed on either acting or design. Students participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC:

1. A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1).
2. An extract from a text in a different style chosen by the learner. Learners must realise their performance live for the

visiting examiner. Learners choosing design must also give a 5-10 minute presentation of their design to the examiner. Students produce a process and evaluation report within one week of completion of the practical work.

Component 3: Text in Performance Written Examination:

2 hours and 30 minutes, 40% of qualification. Three play scripts are studied practically and students will write about them from the perspective of an actor, director or designer during the exam.



Economics

About this Course

Economics aims to answer the apparently simple question: "Who gets what in Britain, and in the wider world?" The aim of economics is to show how society uses the scarce resources at its disposal. The behaviour of firms and the role of the government are amongst the topics studied. Given this question is at the centre of almost all world events, whether it be who is going to benefit from Iraqi oil reserves, or who is going to pay for the care of an ageing population in the UK, a strong interest in current affairs is a must.

A Level

The A Level in economics covers three main themes:

1. Markets and market failure (micro).
2. National and international economy (macro).
3. Economic principles and issues (micro and macro-economics).

Assessment

The A Level comprises three written exams. All papers are 2 hours. Each paper accounts for 33.3% of the final mark.

Examination Board and Specifications: AQA A Level Economics Course (7136).

Length of Course: 2 years

Entry Requirements: Grade 6 in GCSE English, grade 7 in GCSE maths.

Beyond the Classroom

Students are encouraged to participate in an extra-curricular enterprise challenge, using seed funding to raise money for a local charity. In the Summer term, teachers will support students' entries to national essay competitions in the field of business and economics. Wider reading to root theoretical concepts in the real world is key to success in economics; students have access to publications such as economics review magazine in order to help them to do this in an accessible way.

Career Opportunities

Economics offers excellent career prospects. It can either be studied on its own at university, or in conjunction with other subjects. The basic analytical tools economists use to study resource allocation also have applications in geography and history. Economics is also a numerate subject, so those interested in a career in engineering, mathematics and actuarial sciences will also find it useful. Most importantly, however, as a social science it bridges the arts and science divide, and therefore complements almost all other subjects.



English Literature

About this Course

This course is highly regarded by universities. Students will learn how to express themselves succinctly and how to construct a persuasive, cogent argument. Along the way, students will experience some of the great works of English literature across a range of historical periods, from the medieval to the present day.

A Level

This is a two year course which is examined at the end of the Upper Sixth. There are three units to the A Level course:

Drama And Poetry Pre-1900

Students will take a 2 hour and 30 minutes closed text exam. Students will answer questions on a Shakespeare play, such as *Hamlet* or *Richard III*, and one question comparing a play (such as *A Doll's House*) and a selection of poetry (for example, *Christina Rossetti*). This is worth 40% of the A Level.

Comparative And Contextual Study

Students will take a 2 hour and 30 minutes closed text exam. Students will study a set topic area, such as American Literature, The Gothic or Dystopia. Students will answer one question analysing an unseen prose extract from a topic area and a second question comparing two studied texts from the same topic area. This is worth 40% of the A Level.

Literature Post-1900

This is a non-examined unit in which you students produce a coursework portfolio. Students will study three literary texts: one prose text, one poetry text and one drama text. Students will write a 1000 word critical essay on one of the texts and a 2000 word essay comparing the other two texts. This is worth 20% of the A Level.

Examination Board and Specification: OCR H472

Length Of Course: 2 years

Requirements: Grade 5 or above in GCSE English literature

Assessment

A Level: 80% examination at the end of the Upper Sixth. Two 2 hour and 30 minute papers. 20% coursework.

Beyond the Classroom

English Literature students have the opportunity to attend talks by visiting writers and academics and we regularly visit the theatre, both locally and further afield. Recently, we visited the Theatre Royal in Bury St Edmunds to see Philippa Gregory's *Richard, My Richard*, and a production of *Dracula*. Within school, students actively support the annual Literary Gothic Night event and enjoy film screenings of their set texts.

Career Opportunities

Many students go on to read English at university. However, even if they do not, English provides an excellent platform for further study or for a whole range of careers, including teaching, journalism, and work in the field of personnel. Even if other A Level subjects are not arts-based, a qualification in English will be seen as evidence of having excellent communication skills and intellectual discipline by universities and employers.



Geography

About this Course

The world we are living in is rapidly changing. Geography A Level is designed to help understand these changes. The course will enhance communication skills, literacy, spatial awareness, problem solving, team work and environmental awareness.

A Level

The A Level course consists of topics about how the world is contested. Practical research skills are introduced. There are four areas of study in the A Level course.

Unit 1: Dynamic Landscapes

- Topic 1: Tectonic Processes.
- Topic 2: Landscape Systems, Processes and Change - Coastal Landscapes and Change.

Unit 2: Dynamic Places

- Topic 3: Globalisation.
- Topic 4: Shaping Places - Regenerating Places.

Unit 3: Physical Systems And Sustainability

- Topic 5: The Water Cycle and Water Insecurity.
- Topic 6: The Carbon Cycle and Energy Security.

Unit 4: Human Systems And Geopolitics

- Topic 7: Superpowers.
- Topic 8: Health, Human Rights and Intervention.

Assessment

Paper 1: Written Examination: 2 hours and 15 minutes
30% of A Level

Paper 2: Written Examination: 2 hours and 15 minutes
30% of A Level

Paper 3: Written Examination: 2 hours and 15 minutes
20% of A Level

Coursework: Investigative Study
20% of A Level

Examination Board and Specification: Pearson
Edexcel Level 3 Advanced GCE in Geography (9GE0)

Length of Course: 2 years

Entry Requirements: Grade 5 or above in GCSE
geography.

Beyond the Classroom

The geography department is a member of the Geographical Association. The department organises a residential fieldtrip every year which students are expected to attend.

Career Opportunities

There are not only many interesting university Geography degrees but there are also many related degrees such as environmental science, geology and tourism and leisure. Employers recognise the skills gained by geographers at A Level. This is especially true for their wide-ranging knowledge of current issues and their ability to plan and make decisions from given data.



History

About this Course

For A Level history, students will study two key strands. The first relates to medieval history, focusing on the events of the Crusades in the 11th and 12th centuries. This is a highly relevant era to study, enabling students to develop an understanding of the historical context of a troubled part of the world which has deep impacts on our society today.

In addition, students will study in depth, a period of history relating to the Angevin Empire. This was a time of great turbulence in British history during which the authority of the monarch was questioned and the relationship between church, state and the baronage was readjusted. It looks at personalities such as King Henry II, Thomas Becket and Eleanor of Aquitaine and develops concepts such as authority, dynastic ambition and rebellion. It encourages students to reflect on issues such as territorial integrity and what makes a state.

Students will also study mass media and social change in Britain 1882-2004. This dynamic and interesting course looks at the development of various forms of media in Britain and their impact on society. It highlights the powerful relationship the media has in the world of politics and the disproportionate effect mass media has on societal norms. It is particularly relevant to students who in today's 24 hour news climate, need to be able to identify 'fake news' and how the nature of propaganda has changed the way we think.

Finally, coursework offers students the chance to undertake significant research into a key question of their choice. The focus is on understanding the nature and purpose of the work of the historian. Students are required to form a critical view based on relevant reading on the question, problem or issue. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians.



A Level

There are four units to the A Level course:

- The Crusades 1095-1204 - tested by a 2 hour and 15 minute written examination paper.
- England and the Angevin Empire in the reign of Henry II – tested by a 1 hour and 15 minute written examination paper.
- Mass media and social change in Britain 1882-2004– tested by a 2 hour and 15 minute written examination paper.
- Historical Investigation – tested by a 3000-4000 word piece of coursework.

Assessment

A Level assessment: 80% examination (3 papers)
20% coursework

Examination Board and Specification: Edexcel: 9H10

Length of Course: 2 years

Entry Requirements: Grade 5 or above in GCSE history.



Beyond the Classroom

We endeavour to investigate the wider context of the periods and events studied. Where possible, we attend lectures by experts in relevant fields, go on trips to related cultural events, such as plays or films, and visit historical sites abroad. The department organises trips to relevant cultural events such as plays, comedies, or evening film viewings at Culford itself. There is also the opportunity to visit key historical sites abroad.

Career Opportunities

The skills students will gain from studying history are readily accepted in a wide variety of professional arenas. History places particular stress on the development of independent thought and analytical skills, and requires excellent communication skills, high levels of literacy and oral presentation. Consequently, students studying history will be expected to do a great deal of independent work and independent thinking. Students have to present, in clear, literate and analytical accounts, the results of research both in essay work and in the context of group discussions.

The need to come to terms with unfamiliar periods and areas facilitates reflective and adaptable skills, empathy and imaginative insight within critical and practical limits. The skills which you will develop in history will be highly transferable and will give students a great opportunity for a wide range of courses and vocations after A Level. Successful history graduates include individuals as diverse as Lord Coe, Sacha Baron Cohen, Salman Rushdie, Chris Martin and Lord Sainsbury.





Mathematics & Further Mathematics

About this Course

Previous experience shows that the GCSE grade is not always an accurate predictor of performance at A Level, but as a general rule we would normally expect students to have obtained at least a Level 8 at the higher level at GCSE. The best assessor of A Level prospects is, of course, your teacher who can give you the most accurate assessment of your capabilities.

A Level and AS

There are two different courses:

- Mathematics (one A Level)
- Further mathematics (a separate second A Level)

Whichever course you are considering we ask that you consult with your mathematics teacher before making a final choice.

All students who study the single mathematics A Level cover a core course of pure mathematics which represents two thirds of the course plus mechanics and statistics components which each represent one sixth of the course.

If students are studying further mathematics as well then they complete the single A Level syllabus (as above) in the Lower Sixth, and in the Upper Sixth complete the further mathematics syllabus. The further mathematics syllabus has a core further pure mathematics syllabus which is compulsory and which represents 50% of the course. There is a choice of two components each worth 25% of the course from statistics, mechanics, additional pure mathematics and discrete mathematics. Which two are covered will depend on the primary interests of the group but will usually be either mechanics and statistics or mechanics and additional pure mathematics.

There are no coursework requirements for any part of the courses.

Assessment

A Level Single Mathematics:

Three x 2 hour papers.

Pure Mathematics
Pure Mathematics and Mechanics
Pure Mathematics and Statistics

A Level Further Mathematics:

Four x 90 minute papers.

For Example:

Pure Core 1, Pure Core 2, Statistics, Mechanics.

A Level AS Further Mathematics:

Three x 1 hour and 15 minute papers. This course can be done by those who decide they wish to drop down from the full further mathematics A Level course in the Upper Sixth.

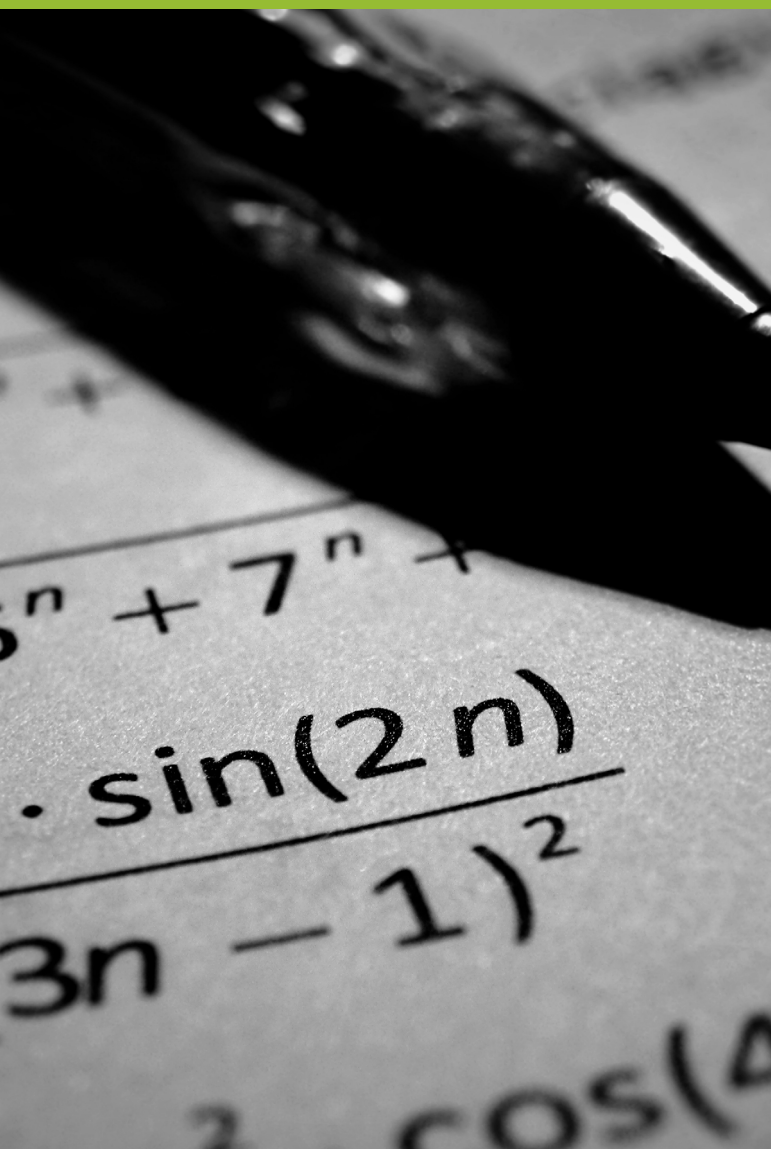
Examination Board And Specifications

OCR: H240 and H245.

Entry Requirements:

Mathematics: Students will have achieved a grade 8 or above in GCSE mathematics. However, we do consider students on an individual basis and are happy to have a discussion with those who achieve a grade 7 at GCSE.

Further Mathematics: Grade 9 or very high grade 8 in GCSE mathematics.



Beyond the Classroom

All Sixth Form mathematicians can take part in the National Senior Mathematics Challenge and some go on each year to the Olympiad, designed for the most able mathematicians in the UK. Suitable speakers are invited in the Spring term to talk on mathematical topics. We also have a school mathematics team which represents the school in the National Senior Mathematics Team Challenge. There is also an annual trip to Cambridge for the Maths Inspiration event where the Lower Sixth participate in interactive maths lectures.

Career Opportunities

Mathematics is the language of science and technology as well as being an endeavour in its own right. It is essential to all types of engineering. Modern physical theories such as relativity, quantum mechanics and string theory are all expressed in terms of mathematics.

Financial institutions view mathematics as providing a good grounding in the thinking skills required in their domains. Professions such as that of the actuary or accountant have large components of mathematically based work. Mathematics is a core language in computing and increasingly medicine and biotechnology. Many of the top degrees in psychology require a thorough grounding in statistics, since much of the research undertaken in this area is couched in statistical vocabulary.

If students are intending to read a mathematics, engineering or mathematics-based degree at a top university, we would strongly recommend you also study further mathematics. Please discuss with the Head of Mathematics if you require more details.



Media

About this Course

The media is the most dynamic, innovative and influential method of mass communication of modern times. It has been reported that adults in Great Britain are consuming media for almost eight hours a day. That's eight hours a day watching films and television, reading newspapers, and sifting through online media. Within that time, we are bombarded by other people's representations of the world and how we respond to these representations can affect our perceptions of people, places and society, of politics and culture, of ourselves and of our place in the world.

Media studies is a vital tool necessary to understanding the media's significance and its power. Students will analyse how media products use language and representations to create meaning. Students will learn about the media industry and how the industry affects how media products are made. Students will investigate media audiences, exploring who are the people who watch, read and consume the products and considering how different people might respond to products differently, and why.

You will study many different media forms, such as:

- Online media
- Television
- Advertising and marketing
- Film marketing
- Magazines
- Newspapers
- Social and participatory media

- Music video
- Radio
- Video games

Students will explore and apply critical perspectives including those of world-renowned media and cultural theorists, and will examine how social, historical, political and economic contexts affect media production. Students will also have the opportunity to apply what they have learned through the production of their own media content, exploring and creating media forms such as music videos, magazines, television, websites and film marketing.

Assessment

Assessment will comprise a mixture of examined and non-examined assessment in the Upper Sixth:

Component 1 - Written examination: 2 hours and 15 minutes, 35% of qualification

Component 2 - Written examination: 2 hours and 30 minutes, 35% of qualification

Component 3 - Non-exam assessment/coursework: Cross-Media production, 30% of qualification

Examination Board and Specifications: WJEC Eduqas A level Media Studies A680QS

Length of Course: 2 years

Entry Requirements: Grade 5 or above in GCSE English.



Beyond the Classroom

Media studies will help students to develop valuable transferable skills such as critical thinking, analysis, research, planning, skills of enquiry and evaluation, practical skills, creativity, time management, essay writing skills and more.

Career Opportunities

There is a huge array of career opportunities in the media, which is an industry that is growing at an exponential rate. Studying media at A Level and at degree level is a route into careers such as TV and film production, advertising, journalism, interactive media, and digital marketing. It could help to provide students with the foundation to secure roles in technical production, special effects, web design and post-production.

Please Note: For the coursework component, students will create an individual production for an intended audience. The productions will be both print and moving image. Students will be working with DSLR cameras and will edit their work using professional level software. No previous media experience is necessary although a keen interest in the production process is essential. Students wishing to take the media studies course will therefore be required to subscribe to a discounted student version of Adobe Creative Cloud, and possess a laptop that meets the minimum specifications to run the necessary Adobe Creative Cloud applications.

Modern Foreign Languages

About this Course

The A Level French and Spanish exams have retained much of the course content of the previous specification and the focus on current affairs, literature and culture is still present. Candidates will be required to demonstrate fluency, knowledge and creativity in varied formats which are all underpinned by sound grammatical awareness. Listening and reading comprehensions as well as translation work will still feature in exams as well as essay style answers, whether discursive or literary in nature. The course is linear with three examined modules including a speaking test which precedes the main exam period.

A Level

The A Level topic areas include three modules, including a speaking test, plus:

- Customs, traditions, current affairs in the French/Spanish speaking world
- National and international events
- Literature and the arts

Students will also study one cultural module from the list below:

- One work of literature and one film
- Two works of literature

Assessment

The full A Level is sat at the end of the second year of study and is tested in three exams as follows:

French AQA7652, Spanish AQA7692: Paper One: Listening, Reading and Translation (50% of qualification)

Paper Two: Written response to literature and film (20% of qualification)

Paper Three: Speaking (30% of qualification)

AS Level

AQA7651 and AQA7691

The AS Level can be studied in special circumstances with prior agreement from the Head of Department. It is a one year course, and will consist of two modules including a speaking test which precedes the main exam. The AS qualification does not count towards the A Level mark but can be attractive to universities looking for evidence of attainment at that level.

Examination Board and Specification: AQA A Level Course 7652 and 7692

Length of Course: 2 year

Entry Requirements: Grade 5 or above in GCSE French or Spanish.



Beyond the Classroom

A Level linguists will soon develop a passion for the language and culture of their chosen subject and will be encouraged to make the most of this by seeking opportunities to listen and read authentic language on a daily basis. Sixth Form trips to the Loire Valley and Tenerife will be available for all Sixth Form linguists as well as opportunities to make penfriends and have home stays in the country concerned.

Career Opportunities

Great Britain continues to have a chronic shortage of good linguists and graduates possessing a foreign language are highly marketable in practically every domain of life. University courses reflect the need to bring linguists onto the jobs market and joint honours degrees involving one or more languages combined with business, law and engineering, for example, are widespread.

Music

About this Course

A Level music encourages students to engage actively in the process of music study. Students will develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation, and expression; A Level music students will also develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions.

The course enables students to recognise the interdependence of musical knowledge, understanding and skills, and make links between the integrated activities of performing, composing and appraising underpinned by attentive listening. Students will also broaden musical experience and interests, develop imagination and foster creativity.

Studying A Level music enables students to develop and extend the knowledge, understanding and skills needed to communicate effectively as musicians, to develop knowledge and understanding of a variety of instruments and styles, and of relevant approaches to both performing and composing. The course also highlights awareness of music technologies and their use in the creation and presentation of music.

Studying music A Level enables you to not only follow a career in music but also many other pathways due to the wide variety of transferable skills such as confidence,

creativity, analytical and critical thinking; universities and employers increasingly look to A Level music students as well-rounded individuals who are personable, organised and disciplined.

Entry Requirements: Grade 5 or above in GCSE music

A Level

The two year A Level music qualification comprises of three components:

Component 1: Performing

Either:

Option A: Total duration of performances: minimum of three pieces lasting 10-12 minutes. Option A: 35% of qualification

Or: **Option B:** Total duration of performances: minimum of two pieces lasting 6-8 minutes. Option B: 25% of qualification

Component 2: Composing

Either:

Option A: Total duration of compositions: two composition lasting 4-6 minutes Option A: 25% of qualification

Or:

Option B: Total duration of compositions: three compositions 8-10 minutes Option B: 35% of qualification





Students select option A or B for both of the above components, making coursework a total of 60% of the final grade

Component 3: Appraising

Written examination: 2 hours and 15 minutes
(approximately) 40% of qualification

Three areas of study:

Area of study A (compulsory): The Western Classical Tradition (The Development of the Symphony 1750-1900) which includes two set works. Choose one set work for detailed analysis and the other for general study.

A choice of **one area of study from: Area of study B:** Rock and Pop; **Area of study C:** Musical Theatre; **Area of study D:** Jazz

A choice of **one area of study from: Area of study E:** Into the Twentieth Century including two set works; **Area of study F:** Into the Twenty-first Century including two set works

Questions include set work analysis with a score, extended responses on wider context, unprepared extracts of music with and without a score and comparison questions.

Assessment:

Performance: Non-exam assessment: externally assessed by a visiting examiner.

Composing: Non-exam assessment: externally assessed by WJEC

Examining Board and Specification: WJEC Eduqas A660QS/PA/PB

Beyond the Classroom

If students are studying A Level music they will naturally take a practical role in music making at school. Solo performances, singing in choirs, and playing in orchestras and chamber groups cannot fail to enhance general musicianship, knowledge of a variety of different periods of music, and the ability to write music in different styles.

Career Opportunities

There are generally two paths open to students who wish to continue their musical studies after A Level. Students who have developed performing skills to a high degree and have an innate sense of musicality may wish to study at a music college or conservatoire, where the main emphasis is upon performing and teaching performing skills. Students who wish to have a more general musical education leading to an academic degree in music may prefer to take music at university, either as a single subject or in combination with another subject in which the student excels.

Philosophy, Religion and Ethics

About this Course

There are three parts to the course: philosophy of religion, ethics and developments in Christian theology. These modules offer the opportunity to reflect on and discuss the big questions of life and morality and to explore the ways in which religion interconnects with society.

A Level

Philosophy of Religion H573/01

Learners will Study:

- Ancient philosophical influences.
- Arguments about the existence or non-existence of God.
- Religious experience.
- The problem of evil.
- The nature of the soul, mind and body.
- Life after death.
- Nature of God.
- Religious language.

Religion and Ethics H573/02

Learners will Study:

- Ethical theories, both religious and non-religious.
- The application of ethical theory to euthanasia, business and sexual ethics.
- The nature of conscience and free will.

Developments in Christian Thought H573/03

Learners will Study:

- Human nature.
- Who was Jesus?
- Sources of wisdom and authority.
- Secularism.
- Contemporary movements in religion and society: feminist theology and liberation theology.
- Pluralism.



Assessment

100% examination in three papers. Each written paper is two hours in duration and worth 120 marks (33% of the total A Level).

Examination Board and Specification: OCR (H 573)

Length of Course: 2 years

Entry Requirements: Grade 5 or above in GCSE philosophy, religion and ethics (PRE). If students have not taken GCSE but are interested, please speak to the Head of Department. It may still be possible to take the course, particularly for students coming from schools where GCSE religious studies is not offered.

Beyond the Classroom

Students are encouraged to read widely outside the classroom, from keeping up with current affairs to tackling primary texts. The school library has an excellent selection of books and a subscription to *Dialogue* magazine.

Career Opportunities

PRE is an exciting course which equips students with skills of analysis, independent learning, debate and essay writing. As such, it offers a good groundwork for a variety of degrees and careers such as law, business and medicine.

Photography

About this Course

This course will cover a wide range of image related techniques and processes. It will cover both the still and moving image by both film and digital means. Students will be following a normal A Level creative process by exploring a personal investigation in sketchbook format. Students need to demonstrate experimentation, reviewing and refining, and developing into personal responses. Part of this course will require in depth studies of the work of other photographers and artists, with contextual studies informing their own practice.

A Level

Component 1

- Part 1 Personal investigation
- Part 2 Supportive essay

Component 2

- Externally set assignment
- Preparatory studies plus 15 hour timed test

Assessment

60% coursework

40% externally set assignment

Internally assessed, externally moderated.

Examination Board: WJEC

Length Of Course: 2 years

Entry Requirements: GCSE English grade 4 or above

Beyond The Classroom

Regular study days are arranged to galleries and exhibitions around the UK such as the Tate Modern and the Saatchi Gallery. There will be a few ad-hoc day trips to locations that will fulfill portfolio requirements for first hand resources. Every few years the department will run a trip abroad, which has included Paris, Venice, Amsterdam and New York.

Career Opportunities

There are many careers after an A Level in photography as this will often form part of a personal portfolio requirement that will aid your entry into film academies, media houses and their internships, and into the world of media and advertising.



Physical Education

About this Course

This qualification is linear. All students will therefore sit all their exams and submit all their non-exam assessment at the end of the course. The subject content is 70% theory based and 30% practical assessment.

Theory

Paper one: Physiological factors affecting performance:

- Applied anatomy and physiology
- Exercise physiology
- Biomechanics

Paper two: Physiological Factors Affecting Performance:

- Skill acquisition
- Sport psychology

Paper three: Socio-cultural Issues in Physical Activity & Sport:

- Sport and society
- Contemporary issues in physical activity and sport

Practical

One choice of physical activity from the list published by the board - 15%

Written analysis work - 15%

Assessment of Theory

Paper one: Written exam 2 hours
90 marks and 30% of A Level

Paper two: Written exam 1 hour
60 marks and 20% of A Level

Paper three: Written exam 1 hour
60 marks and 20% of A Level

Assessment of Practical

Internal followed by live moderation.

Examination Board and Specification: OCR Advanced
GCE in Physical Education H555

Length of Course: 2 years

Entry Requirements: GCSE PE grade 5 or above

Beyond the Classroom

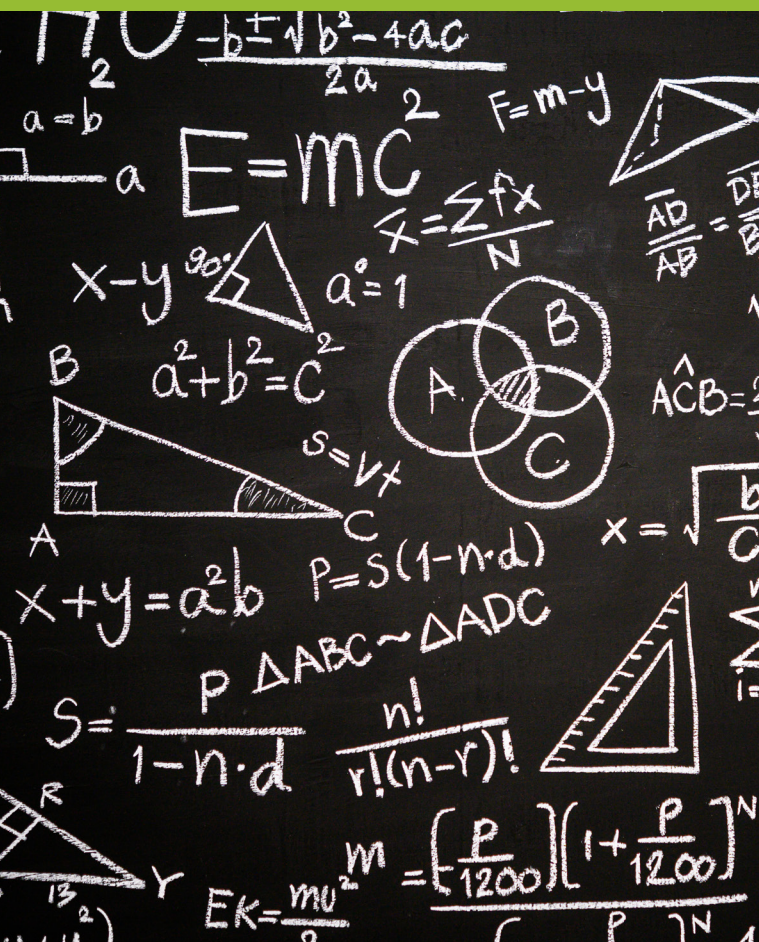
Culford provides a high quality coaching programme for each of the major games. In addition to study at A Level, you will have two games sessions each week and the opportunity to choose two further sporting options within Culford's activities programme.

Career Opportunities

You could go on to read sport or leisure related courses at university. Students of A Level physical education learn and use a variety of transferable skills throughout the courses. These include collecting, analysing and interpreting data, communicating your findings in different ways and identifying and developing the links between different parts of the subject. These skills are in great demand and are recognised by employers, universities and colleges as being of immense value.



In this module, students will learn about capacitors, electric field, electromagnetism, nuclear physics, particle physics and medical imaging.



This component is split into two sections and assesses content from teaching modules 1, 2, 3 and 5. Section A (15 marks) contains multiple choice questions. Section B (85 marks) includes short answer question styles (structured questions, problem solving, calculations, practical) and extended response questions.

2. Exploring Physics (2 hours 15 minutes – 100 marks)

This component is split into two sections and assesses content from teaching modules 1, 2, 4 and 6. Section A (15 marks) contains multiple choice questions. Section B (85 marks) includes short answer question styles (structured questions, problem solving, calculations, practical) and extended response questions.

3. Unified Physics (1 hour 30 minutes – 70 marks)

This component assesses content from across all teaching modules 1 to 6. Question styles include short answer (structured questions, problem solving, calculations, practical) and extended response questions.

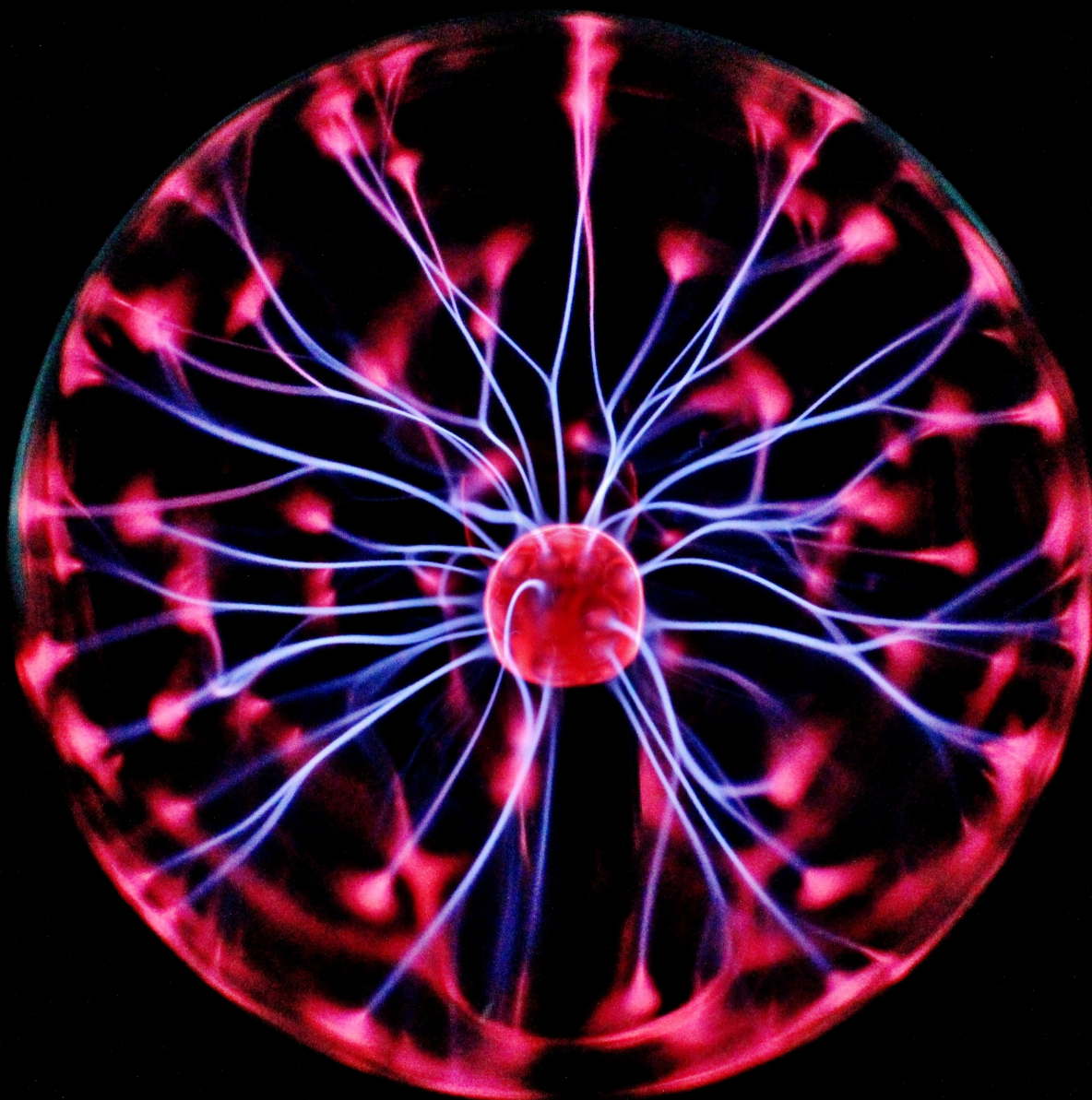
Beyond the Classroom

The William Miller Science Centre is equipped with the latest technology to allow students to carry out practical work in unrivalled surroundings. You will be encouraged to

attend lectures on topics of current interest, which are held at the Cavendish Laboratories, University of Cambridge. If you are really enthusiastic you may want to compete with the country's top young scientists in the National Physics Olympiad.

Career Opportunities

Many of our students go on to read physics or engineering related courses at university. Physics, however, leads on to a wide range of careers and professions. It is valuable in science, medicine, engineering and biotechnology. Physics students are also well grounded in problem solving and analysis of complex systems.



Psychology

About this Course

Literally 'science of the mind', psychology is the scientific study of thought, behaviour and experience. Psychology is a fascinating subject and this course is based on the application of psychology to real-life events.

Components of the Course

Component 1: Research Methods

This component is intended to introduce and develop a knowledge and understanding of the process of planning, conducting, analysing and reporting psychological research across a range of experimental and non-experimental methodologies and techniques. To achieve this students will become familiar with the four main techniques for collecting/analysing data by engaging in four practical investigations designed, executed and reported by the students themselves. The techniques are: self-report; experiment; observation; and correlation.

Component 2: Psychological Themes through Core Studies

This component focuses on some of the central areas of investigation in psychology. For each theme, students are presented with both a classic and a contemporary study. The classic studies are 'landmark' pieces of research that have helped to shape the course of the subject. The contemporary studies are more 'up-to-date' pieces of research that engage in some way with the issues being explored in the classic studies they are paired with. The

key themes include: the response to people in authority; helping behaviour; memory; attention; external influences on children's behaviour; moral development; regions of the brain; brain plasticity; understanding disorders and measuring differences.

Component 3: Applied Psychology

Through this component, students explore some exciting and very significant applications of psychology and gain an insight into how theory can be applied to real-world situations. The applied areas we will cover are: issues of mental health; child psychology and criminal psychology.

Assessment

100% examination

There will be three examinations at the end of the second year, each two hours long: Research Methods 01 (30% of total A Level) Psychological Themes 02 (35% of total A Level) Applied Psychology 03 (35% of total A Level).



Examination Board and Specifications: OCR H567

Length of Course: 2 years linear

Entry Requirements: Grade 5 or above in GCSE English and maths.

Beyond the Classroom

Having developed an appreciation of the methods and theories upon which the subject is based, Psychology Society (also open to those not studying at A Level) provides a forum to consider issues beyond the specifications. Student led, these weekly sessions involve open debates on topics selected by society members as well as regular viewings of psychologically relevant films.

Career Opportunities

This course provides an excellent foundation to further study at university, opening a path to a career in psychology (clinical, health, occupational, educational or forensic). Aspects of the course will also facilitate entry to many professions, including: advertising, public relations, personnel training, marketing, secret service, police, military, teaching, occupational therapy, sales and recruitment.

Sociology

About this Course

Discover the complexities of British society through our study of crime and deviance, and the impact of education on social class, racial background and gender. Students will also explore the ways that our society has shaped us, and discuss and analyse ways in which the media has affected the modern world, possibly even directing the course of history as we know it. This is students' chance to find out what makes society tick, and maybe even discover how they can be a positive force in shaping the society we live in.

Components of the Course

Paper 1: Education with theory and methods

Paper 2: Topics in sociology

Section A: Culture and identity

Section B: The media

Paper 3: Crime and Deviance with theory and methods

Through study of the above topics, students will gain an understanding of:

- The role and functions of the education system, including its relationship to the economy and to class structure.
- Different conceptions of culture, including subculture, mass culture, folk culture, high and low culture, popular

culture and global culture.

- The new media and their significance for an understanding of the role of the media in contemporary society.
- Crime, deviance, social order and social control.

Studying sociology will allow students to:

- Gain knowledge and understanding of contemporary social issues and changes.
- Engage in critical thinking and use reasoned arguments on a range of sociological issues.
- Develop the ability to investigate and deduce conclusions from facts.
- Expand their interest in the social, political and economic issues that affect society.

Assessment

100% examination across three papers. Each paper is 2 hours long and is equally balanced at 33% of the marks.

Exam Board: AQA (7192)

Length of Course: 2 years

Entry Requirements: Grade 5 or above in English and 5 or above in either philosophy, religion and ethics, or history, or geography.

Beyond the Classroom

Students are encouraged to engage with the news from a variety of sources, to keep up to date with modern affairs and to take an interest in the workings of society.

Career Opportunities

Sociology can lead on to a career in a wide variety of sectors including criminology, journalism, politics, teaching, social services, HR, marketing, charities, and public relations. Students are encouraged to explore multiple areas of society to spark their interest. The skills taught in sociology apply to whatever pathway they may choose.





Textiles

About this Course

The study of textiles gives you exciting, creative and inventive opportunities when exploring printed, woven and knitted textiles, fabric manipulation and embellishment, fashion and costume design, installation and art textiles. At the same time you will uncover how relevant artists and designers have influenced the creative world.

A Level

Component 1

- Part 1 Personal investigation
- Part 2 Supportive essay

Component 2

- Externally set assignment
- Preparatory studies plus 15 hour timed test

Assessment

60% coursework

40% externally set assignment

Internally assessed, externally moderated

Examination Board: AQA

Length of Course: 2 years

Entry Requirements: Grade 5 in art and level 4 or above in English GCSE

Beyond the Classroom

Regular study days are arranged to galleries and exhibitions around the UK such as the V&A and the London Fashion and Textiles Museum. We also run overseas study tours which have included visits to New York, Paris, Amsterdam and Venice. We hold in-house life drawing sessions and collaborate with theatre productions. Regular exhibitions of students' work are displayed in the Foundation Gallery and every year the examined students will have an end-of-year exhibition to showcase their work.

Degree and Career Opportunities

There are many creative degrees and careers after A Level, including fashion design, swimwear design, printed and woven textiles design, costume design for television, film and stage, fashion marketing and styling, fashion sportswear, fashion contour and so much more.



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Head Boy

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Walters
Fergus Schofield

Emma Ho
Katie

Melville-Ros
William Hils





Culford

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