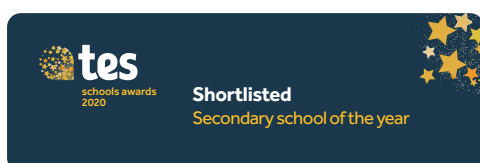


PINNER  
HIGH SCHOOL

# SIXTH FORM

PROSPECTUS  
SEPTEMBER 2022





# SIXTH FORM

## Aims and values of the Sixth Form

'Inspiring learning, inspiring passion, inspiring ambition'

These are the words that guide the Pinner High School Sixth Form and its ethos. It's a motto that builds upon the outstanding success of the school and reflects what young adults need to succeed in education and beyond. We make it our priority to provide students not only with inspiring learning opportunities, but also the care, guidance and support needed to make informed choices about their future.

Fundamentally, our aim is to ensure that all of our students leave us as well-rounded, conscientious and compassionate young adults who care deeply about their school community and wider community at large.



"Let us make our future now, and let us make our dreams tomorrow's reality"

Malala Yousafzai



## Welcome from the Headteacher

Dear Parents, Carers and Students,

I am pleased to welcome you to Pinner High School's Sixth Form College, and thank you for taking the time to learn more about our community. I am privileged to introduce myself as the new Head Teacher of Pinner High School and Sixth Form. I look forward to leading the school and student's growth and development - continuing the school's vision for providing unmatched opportunities for young people's academia. Our core values continue to filter into the Sixth Form with courage, confidence, and collaboration playing a central role in developing a young adult's character.

Our Sixth Form is a place of high expectations for students to achieve the best they can to set themselves up for a successful future career filled with opportunities whilst also providing a creative and safe community for ambitious young people to come together and have a memorable educational experience. The ethos of Pinner High Sixth Form is to carry the highest possible academic standards throughout all our teaching. Yet, we also understand and prioritise nurturing ambition and demonstrations of kindness to one another, which aid the critical development of young people moving forward with their careers.

These next few years for our students entering the sixth form will be ones full of important decisions which can be overwhelming for anyone, never mind young people who may not know what they would like their future career to look like. However, my colleagues and I are dedicated to supporting students with experienced guidance, learning, opportunities and care to provide them with the stepping stones that shape them into the successful future professionals that they can be.

*Raj Patel*  
Headteacher



## Welcome from the Head of Sixth Form

Thank you for taking the time to find out about Pinner High School's Sixth Form. I am proud to lead a Sixth Form that aims to provide the foundations of lifelong success for all its students. Our Sixth Form has been developed to set high academic standards as well as providing opportunities for personal growth. We believe that all members of our Sixth Form will realise and achieve their full potential in the time they will spend with us. We place great importance on supporting students to develop the vision and skills required to succeed at Sixth Form and beyond.

By making the decision to join our Sixth Form you can rest assured that your success will always be prioritised. We pride ourselves on being an excellent and inclusive school for all, high quality teaching and learning is central to ensuring students succeed. Our staff are experts in their subjects and deliver outstanding lessons that inspire a love of learning. We understand that the transition from GCSE to A Level study is a challenge but during your time at Sixth Form you will be supported to develop strong study skills and equipped with the knowledge required to be an effective learner that excels.

Whether or not you already know what your next steps may be, a central theme of our Sixth Form programme is to ensure that students have every opportunity to gain an understanding of the limitless opportunities available to them. Our dedicated team of tutors, teachers and careers advisors has the expertise and knowledge to provide guidance to ensure that you are on the path to achieving your aims. I firmly believe that our Sixth Form is the right place to excel, grow and achieve.

*Hemal Pandya*  
Head of Sixth Form



# The Sixth Form Curriculum

A-levels are challenging yet rewarding qualifications that typically require two years of full-time study. The overwhelming majority of students will concentrate on 3 A-levels. However, students with very strong GCSE grades may be able to take 4 A-level courses across the two years. Students may also extend their learning by undertaking an optional Extended Project Qualification (EPQ). The EPQ is highly regarded by universities and provides students with the chance to undertake a research project into an area of personal interest.

## A-level options and entry requirements

In order to gain entry to the Pinner High School Sixth Form students must achieve the following grades at GCSE:

- **Grade 5 or above** in Mathematics
- **Grade 5 or above** in either English Language or English Literature.
- Students must also achieve at least **4 other GCSE passes at grade 4 or above.**
- Finally, students must meet the **GCSE entry requirements for the particular A-level subjects** they would like to study from the list opposite.



## A typical week for Pinner High School Sixth Form students

	Period 1	Period 2	F O R M	B R E A K	Period 3	Period 4	L U N C H	Period 5	Period 6	Period 7
Mon	HISTORY				HISTORY					And Beyond
Tues	COMPUTER SCIENCE				COMPUTER SCIENCE			CONSOLI-DATION		
Wed	MATHEMATICS				MATHEMATICS			HISTORY		EPQ
Thurs		SIXTH FORM SERVICE			CONSOLI-DATION			COMPUTER SCIENCE		Oxbridge Programme
Fri						CONSOLI-DATION		MATHEMATICS		
Sixth Form study facilities are open from 7:30am each morning until 5:00pm each evening										

A-level subject	GCSE requirements
Art and Design (Fine Art)	5 in Art
Art and Design (3D Design)	5 in Design Technology or Art
Biology	6 in Biology and 5 in Chemistry and Physics or 7-7 in Combined Science
Business	5 in Maths and 5 in English Language or Literature
Chemistry	6 in Chemistry and 5 in Biology and Physics or 7-7 in Combined Science
Computer Science	6 in Maths and a 5 in Computer Science
Drama & Theatre Studies	5 in Drama
Economics	6 in Economics (if taken at GCSE). You do not need to have taken GCSE Economics to study the course, but you must have a minimum of Grade 5 in Maths and 5 in English Language or Literature.
English Literature	6 in English Literature and 5 in English Language
Geography	6 in Geography
History	6 in History
Mandarin	7 in Mandarin
Mathematics	6 in Maths
Further Mathematics	8 in Maths. Please note that Further Maths must be studied alongside A-level Maths
Music	6 in Music or Grade 5 theory and Grade 6 instrument
Physical Education	6 in PE and 5 in Biology or 5-5 in Combined Science. Candidates must also be playing a sport to a good level outside of school.
Physics	6 in Physics and 5 in Biology and Chemistry or 7-7 in Combined Science
Politics	5 in English Literature or Language and 5 in another Humanities subject
Psychology	5 in English, 5 in Maths and Grade 5 in either Biology or Combined Science
Religious Studies (PRE)	5 in PRE or equivalent Humanities subject if PRE has not been studied at GCSE. 5 in English Literature or Language
Sociology	5 in English Literature or Language
Spanish	6 in Spanish

Please note that courses with insufficient student numbers may not run.  
We will encourage all students to select a reserve option on application.

Additional course	GCSE requirements
Level 3 Extended Project Qualification (EPQ)	5 in English Language or Literature

Other subjects offered within the Harrow Collegiate can be taken as 'away subjects' at a different centre if the timetable permit. The entry criteria for these will be decided by the centre offering the course.

# A-level Art and Design (Fine Art)

Examination board AQA Specification code 7202

## About the course

Do you enjoy exploring ideas and looking at the world in different ways? A-level Fine Art is about observing, learning, thinking and communicating. You will enjoy developing your understanding of the visual environment, learning practical skills and responding to ideas and issues in ways that are personal to you. A-level Fine Art is perfect for students who are excited by shaping and determining the visual world around them with an adventurous, creative and enquiring mind. The course offers opportunities to use your creativity to express yourself. You will develop your understanding of creative processes, your ability to observe and to think, to solve problems and to communicate in a visual way. Potential areas of study during the course will include: drawing; painting; photography and mixed-media; sculpture; installation; printmaking and moving image (animation, film).

## What will I study?

A-level Fine Art is a practical course in which you learn by doing and creating imaginative personal work. You will find out about a whole range of media, techniques and processes. You will develop your creativity and independent thought, learn to express yourself visually and let your imagination flourish.

### Year 12:

In Year 12, the A-level Fine Art course allows you to explore through a series of activities and short projects. You will try out a range of disciplines before being able to develop a more refined approach in a more focused area of study. Drawing from direct observation and recording ideas are important aspects of this course. Your work may take the form of journals, notebooks, worksheets, large-scale rough studies and both small and large-scale final outcomes.

You will be taught a wide range of skills and techniques: experimental drawing and visual communication; painting exploration, experiments with materials and processes; mono printing, relief printing, screen printing; critical analysis and research; evaluation methods and reflective writing; sculpture and 3D; photographic image making and digital editing.

### Year 13:

In Year 13, you will be offered the opportunity to explore various concepts and materials whilst having more freedom to explore your own personal artistic strengths and interests. The work you produce for the Personal Investigation will build on the skills from Year 12 and be driven by your exploration with materials along with critical and contextual research of artists. This will culminate with you producing a portfolio of work that realises your artistic intentions. At the end of Year 13 you will undertake an externally set practical examination. You will have 8 weeks to complete the preparatory work and you will produce your final piece during a 15-hour practical examination.

## How will I be assessed?

This A-level course has two assessed components:

- **Component One** - Personal Investigation Project (Non-Examined Assessment, 60% of overall grade)
- **Component Two** - Externally-set practical examination (15 hours, 40% of overall grade)

## Expectations and entry requirements

To be accepted onto this course you must meet the minimum GCSE requirement of Grade 5 in Fine Art or one of the Art & Design subject endorsements.

You must be creative, self-motivated and enthusiastic about art, possess good drawing skills and demonstrate an interest in exploring ideas, techniques and materials.

## Future study and careers

Some students choose to go on to do a one-year Art Foundation course to further explore various areas within Art and Design before specialising in a degree subject. Possible degree course options include the following: 2D and 3D Animation; 3D Design; Applied Arts; Architecture; Art History; Art Therapy; Ceramics; Digital Media; Fine Art Painting; Fine Art Printmaking; Fine Art Sculpture; Game Design; Illustration; Industrial Design; Interior Architecture and Design; Visual Communication; Visual Effects for Film and Television; Photography.

Studying a fine art related degree at university can open up all sorts of exciting options, including: architect; illustrator; photographer; multimedia artist; graphic designer; fashion and textile designer; art therapist; artist in residence; community arts worker; art valuer; museum/gallery curator; painter; printmaker; sculptor; teacher.

# A-level Art & Design - 3D Design

Examination board AQA Specification code 7205

## About the course

Do you enjoy working and experimenting with 3D materials such as wood, metal, plastic, plaster, clay, wire, to name but a few? 3D Design is all about living in a modern world, understanding materials and how these influence design. A-level 3D Design is a two-year course which will give you the opportunity to explore materials and create three-dimensional work using a broad range of materials and techniques in a specialist workshop, including the use of modern technology, Computer-Aided Design (CAD) and Computer-Aided Manufacture (CAM).

## What will I study?

### Year 12:

During Year 12, you will develop your design skills including sketching, developing and recording ideas and how to design and use a variety of approaches and techniques. Through a series of activities and short projects you will develop your appreciation of form and function and use a range of materials and manufacturing processes for both commercial and one-off production. This will include the use of drawing and rendering techniques to communicate your ideas using CAD/CAM as part of the design process. You will become familiar with major design movements and the work of other designers in order to broaden your appreciation of good design. There is an emphasis on learning how and why designs are developed and how you as a designer can make improvements.

The skills you will gain in Year 12 include the following: creative drawing and visual communication techniques; model-making; critical analysis and research; evaluation methods and reflective writing; materials and processes experiments; Computer Aided Design/Computer Aided Manufacture.

### Year 13:

In Year 13 you will have more freedom to explore your own area of design and you will take on the role of a professional designer through a mixture of set and self-generated projects giving you a wide portfolio to demonstrate your skills to universities and potential employers. You will undertake a detailed 'Personal Investigation' with practical outcomes from a personal starting point. You will focus on an area of design that you have a particular interest in, this could be in one of the following disciplines: product design; architectural design; interior design; lighting design; small scale furniture design; set design.

The work you produce for the Personal Investigation will build on the skills from Year 12 and be driven by critical and contextual research of designers. The project will culminate with you producing an original and imaginative

three-dimensional manufactured object with a practical purpose.

At the end of Year 13 you will undertake an externally set practical examination. You will have 8 weeks to complete the preparatory work and you will produce your final piece during a 15 hour practical examination.

## How will I be assessed?

This A-level course has two assessed components:

- **Component One** - Personal Investigation Project (Non-Examined Assessment, 60% of overall grade)
- **Component Two** - Externally set practical examination (15 hours, 40% of overall grade)

## Expectations and entry requirements

To be accepted onto this course you must have achieved a 5 in either GCSE Design Technology or Art & Design. You must be creative, self-motivated, enthusiastic about design, possess good drawing skills and demonstrate an interest in materials and manufacturing.

## Future study and careers

Design plays an increasingly important role in the world. The skills you will learn on this course and the qualification at the end will support your application for an enormous range of careers and university courses. Successful completion of the course could lead to a number of exciting careers including: product designer; design engineer; architect; interior designer; interior architect; environmental designer; model maker; stage/theatre designer; production/set designer; teacher.

# A-level Biology

Examination board AQA Specification code 7402

## About the course

Over the duration of the A-level course you will learn about many interesting topics including: biological molecules; DNA and RNA; the properties of water; cell structure and types of cells; the immune system; transport systems; biodiversity; genetics; energy transfers; the nervous system; blood glucose concentration; evolution; ecosystems; genetics.

The A-level course will inspire students, nurture a passion for biology and lay the groundwork for further study in courses like biological sciences and medicine. The practical work and required practical activities will give students the opportunity to consolidate their skills and knowledge. This course will encourage students to:

- develop essential knowledge and understanding of different areas of biology and how they relate to each other.
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods.
- develop competence and confidence in a variety of practical, mathematical and problem-solving skills.
- develop their interest in and enthusiasm for biology, including developing an interest in further study and careers associated with biology.
- understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

## What will I study?

The content of the course is divided into 8 topic areas split over the two years.

**Year 12 content:** biological molecules; cells; organisms exchange substances with their environment; genetic information, variation and relationships between organisms.

**Year 13 content:** energy transfers in and between organisms; organisms respond to changes in their internal and external environments; genetics; populations evolution and ecosystems; the control of gene expression. Additionally, the topics from Year 12 are built upon and examined in greater detail.

Mathematical skills and assessed practical skills are embedded throughout the course content. There are also 12 required practicals in addition to other optional practicals that will be undertaken over the duration of the course.

## How will I be assessed?

Students will complete three examinations at the end of the two-year course

- **Paper 1** - 91 marks (2 hours; 35% of overall grade)
- **Paper 2** - 91 marks (2 hours; 35% of overall grade)
- **Paper 3** - 78 marks (2 hours; 30% of overall grade)

There is a practical component to the course. Practical skills will be assessed in written exams and whilst students are carrying out experiments.

## Expectations and entry requirements

Minimum of 6 in Biology and a 5 in Chemistry and Physics or 7-7 or above in Combined Science

Students are expected to complete weekly homework (at least 5 hours) which will include a series of questions (recall, consolidation, stretch and challenge), exam practice, practical write ups, revision and independent study.

## Future study and careers

After completing A-level Biology students often pursue university degrees in Biochemistry, Biology, Biomedical Sciences, Dentistry, Dietetics, Environmental Science, Forensic Science, Law, Materials Science, Medicine, Nursing, Midwifery, Occupational Therapy, Optometry, Orthoptics, Pharmacy, Physiotherapy, Psychology, Speech Therapy, Sports Science, Teacher Training, Veterinary Science.

Potential careers for biologists include: agriculture; biochemistry; cosmetics; medicine; engineering; environmental science; marine biology; pharmacy; physiotherapy; veterinary medicine; zoology.



# A-level Business

Examination board Pearson Edexcel Specification code 9BS0

## About the course

A-level Business is a varied and dynamic course that enables students to explore many aspects of commerce and entrepreneurship. The course examines how business leaders make decisions in the areas of marketing, finance, human resources and production. Students will investigate the concept of leadership and consider the factors which lead to business success and failure. The subject is likely to appeal to those who seek business-oriented careers, but the broad nature of what is studied as part of the course will appeal to most.

## What will I study?

### Theme 1: Marketing and people

In this theme, students are introduced to the market, explore the marketing and people functions and investigate entrepreneurs and business start-up. This theme enables students to understand how businesses identify opportunities and to explore how businesses focus on developing a competitive advantage through interacting with customers. Students develop an understanding of how businesses need to adapt their marketing to operate in a dynamic business environment. This theme also considers people, exploring how businesses recruit, train, organise and motivate employees, as well as the role of enterprising individuals and leaders.

### Theme 2: Managing business activities

In this theme, students explore the finance and operations functions, and investigate external influences on business. This theme enables students to develop an understanding of raising and managing finance, and measuring business performance. The theme outlines the importance of using resources efficiently within a business to ensure that goods or services can be delivered effectively and efficiently, and to a high quality. Students also consider the external influences that have an impact on businesses, including economic and legal factors.

### Theme 3: Business decisions and strategy

In this theme, students develop their understanding of the concepts introduced in Theme 2 and explore influences on business strategy and decision-making. Students analyse corporate objectives and strategy against financial and non-financial performance measures and how businesses grow, and develop an understanding of the impact of external influences. The theme covers the causes and effects of change and how businesses mitigate risk and uncertainty.

### Theme 4: Global business

In this theme, students develop their understanding of the concepts introduced in Theme 1 and explore business activity in a global context. Students investigate businesses that trade on a global scale and explore their reasons for doing so. Students develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities.

## How will I be assessed?

Students will complete three examinations at the end of the two-year course:

- **Paper 1:** Marketing, people and global businesses (2 hours; 35% of overall grade)
- **Paper 2:** Business activities, decisions and strategy (2 hours; 35% of overall grade)
- **Paper 3:** Investigating business in a competitive environment (2 hours; 30% of overall grade)

## Expectations and entry requirements

To study A-level Business, students must have a Grade 5 in both Maths and English Language or Literature. Please note that students who opt for A-level Business cannot study A-level Economics.

## Future study and careers

Those who opt for A-level Business often go on to study degree courses in related subjects such as Management, Accounting and Finance. However, the transferable skills and knowledge acquired through studying A-level Business will also support those applying for Social Science based courses.

Fundamentally, the course will provide students with a chance to understand how businesses are organised and how they operate - skills and expertise that can be utilised in any workplace.

# A-level Chemistry

Examination board AQA Specification code 7405

## About the course

Chemistry is everywhere...

Chemistry is used to develop medicines, foods, fabrics and other materials, from neon lights to shatterproof glass. It helps us understand the world around us, from why leaves change colour to discovering invisible pollutants in the air. Chemistry helps to connect physical sciences, like maths and physics, with applied sciences, like biology, medicine and engineering.

Crucially, this subject develops your research, problem solving and analytical skills. It motivates you to challenge ideas and show how you worked things out through logic and step-by-step reasoning. The A-level Chemistry course will inspire students, nurture their passion for the subject and lay the foundations for further study and the workplace. The practical work and required practical activities will give students the opportunity to consolidate their skills and knowledge. This course lays the groundwork for further study of Chemistry, Medicine and Pharmacy.

## What will I study?

The content of the course is divided into three areas split over the two years: Physical, Inorganic and Organic Chemistry.

### Year 12 Content

Physical Chemistry: atomic structure; amount of substance; bonding; energetics; kinetics; chemical equilibria; Le Chatelier's principle and  $K_c$ ; oxidation; reduction and redox equations.

Inorganic Chemistry: periodicity; Group 2; the alkaline earth metals; Group 7(17); the halogens.

Organic Chemistry: introduction to organic chemistry; alkanes; halogenoalkanes; alkenes; alcohols; organic analysis.

### Year 13 Content

Physical Chemistry: thermodynamics; rate equations; equilibrium constant  $K_p$  for homogeneous systems; electrode potentials and electrochemical cells; acids and bases.

Inorganic Chemistry: properties of Period 3 elements and their oxides; transition metals; reactions of ions in aqueous solution.

Organic Chemistry: optical isomerism; aldehydes and ketones; carboxylic acids and derivatives; aromatic chemistry; amines; polymers; amino acids; proteins and DNA; organic synthesis; nuclear magnetic resonance spectroscopy; chromatography.

Mathematical skills and assessed practical skills are embedded throughout the course content. There are 12 required practicals in addition to other optional practicals.

## How will I be assessed?

Students will complete three examinations at the end of the two-year course:

- **Paper 1** - 105 marks (2 hours; 35% of overall grade)
- **Paper 2** - 105 marks (2 hours; 35% of overall grade)
- **Paper 3** - 90 marks (2 hours; 30% of overall grade)

There is a practical component to the course. Practical skills will be assessed in written exams and whilst students are carrying out experiments.

## Expectations and entry requirements

Minimum Grade 6 in Chemistry and a 5 in Biology and Physics or Grade 7-7 or above in Combined Science.

Students are expected to complete weekly homework (at least 5 hours) which will include a series of questions (recall, consolidation, stretch and challenge), exam practice, practical write ups, revision and independent study.

## Future study and careers

After completing their studies in Chemistry, students often pursue university degrees in Biochemistry, Biomedical Sciences, Chemical Engineering, Dentistry, Dietetics, Environmental Science, Forensic Science, Geology/Earth Sciences, Law, Materials Science, Medicine, Nursing, Midwifery, Optometry, Pharmacy, Physiotherapy, Psychology, Sports Science, Teacher Training, Veterinary Science.

Potential careers for chemists include: biochemistry; research chemistry; cosmetics; medicine; engineering; environmental science; metallurgy; pharmacy; toxicology.

# A-level Computer Science

Examination board OCR Specification code H446

## About the course

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

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

- an understanding 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 programs 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

## What will I study?

### Computer Systems

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues

### Algorithms and Programming

- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

### Programming Project

- Analysis of the problem
- Design of the solution
- Developing the solution
- Evaluation

Mathematical skills are embedded throughout the content of the three components.



## How will I be assessed?

### Examinations

- **Paper 1** - Computer Systems (2 hours 30 minutes; 40% of overall grade)
- **Paper 2** - Algorithms and Programming (2 hours 30 minutes; 40% of overall grade)

### Coursework

- **Programming Project** (20% of overall grade)

## Expectations and entry requirements

To undertake the course students must achieve Grade 6 or above in GCSE Mathematics and Grade 5 in GCSE Computer Science.

Students must have studied GCSE Computer Science to study the A-level course.

## Future study and careers

You can apply for computer science/software engineering related disciplines at university or take an apprenticeship route to gain experience and qualifications as a software engineer or software developer etc.

The course will provide you with the following employability skills:

- software development and programming skills
- problem solving, project planning and collaborative working
- numeracy and analytical skills
- comprehensive IT knowledge

# A-level Drama and Theatre Studies

Examination board Edexcel Specification code 9DR0

## About the course

Drama and Theatre Studies gives students an in-depth understanding of Drama in both practical and theoretical contexts. Students will explore a number of different plays, taken from a range of genres and moments in history in order to expand their understanding of contemporary and classical dramatic art. Students will develop their analytical and evaluative skills through performances, live theatre shows in London's West End and directorial opportunities.

A recent report by The Cultural Learning Alliance (2017) found that studying Drama can improve students' creativity and risk taking, skills that are valuable in later life. It was also reported that cultural learning has a significant part to play in addressing social inequality, and showed a marked increase in students' cognitive abilities across all subjects.

Regardless of your next steps - be it further education or the working world - Drama will provide students with useful life and employability skills:

- Communication - through team work, group projects, negotiation and non-verbal performance
- Leadership - through directing and evaluative opportunities
- Problem solving, reasoning and enquiry
- Reading and writing - including creative writing, academic writing, research, analysis and evaluation tasks
- Social, historical, political and cultural study - through classic texts and practitioner study
- Technical industry-based specialisms - through video editing, lighting, sound and costume designing
- Community - through schemes of learning designed to create a supportive and nurturing environment.

## What will I study?

The course will follow the exam board's outlines and teach to 3 Components over the length of 2 academic years:

**Component 1 - Devising:** This unit includes working from a stimulus which is chosen by the class teacher. This unit is student led, meaning students will be guided by their teacher, but will have full creative control of the final performance.

**Component 2 - Text in Performance:** This unit asks students to perform two key extracts from a list of engaging texts outlined by the exam board. The list includes both classic and contemporary pieces.

**Component 3 - Theatre Makers in Practice:** This unit is a written exam where students will review a piece of live theatre and interpret a text, set by the class teacher. Students will be asked to re-imagine and put forward their ideas for a retelling of the selected play.

## How will I be assessed?

### Component weightings:

- **Component 1** - Devising (non-examination assessment) 40% of the qualification - 80 marks (AO1, AO2 and AO4 are assessed)
- **Component 2** - Text in Performance (non-examination assessment) 20% of the qualification - 60 marks (AO2 is assessed)
- **Component 3** - Theatre Makers in Practice (2 hour 30 minute examination) 40% of the qualification - 80 marks (AO3 and AO4 are assessed)

### Assessment Objectives (AOs):

- **AO1** - Create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice

- **AO2** - Apply theatrical skills to realise artistic intentions in live performance
- **AO3** - Demonstrate knowledge and understanding of how drama and theatre is developed and performed
- **AO4** - Analyse and evaluate their own work and the work of others

## Expectations and entry requirements

- GCSE Grade 5 or above in either English Literature and/or English Language.
- GCSE Grade 5 or above in Drama is preferred, but not essential.

Prospective students of Drama must enjoy discussing social issues and be prepared to consider and critically reflect on different social and political viewpoints. They should also be comfortable performing to a live audience and explaining their decision making in verbal and written tasks.

## Future study and careers

A Level Drama provides students with various opportunities within the Creative Arts Industry, one of the UK's highest-earning industries. Some popular and common job roles include, but are not limited to, actor, director, stage manager, lighting or sound technician, costume designer, makeup and mask designer, theatre educator (TiE) and teacher. More widely, students who have studied Edexcel A Level Drama have gone on to study at Russell Group Universities, specialising in Law, Social Sciences (Criminology, Psychology, Sociology, etc), Health and Social Care, English Literature and/or Language.

If you're still unsure about whether or not this is the course for you, consider this:

In a world where artificial intelligence is being used complete what was once considered a human's job, how will you out-smart the computers, harness your creativity and stand out from the crowd to market yourself as the next best applicant?



# A-level Economics

Examination board Pearson Edexcel Specification code Advanced GCE in Economics A

## About the course

***"To change the world you need to understand it, to understand it you need to know Economics."***

Economics is about choice and the impact of our choices on each other. It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and firms. An economic way of thinking can help you make better choices.

Economics is the right subject for you if you enjoy the following:

- debating economic issues such as inequality, globalisation and the Global Financial Crisis
- exploring and presenting alternative courses of action
- keeping up to date with national and international trends
- learning about the economic environment and business through research and investigation

You will develop key skills such as analytical and quantitative skills as well as data interpretation and critical thinking.

## What will I study?

### Year 12

#### **Theme 1 - Introduction to markets and market failure:**

The nature of economics; how markets work; market failure; government intervention.

#### **Theme 2 - The UK Economy performance and policies:**

Measures of economic performance; aggregate demand; aggregate supply; national income; economic growth; macroeconomic objectives and policy.

You will build knowledge and understanding of core economic models and concepts in Themes 1 and 2.

### Year 13

#### **Theme 3 - Business behaviour and the labour market:**

Business growth; business objectives; revenues, costs and profits; market structures; labour market; government intervention.

#### **Theme 4 - A global perspective**

International economics; poverty and inequality; emerging and developing economies; the financial sector; the role of the state in the macroeconomy.

In Theme 3 and 4 you will build on your understanding and apply your knowledge to more complex concepts and models.

## How will I be assessed?

### **Paper 1 - Markets and business behaviour - 2 hour exam (35%)**

Paper 1 will assess microeconomics and questions will be drawn from Themes 1 and 3

Three sections to the paper, A, B and C

- Section A comprises a range of multiple-choice and short-answer questions.
- Section B comprises one data response question broken down into a number of parts.
- Section C comprises a choice of extended open-response questions; students select one from a choice of two.

### **Paper 2 - The national and global economy - 2 hour exam (35%)**

Paper 2 will assess macroeconomics and questions will be drawn from Themes 2 and 4.

There are 3 sections to the paper A, B and C

- Section A comprises a range of multiple-choice and short-answer questions.
- Section B comprises one data response question broken down into a number of parts.
- Section C comprises a choice of extended open-response questions; students select one from a choice of two.

### **Paper 3 - Microeconomics and macroeconomics - 2 hour exam (30%)**

Paper 3 will assess content across all four themes. You are required to apply their knowledge and understanding, make connections and transfer higher-order skills across all four themes.

- The paper features two sections
- Each section comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; students select one from a choice of two.

## Expectations and entry requirements

If taken, students must have achieved a Grade 6 or above in GCSE Economics. However, you don't need to have studied Economics at GCSE to do A level Economics – you will be introduced to all the core content.

Economics does involve working with numbers which means you need to have a good GCSE grade in Maths.

## Future study and careers

You can choose higher education courses including economics degrees or degrees in applied economics such as environmental economics, labour economics, public sector economics or monetary economics. You might choose to study business economics, international business or a business and management degree.

Studying A Level Economics will help you follow a wide range of careers including finance, banking, insurance, accountancy, management or working in the civil service. You will also develop transferable skills that will prepare you for moving into the world of work and have commercial awareness.

# A-level English Literature

Examination board AQA Specification code 7717 (Specification B)

## About the course

The AQA English Literature A-level provides a relevant, engaging and contemporary specification that approaches the reading and study of literature through the lens of genre and theory. It encourages the independent study of a range of texts within a shared context, giving logic and meaning to the way that texts are grouped for study. This unifying approach facilitates the inclusion of a range of wider reading, thus extending students' experience and appreciation of literature.

The variety of assessment styles used, such as passage-based questions, unseen material, single text questions, multiple text questions, open- and closed-book approaches, allows students to develop a wide range of skills, such as the ability to read critically, analyse, evaluate and undertake independent research which are valuable for both further study and future employment.

## What will I study?

### Aspects of tragedy / Aspects of comedy

Tragedy and comedy have a long tradition in literature, with their origins in the ancient world and with a specific emphasis on drama. Texts have been selected and grouped together because they share some of the common features of traditional tragic and comic drama while also offering some interesting variations.

### Elements of crime writing / Elements of political and social protest writing

In this unit, in contrast to the literary genres of tragedy and comedy, the texts are grouped together as having elements of more modern genres: either crime writing or political and social protest writing. These genres, which are heavily influenced by culture, are continually evolving.

### Theory & Independence

This component is designed to allow students to read widely, to choose their own texts (if appropriate) and to understand that contemporary study of literature needs to be informed by the fact that different theoretical and critical methods can be applied to the subject. Critical methods and ideas studied link to the following: narrative theory, feminist theory, Marxist theory, eco-critical theory, post-colonial theory and literary value and the canon.

## How will I be assessed?

Assessment is divided between two examination papers and Non-Examined Assessment (coursework):

- **Paper 1** - Literary Genres: Study of three texts: one Shakespeare text; a second drama text and one further text, of which one must be written pre-1900 (2 hours 30 mins; 40% of overall grade)
- **Paper 2** - Texts and Genres: Study of three texts: one post-2000 prose text; one poetry and one further text, one of which must be written pre-1900. (3 hours; 40% of overall grade)

- **Non-Examined Assessment** - Theory & Independence: Study of two texts: one poetry and one prose text, informed by study of the Critical Anthology. (Two essays of 1250–1500 words; 20% of overall grade)

## Expectations and entry requirements

At least a Grade 6 in English Literature and a Grade 5 in English Language.

Prospective students of English must enjoy reading independently, a wide range of genres of text, and be prepared to consider and critically reflect on different social and political viewpoints. The course does require good written skills and an ability to write evaluative essays based on independent research and reflection as well as study conducted in class.

## Future study and careers

A-level English Literature is an incredibly adaptable subject and, as such, is highly-regarded by universities and employers alike. It's creative and analytical course that is rigorous in the demands it places on students to create and develop telling arguments.

Most significantly, it is a discipline that brings us closer to narratives and how they are formed and reformed. It is a discipline of increasing usefulness to companies – all of management literature and reporting is a kind of narrative, shaped for different audiences. What really makes successful A-level literature students stand out is their enterprising and imaginative nature. A-level students of English Literature have moved on to a wide variety of future studies and careers as a result.

# A-level Geography

Examination board AQA Specification code 7037

## About the course

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

Human Geography concerns the understanding of the dynamics of cultures, societies and economies, while Physical Geography concerns the understanding of the dynamics of landscapes and the environment. Geography puts this understanding of social and physical processes within the context of place - recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them.

The course consists of three components:

1. Physical Geography
2. Human Geography
3. Fieldwork investigation

## What will I study?

Over the course of the two years, students will be exposed to a wide range of topics, concepts and case studies relating to both Physical and Human Geography.

**Physical Geography:** water and the carbon cycle; hot desert systems and landscapes; coastal systems and landscapes; coastal management; glacial systems and landscapes; hazards.

**Human Geography:** global systems and global governance; changing places; contemporary urban environments; population and the environment; resource security.

**Individual Fieldwork:** In this component, students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content. This will involve a five day residential field trip to collect data.

## How will I be assessed?

Assessment is via 2 written examinations and a fieldwork investigation project (coursework):

- **Component 1** - Physical Geography (2 hours 30 minutes; 40% of overall grade)
- **Component 2** - Human Geography (2 hours 30 minutes; 40% of overall grade)
- **Component 3** - Geography Fieldwork Investigation (3,000-4,000 word investigation; 20% of overall grade)

## Expectations and entry requirements

A minimum of a Grade 6 in GCSE Geography will be required.

Pupils who take the course will need to be able to work independently and be self-motivated. Students should have a good understanding of ICT and be willing to challenge themselves.

Additionally, all students will be required to attend a 5 day residential fieldwork trip.

## Future study and careers

In addition to studying Geography at degree level you can choose Higher Education courses that specialise in specific elements such as Geology, Meteorology and Environmental Studies. Geography is an incredibly broad-based degree programme, and students get the chance to pick and choose modules that interest them the most.

Likewise, Geography-related careers are wide and varied. From working on smart motorway schemes in the United Kingdom to water provision in Uganda or sustainable projects in Costa Rica, Geography has probably the most diverse career options and travel opportunities available to graduates.

# Inspiring Journeys



## **Victoria Bruck - Assistant Head of Sixth Form & Teacher of Science**

Miss Bruck studied Medicine at Keele University. She graduated with a BSc in Applied Medical Science after deciding to leave medical school to pursue a career in teaching. After working as a Teaching Assistant for a year at Pinner High School, she completed her teacher training with Hillingdon SCITT whilst gaining a PGCE from Brunel University.

### **What's the best thing about university?**

The best thing about university is being exposed to different people with entirely different backgrounds who offer new insights. It gives you space to mature and discover who you are. It's also pretty fun!

## **Kathryn Buchanan - Head of Year 11**

Mrs Buchanan graduated from Cardiff University with a degree in Mechanical Engineering. Before her teaching career she joined the graduate training programme at Merrill Lynch Investment Managers. Mrs Buchanan has also been an Examiner for GCSE and A-level Maths since 2015.

### **What's the best thing about university?**

I studied Mechanical Engineering at Cardiff. The facilities were outstanding, we partnered with Rolls Royce on projects and I was taught by inspiring lecturers. From a personal perspective, the best thing about university was EVERYTHING! The friends, the opportunities, the clubs & sport; the chance to experience being away from home.



## **Stefan Clarke - Head of Science**

Mr Clarke graduated with a BSc in Chemistry and a B.Ed in Intermediate and Senior Science Education. Before his teaching career Stefan used to work as a materials chemist for Blackberry and even met Queen Elizabeth II on her visit.

### **What's the best thing about university?**

The best thing about university is studying a subject you're passionate about and having the ability to take that knowledge anywhere in the world after. During your studies you evolve as a person gaining more courage, confidence, resilience and an understanding of the world.

## **Hilary Ford - Head of Operations**

Before her role as our Head of Operations, Mrs Ford studied Law at the University of Oxford and worked as a commercial solicitor for a large City law firm for 13 years. As a local resident, Mrs Ford applied to be a community governor to help set up Pinner High School and subsequently became our Head of Operations.

### **What's the best thing about university?**

The best thing about university was everything – living away from home for the *first* time, freedom and independence, “a room of my own”, meeting new people and making lifelong friends, learning new things and how to think in new directions. It was a springboard from childhood into a wider world.



## **Lydia Hargreaves-March - Teacher of Mandarin**

Mrs Hargreaves-March obtained a first class degree in Chinese Studies and English from the University of Durham; she qualified as a teacher of Mandarin and English as an Additional Language through the UCL Institute of Education. Mrs Hargreaves-March lived in Shanghai for four years from the age of eleven, and has returned subsequently for work and study in the neighbouring provinces of Zhejiang and Jiangsu.

### **What's the best thing about university?**

The best thing about university for me was the people – the friends I made at Durham are still very important to me today. I had so many opportunities to push myself and to try new things (from improvised comedy to swing dancing), thanks to the huge range of student societies.



A-levels lay the path for study at university. Our staff are a highly-qualified and diverse group of professionals who each bring unique experiences and academic expertise to our Sixth Form. Here you will learn a little more about them and what they most enjoyed about their university experience.



### **Elizabeth Hindmarsh – Deputy Headteacher**

Mrs Hindmarsh graduated with a BA (Hons) in History from Cambridge University and completed her History PGCE at The Crest Academies with University College London, Institute of Education (UCL IOE). She then went on to train teachers in Harrow for TeachFirst, before completing her Masters in 'Education Leadership' in 2016 from UCL IOE.

#### **What's the best thing about university?**

I was able to meet people from all over the world, who also loved History and who are now some of my best friends. It was such a luxury to each week sit down with an expert historian, talking about how and why things had happened in History from the fall of the Berlin Wall, to the Partition of India, to the development of Identity Politics.

### **Harshini Selvendran – Head of Mathematics**

Ms Selvendran graduated with a First Class BSc Mathematics degree from the University of Greenwich. She trained at the Institute of Education, where she completed her MA diploma in Mathematics Education.

#### **What's the best thing about university?**

Going to University allows you to gain independence, learn new life skills and explore a whole new city. University gives you the right balance of education and social life – there are no rules!



### **Stefanos Spyrou – Teacher of Mathematics**

Mr Spyrou graduated from Hellenic Naval Academy with a BA (Hon) in Naval Engineering. Before becoming a teacher, Mr Spyrou served for 26 years as a navy officer, specialised in special and submarine operations. He has a PGC in International Relations and was a submarine commander for many years before becoming NATO Plans Officer at their Northwood HQ.

#### **What's the best thing about university?**

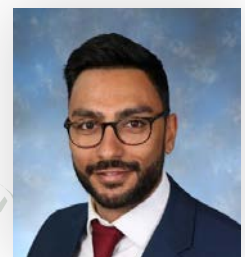
The best thing about university is the opportunity to find unlimited resources and complete a full research project starting from one simple question during a lecture.

### **Hemal Pandya – Head of Sixth Form**

Mr Pandya graduated with a degree in History and Politics from De Montfort University. He absolutely loved the opportunity to pursue his interests at university and focus on the areas of History that he was most interested in. Mr Pandya completed his teacher training at Middlesex University.

#### **What's the best thing about university?**

University allows you the opportunity to follow a passion independently. The opportunity to engage in academic research, debate and discussion whilst also challenging yourself in an environment where you are surrounded by fantastic resources. You are able to build lifelong friendships and create memories that will last a lifetime.



### **Raj Patel – Headteacher**

Mr Patel studied at London Guildhall University, obtaining a BA Hons degree in Business Communications. He also studied at Huddersfield University gaining his teaching qualification. Additionally, he studied professionally for his Microsoft Certified Systems Engineer award. Since then, he has continued his education, passing the NPQH and is now in the latter stages of completing his MBA. He is a firm believer in lifelong learning.

#### **What's the best thing about university?**

Discovering who you are and what you want to become. University grows the minds of the next generation and provides the space to develop the character of individuals. Learning about how the world works, meeting new interesting people and challenging your ideas is a brilliant experience. It shapes you forever.

# A-level History

Examination board OCR Specification code H505 (History A)

## About the course

Learners will study a variety of historical topics from a chronological range that spans at least 200 years in order to attain a qualification that is both broad and coherent in covering British and World Histories.

Learners will engage in critical reasoning, intellectual rigour, debate and conduct detailed research. The course will be taught by two teachers who each specialise in the historical period covered. History appeals to the curious in uncovering narratives and personal stories of the past to make judgments. History, by definition, is a doing word. It is an act of investigating the past and using evidence to make judgments about key periods in civilisation.

History is ongoing – it is active; our understanding of history changes as historians carry out inquiries. The course will require students to become engaged historians who investigate the past in class and independently.

## What will I study?

The following four areas of study will be covered over the duration of the two-year course:

### **Unit 1: British Period Study and Enquiry - England 1485-1558: the Early Tudors (Unit Y106)**

In this source based enquiry unit students will learn about the following: the government of Henry VII and threats to his rule; Henry VII's foreign policy; Henry VIII and Wolsey; The reign of Henry VIII after 1529; Mid Tudor Crisis 1547-1558; the stability of the monarchy under Edward VI and Mary Tudor; religious changes in 1547-1558; rebellion and unrest.

### **Unit 2: Non-British period study – The Cold War in Asia 1914-1993 (Unit Y222)**

In this unit we will examine the following: Western Policies in Post War Asia 1945-79, focusing on decisions made by the Superpowers; The Korean War 1950-53 and its impact to 1977; Indochina 1945-67; wars in Vietnam and Cambodia 1968-93.

### **Unit 3: Thematic study and historical interpretations – Civil Rights in the USA 1865-1992 (Unit Y319)**

This theme focuses on the struggle of citizens in the United States to gain equality before the law.

In this unit we learn about the following: African Americans; Trade Union and Labour Rights; Native American Indians; Women. **Depth Studies:** Civil Rights in the 'Gilded Age' 1875-1895; The New Deal and civil rights; Malcolm X and Black Power.

### **Topic based essay: Learners will complete a 3,000-4,000 word essay on a topic of their choice (Unit Y100)**

This essay should include an explanation and analysis of different perspectives on a clearly-stated historical issue, drawing on a range of primary and secondary material. This essay will be an independent investigation of historical issues. Students can choose to complete this essay on 1 of the 3 topics we study or on a range of topics we do not study, including African Kingdoms, Elizabeth I or British Empire.

## How will I be assessed?

Assessment is via 3 written examination papers and a topic-based essay:

- **Paper 1** - British period study and enquiry (1 hour and 30 minutes; 25% of overall grade)
- **Paper 2** - Non-British period study (1 hour; 15% of overall grade)
- **Paper 3** - Thematic study and historical interpretations (2 hours 30 minutes; 40% of overall grade)
- Topic based essay - Coursework (3,000-4,000 essay; 20% of overall grade)

## Expectations and entry requirements

Grade 6 in GCSE History. Additionally, it is recommended that all prospective students have a minimum of Grade 5 in either English Language or English Literature.

We are looking for learners who possess the ability to discuss ideas in a group, to negotiate, question, summarise and evidence their opinions. The course requires learners to engage critically in content, read around the subject, conduct their own research and have the ability to both write and orally communicate their findings in a constructed argument. History A-level does require an independent student, who is confident in writing and reading.

## Future study and careers

History is a very adaptable subject and fits with many career options. The broad and varied skills acquired as part of the course provide a solid foundation for the study of any degree course in Higher Education. This qualification is designed to foster the development of critical and reflective thinking with an understanding of historical and contemporary issues. A History qualification can help in future careers in law, education, the Civil Service, charities, marketing, journalism, Human Resources and academic research to name but a few.

# A Level Mandarin Chinese

Examination board Pearson Edexcel Specification code 9CN0

## About the course

Mandarin Chinese is spoken by nearly one fifth of the world's population and has become increasingly important as a language of global business. As a result, a proficiency in this language could help you stand out in tomorrow's jobs market, giving you a competitive edge.

By studying A-Level Chinese you will also become much more familiar with the culture of China, which is an historic and diverse world superpower. It will provide one of the most challenging and rewarding experiences of your life. By looking at media, books and film you will to develop the knowledge and skills to enable you to understand the unique values, struggles, sensibility, joys and sorrows of the Chinese people.

Each year you will have two main themes, with two sub-themes each. You will also watch and study a film that is considered to be a work of cultural, political or artistic significance. Year 12 includes some themes that you will be familiar with from GCSE, such as family, holidays, festivals. At A level, you will develop advanced language and thinking skills and learn how to discuss these topics as matters of socio-economic and environmental importance and habits and trends which reflect national character.

### Year 12

#### Theme 1: (Changes in contemporary Chinese society)

Theme 1 is set in the context of the Chinese-speaking world. This theme covers social issues and trends.

Family structures; ageing population; generation gap; family planning

School life and student issues; employment opportunity; work-life balance

#### Theme 2: (Chinese culture)

Theme 2 is set in the context of Chinese-speaking countries and/or communities. This theme covers artistic culture (through traditions and cultural activities).

Traditions: Qing Ming Festival; Dragon Boat Festival; Mid-autumn Festival; Spring Festival; Chinese customs  
Chinese Culture Activities: films; television; music; reading

Film during year 12, a film is studied for cultural and topical awareness and analysis.

Year 13 includes socio-political themes and history. This will lead you to a deeper understanding of how much China has changed over the course of a century and what issues affect the lives of modern Chinese. Your knowledge of grammar and translation will develop to allow you to access these more complex themes in year 13. You will also read and study a literary work, a novel or play, that is considered to be a work of cultural, political or artistic significance.

### Year 13

#### Theme 3: (The evolving Chinese society)

Theme 3 is set in the context of the Chinese-speaking world. This theme covers social issues and trends.

Communication and technology; Internet and social media  
The Chinese economy growth; the protection of the environment

#### Theme 4: 1978 (Post-1978 China on the world stage)

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

Gap between rich and poor; mega-cities; urban immigrants.  
Sino-British relations: trade; cultural exchanges;  
educational exchanges.

**Literary Work** - a novel or play is studied for cultural and topical awareness and analysis.

**Independent Research Project** - a theme of your choice for research, analysis and discussion

## How will I be assessed?

**Paper 1** - Assesses the skills of Listening, Reading and Translation into English - 2 hours 40%

**Paper 2** - Assesses the skills of essay writing in Chinese and Translation into Chinese - 2 hours 40 minutes 30%

**Paper 3** - assesses the skill of Speaking - 1:1 with teacher  
23 minutes total (including 5 minutes prep time) 30%

Paper 2 is based on independent research selected and carried out by you. The research may be based on one of the themes or on your own subject of interest related to the society and culture of the Chinese-speaking world. You will be assessed on their ability to use a range of language accurately, communicate and interact effectively, summarise and analyse findings from written sources relating to their research subject, and show knowledge and understanding about the society and culture of the Chinese-speaking world.

## Expectations and entry requirements

GCSE Mandarin Chinese Grade 7 or above.

## Future study and careers

Knowledge of a foreign language is ever more valuable in an increasingly connected world. Many employers look for knowledge of at least one other language across a wide range of jobs. Understanding a language is a first step to understanding a people and a culture. Another language enables you to enjoy everything from a casual conversation to a classic novel as it was meant to be read.

This course will strengthen your understanding of Chinese language, culture and society. In particular, this will be useful in careers related to education; politics, tourism, business, marketing; media and hospitality.

# A-level Mathematics

Examination board Pearson Edexcel Specification code 9MA0

## About the course

A-level Mathematics gives students the opportunity to develop a deeper understanding of the components of Mathematics, especially algebra. The course is divided into three sections: Pure Mathematics, Statistics and Mechanics. The three components together provide students with a broad repertoire of skills that are highly regarded by many employers and Higher Education providers.

The adaptable nature of the subject means that the statistics element of the course will be particularly helpful to students studying Geography, Economics, Biology and Psychology, whilst Mechanics is helpful to those studying Physics and Chemistry. The course is aimed at students who are competent mathematicians and have a thorough grasp of algebra.

## What will I study?

Over the duration of the course students will cover (in great depth) a broad range of mathematical concepts and functions across three key areas of study:

**Pure Mathematics:** In this unit students will develop their skills further in proof, sequences and series, differentiation, integration, exponentials and logarithms, coordinate geometry, vectors and trigonometric identities.

**Statistics:** In this unit, students will develop their skills further in probability, sampling, presentation and interpretation of data, statistical distribution and statistical hypothesis testing.

**Mechanics:** In this unit students study kinematics of a particle, forces and Newton's law and moments.

## How will I be assessed?

Assessment is via three examinations at the end of year 13:

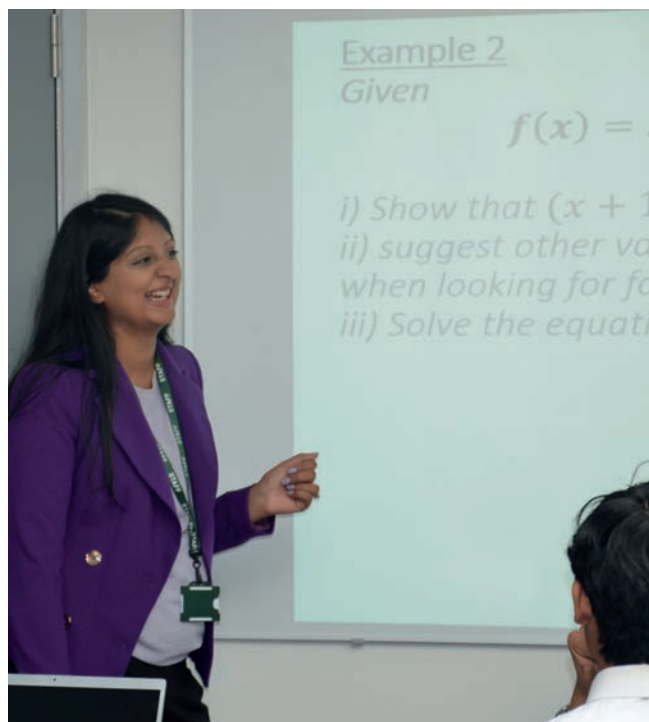
- **Paper 1** - Pure Mathematics (2 hours; 33.3% of overall grade)
- **Paper 2** - Pure Mathematics (2 hours; 33.3% of overall grade)
- **Paper 3** - Statistics and Mechanics (2 hours; 33.3% of overall grade)

## Expectations and entry requirements

Students who wish to study Mathematics at A-level must achieve a minimum of Grade 6 in Mathematics at GCSE level. The course is rigorous and demands both commitment and excellent mathematical ability.

## Future study and careers

Careers in accountancy, actuarial science, finance, banking, consultancy, teaching and many more beckon for Mathematics graduates. Mathematics is desirable (and sometimes essential) for admissions to degree courses such as Biology, Chemistry, Physics, Economics, Business Studies and Geography. An A-level qualification in Mathematics demonstrates your ability to solve problems, process information, analyse, apply reason, logic and interpret data, skills which are all highly desirable to many employers and universities.





# A-level Further Mathematics

Examination board Pearson Edexcel Specification code 9FM0

## About the course

The course aims to extend your mathematical skills and apply them to advanced, unstructured problems, whilst developing the connections between stems of mathematics. Students who wish to study Further Mathematics must also study Mathematics. You will achieve two separate grades resulting in two A-levels.

## What will I study?

In addition to their studies in A-level Mathematics, students who opt to study Further Mathematics will study the following topics over the duration of the course.

### Year 12 focus:

#### Further Pure Mathematics

Topics include proof, complex numbers, further algebra and functions, further calculus and further vectors.

#### Further Mathematics option

You will take one of the following four options:

- Further statistics
- Further mechanics
- Decision mathematics

### Year 13 focus:

#### Further Pure Mathematics 1

Topics include proof, complex numbers, further algebra and functions, further calculus and further vectors.

#### Further pure Mathematics 2

Topics include complex numbers, further algebra and functions, further calculus and polar coordinates, hyperbolic functions and differential equations.

#### Further Mathematics options

You will take two of the following four options:

- **Further Pure Mathematics 3**
- Further calculus, further differential equations, coordinate systems, numerical methods, inequalities.
- **Further Statistics 1**  
Linear regression, Statistical distributions, Correlation, Hypothesis testing, Chi squared tests.
- **Further Mechanics 1**  
Momentum and impulse, collisions, centre of mass, work and energy, elastic strings and springs.
- **Decision Mathematics 1**  
Algorithms and graph theory, algorithms on graph, critical path analysis, linear programming.

## How will I be assessed?

The A-level in Further Mathematics consists of four externally-examined papers:

- **Paper 1** – Core Pure Mathematics 1 (1 hour and 30 minutes; 25% of overall grade)
- **Paper 2** – Core Pure Mathematics 2 (1 hour and 30 minutes; 25% of overall grade)
- **Paper 3** – Further Mathematics Option 1 (1 hour and 30 minutes; 25% of overall grade)
- **Paper 4** – Further Mathematics Option 2 (1 hour and 30 minutes; 25% of overall grade)

## Expectations and entry requirements

Students must achieve at least a Grade 8 in Mathematics GCSE.

Further Mathematics requires an advanced level of mathematical understanding. It is expected that students undertaking this course will do so in addition to three other A-levels, one of which being A-level Mathematics.

## Future study and careers

A-level Further Mathematics is held in high regard by universities and is sometimes needed to secure entry to a Mathematics degree, particularly at highly-competitive universities. It is important to check entry requirements of desired courses before choosing A-level subjects.



# A-level Music

Examination board OCR Specification code H543

## About the course

A Level in Music will provide a contemporary, accessible and creative education in Music with an integrated approach to the three main elements – performing, composing and appraising.

Through the various genres, styles and eras contained in different Areas of Study students will explore musical context, musical language and performance and composition skills.

## What will I study?

Students will practice and rehearse their chosen instrument throughout the course preparing for a final recital towards the end of Year 13.

Students will also create two compositions with a combined duration of at least 4 minutes

- one to a brief set by OCR
- one to a brief written by the learner

Students will prepare for a 2 ½ hour written exam. This will include questions on:

- listening and appraising
- analysing and evaluating music
- familiar and unfamiliar pieces
- prescribed works
- questions based on aural extracts

Areas of Study include:

- Instrumental Music of Haydn, Mozart and Beethoven
- Popular Song: Blues, Jazz, Swing and Big Band
- Developments in Instrumental Jazz 1910 to the present day
- Programme Music 1820–1910

## How will I be assessed?

- **Performing - Recital:** Externally assessed via audio-visual recording (non-examination assessment – 35% or 25% of final A Level)
- **Composing:** Compositions accompanied by a score, lead sheet or written description – externally assessed via audio recordings (non-examination assessment – 35% or 25% of final A Level)
- **Listening and appraising:** Written exam including aural extracts - 2 hour and 30 minutes (40% of total A Level)

## Expectations and entry requirements

- At least a grade 6 in GCSE Music or equivalent.
- Grade 5 standard on chosen instrument with the aim to be at least grade 6 by the end of the course.
- Good theory of music knowledge.
- An interest in music from different genres, styles and eras is essential

## Future study and careers

Music offers a variety of specialisms to choose from, including musical performance, composition, and production.

Students who wish to continue their studies in Music will go onto further education to study either a degree or HND. Courses can be found in: Music; Musical Theatre; Music Education; Sound and Music for Games; Commercial Song-writing; Music Business; Song-writing, Audio Recording and Production, Music Composition and Technology, Sound Engineering. Music can also be combined with other academic subjects as part of a joint honours degree.

# A-level Physical Education

Examination board Pearson Edexcel Specification code 9PE0

## About the course

You will:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport to improve performance
- develop an understanding of how the physiological and psychological state affects performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport.
- understand the role of technology in physical activity and sport
- refine your ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop your ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds

## What will I study?

Over the duration of the two-year A-level course you will study the following theory-based topics:

- **Topic 1:** Applied anatomy and physiology
- **Topic 2:** Exercise physiology and applied movement analysis
- **Topic 3:** Skill acquisition
- **Topic 4:** Sport psychology
- **Topic 5:** Sport and society

Additionally, the practical elements of the course will develop your skills in relation to one physical activity as a player/performer or skills performed in one physical activity as a coach. Please note that this must be a sport that you are playing to a good level outside of school.

## How will I be assessed?

The A-level in Physical Education consists of two externally examined papers and two non-examined assessments:

- **Component 1** - Scientific Principles of Physical Education (2 hours and 30 minutes written examination; 40% of overall grade)
- **Component 2** - Psychological and Social Principles of Physical Education (2 hour written examination; 30% of overall grade)
- **Component 3** - Practical Performance in ONE sport as a coach or a performer (non-examined assessment; 15% of overall grade)
- **Component 4** - Performance Analysis and Performance Development Programme (non-examined assessment; 15% of overall grade)

## Expectations and entry requirements

In order to succeed in A-level Physical Education it is expected that students will meet the following requirements: Grade 6 in PE and Grade 5 in Biology (or 5-5 in Combined Science). Candidates must also be playing a sport to a good level outside of school.

## Future study and careers

A-level Physical Education opens up many opportunities in the world of sports and leisure. Some use the qualification as a stepping stone to move into Higher Education to complete courses such as Sports Science, Physiotherapy and education-based courses.

Completing an A-level in Physical Education is a valuable subject for those interested in the following careers: sports scientist; PE teacher; physiotherapist; professional; sports coach/consultant; sports policy-maker at local and national level; dietician; personal trainer and fitness instructor



# A-level Physics

Examination board AQA Specification code 7408

## About the course

As part of the GCSE Physics course you will have studied forces, waves, radioactivity, electricity and magnetism. At A-level, you'll look at these areas in more detail and find out how they are interconnected. You will also learn how to apply maths to real-world problems and explore new areas such as particle physics, cosmology and medical physics. You will develop skills that can be transferred to just about any other area of work, from setting up a business to saving the planet. Even if you don't go on to become a physicist, learning to think like one will help you get to the root of any problem and draw connections that aren't obvious to others. Physics won't give you all the answers, but it will teach you how to ask the right questions.

The A-level Physics course will inspire students, nurture their passion for the subject and lay the foundations for further study and the workplace.

This course will encourage students to:

- develop essential knowledge and understanding of different areas of Physics and how they relate to each other.
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods.
- develop competence and confidence in a variety of practical, mathematical and problem-solving skills.
- develop their interest in and enthusiasm for Physics, including developing an interest in further study and careers associated with Physics.
- understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

## What will I study?

The content of the course is divided into 8 topic areas split over the two years with an additional 5 optional topics from which students select one.

### Year 12 content

Measurements and their errors; particles and radiation; waves; mechanics and materials; electricity

### Year 13 content

Further mechanics and thermal physics; fields and their consequences; nuclear physics

### Optional topics (students select one)

Astrophysics; medical physics; engineering physics; turning points in physics; electronics

Mathematical skills and assessed practical skills are embedded throughout the course content. There are 12 required practicals in addition to other optional practicals.

## How will I be assessed?

Students will complete three examinations at the end of the two-year course

- **Paper 1** - (2 hours; 34% of overall grade)
- **Paper 2** - (2 hours; 34% of overall grade)
- **Paper 3** - (2 hours; 32% of overall grade)

There is a practical component to the course. Practical skills will be assessed in written exams and whilst students are carrying out experiments.

## Expectations and entry requirements

Minimum Grade 6 in Physics and a 5 in Chemistry and Biology or Grade 7-7 or above in Combined Science

Students are expected to complete weekly homework (at least 5 hours) which will include a series of questions (recall, consolidation, stretch and challenge), exam practice, practical write ups, revision and independent study.

## Future study and careers

After completing their studies in A-level Physics, students often pursue the following university degrees: Actuarial Science; Aeronautical Engineering; Biochemistry; Biomedical Sciences; Chemical Engineering; Dentistry; Electrical Engineering; Engineering; Environmental Science; Geology/Earth Sciences; Law; Materials Science; Mechanical Engineering; Medicine; Optometry; Pharmacy; Physics; Physiotherapy; Psychology; Sports Science; Teacher Training; Veterinary Science.

Potential careers for physicists include: architecture; banking and finance; cosmology; engineering; environmental science; geophysics; medicine; metallurgy; visual effects for film, TV and computer games.



# A-level Politics

Examination board Pearson Edexcel Specification code 9PL0

## About the course

Politics involves the study of government, systems of power and the ideologies that underpin them. It is a challenging and rewarding course that exposes students to key issues, ideas and processes that shape how our societies function. The course will encourage students to develop their theoretical understanding of different political issues and events. The course spans both the UK and US political systems and provides students with ample opportunity for discussion, debate and problem-solving.

## What will I study?

### Component 1: UK Politics

This section explores the nature of politics and how people engage in the political process in the UK. Students will investigate in detail how people and politics interact. They will explore the emergence and development of the UK's democratic system and the similarities, differences, connections and parallels between direct and indirect democracy. There are four content areas in UK Politics: democracy and participation; political parties; electoral systems; voting behaviour and the media.

**Core Political Ideas:** This section of Component 1 allows students to explore the three traditional political ideas of conservatism, liberalism and socialism. Students will learn about the core ideas and principles and how they apply in practice to human nature, the state, society and the economy, the divisions within each idea and their key thinkers.

### Component 2: UK Government and non-core Political Ideas

**UK Government and Political Ideas:** Students study UK Government and one political idea from a choice of five from the Political Ideas section. Overview Politics is ultimately about people, but most political decisions are made by a branch of government whose roles and powers are determined by a set of rules: the constitution. There are four content areas: the constitution; parliament; Prime Minister and executive; relations between the branches.

**Non-core Political Ideas:** This section allows students to explore an additional political idea: Feminism. Students will learn about the core ideas and principles around Feminism and how they apply in practice to human nature, the state, society and the economy, divisions within Feminism and their key thinkers.

### Component 3: Comparative Politics (USA)

The USA has been considered by some to be a 'beacon of democracy'. As a world power, understanding the nature of US democracy, and the debates surrounding it, is crucial given the considerable impact that the USA has on UK, European and global politics. Students will explore the US Constitution and will be able to judge ultimately whether 'liberty and justice for all' has been achieved in

the USA. There are six content areas: the US constitution and federalism; US congress; US presidency; US Supreme Court and US civil rights; US democracy and participation; comparative theories.

## How will I be assessed?

Assessment is via three examination papers at the end of Year 13.

- **Paper 1** - UK Politics (2 hours, 33.3% of overall grade)
- **Paper 2** - UK Government (2 hours, 33.3% of overall grade)
- **Paper 3** - Comparative Politics (2 hours, 33.3% of overall grade)

## Expectations and entry requirements

At least Grade 5 in either English Literature or English Language. Additionally, students should also possess a Grade 5 or 6 in a Humanities based subject, such as History or Geography.

A genuine interest in political issues – both on a national and international level – is essential. Students will be expected to conduct wider-reading activities and keep their knowledge current by reading quality newspapers.

## Future study and careers

Politics is an adaptable subject which fits well with a number of A-level courses, but particularly History, Sociology, Geography and Economics. Students may wish to progress to a degree in Politics at university, or perhaps the study of International Relations or Law. A number of universities offer joint honours degrees which means you can combine the study of Politics with another academic discipline.

In terms of careers, students who enjoy and achieve in Politics may wish to pursue a career in local government, international development or the civil service. Crucially, Politics helps students refine their ability to plan, record and discuss their ideas, and develops essential critical thinking skills which are transferable to many careers.

# A-level Psychology

Examination board AQA Specification code 7182

## About the course

It comes as no surprise that Psychology is one of the most popular A-level subjects in the UK. Our desire to understand human behaviour and what shapes it is something that has preoccupied societies for centuries. Through learning about key approaches, understanding and interpreting psychological research and studies, students will develop a sophisticated understanding of human behaviour and how such issues relate to our everyday life and experiences. If you have ever pondered the following questions then this might be the A-level course for you:

- What methodological issues do scientists face when studying human behaviour?
- Why do people obey authority figures, even when they know that orders may harm or even kill someone?
- How are memories stored and why are eyewitness testimonies often unreliable?
- What is attachment and why are early childhood relationships so important?
- What are the behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorders?
- What are the psychological and biological explanations of aggression and schizophrenia?

A-level Psychology will give you an understanding of the way people think and why people behave in certain ways. You will learn a variety of skills including analytical thinking, improved communication, problem-solving, mathematical skills and many more that will prepare you for an exciting future with the possibility of a range of fantastic careers.

## What will I study?

During Year 12 and Year 13 students will examine a range of psychological theories, approaches, issues and debates relating to different areas of Psychology. In each unit you will examine key pieces of psychological research and understand their applications to the wider world.

### Year 12

**Introductory topics in psychology.** In this unit you will learn about theories, concepts and research relating to social influence, memory, attachment & psychopathology.

**Psychology in context.** In this unit you will learn about the different approaches in psychology, the different research methods used by psychologists and focus on the study of biopsychology.

### Year 13

**Issues and options in Psychology.** In this unit you will learn about key debates and issues relevant to psychology such 'nature versus nurture' and 'free will and determinism', as well as Gender, Schizophrenia and Aggression.

## How will I be assessed?

Students will complete three written examinations at the end of the two-year course:

- **Paper 1** - Introductory Topics in Psychology (2 hours; 33.3% of overall grade)
- **Paper 2** - Psychology in Context (2 hours; 33.3% of overall grade)
- **Paper 3** - Issues and Options in Psychology (2 hours; 33.3% of overall grade)

## Expectations and entry requirements

Prospective students of Psychology must possess a good level of written English in addition to solid mathematical and scientific skills as there is a requirement for students to analyse data and evaluate research methods. Students will need to have a desire to understand the investigation of human behaviour from a theoretical and scientific perspective. Therefore, it is important that students achieve a Grade 5 in English Language or Literature, Grade 5 in Maths and a Grade 5 in either Biology or 5/5 in Combined Science. Crucially, students must commit to regular practice tests, timed essays and reading beyond the curriculum. Students who do so will be able to maximise their understanding and achievement in A-level Psychology. This is a two-year course so perseverance and resilience and ability to take on board feedback is really important.

## Future study and careers

Psychology is an incredibly adaptable subject that is a popular degree option for many students, while others may choose to study Psychology alongside subjects such as Sociology or Criminology. Regardless of whether you choose to study Psychology at university or not the A-level course will develop skills that will support the future study of Medicine, Pharmacy, Social Sciences, Economics, Business, Marketing, Education Studies and Management. Psychology graduates often move onto directly related careers such as counselling, psychotherapy, social work and educational psychology. Additionally, the skills developed through studying Psychology also support roles in education, business and public relations.

# A-level Religious Studies

Examination board OCR Specification code H573/03

## About the course

*Why should we be moral?*

*What does 'good' actually mean?*

*Should we always follow our conscience?*

*Can we prove the existence of God?*

If you are interested in questions about what is real and what is true, or social, religious and ethical issues, then this is the subject for you. We will look at the origins of philosophy, followed by various religious and philosophical topics including proofs for the existence of God and challenges to these arguments. Philosophy, religion and ethics each form fundamental aspects of how we each see the world. This course will offer you the opportunity to delve into each of these subject areas, developing skills in debating, analysis and evaluation.

## What will I study?

Over the duration of Year 12 and Year 13, students of Religious Studies will examine three key units of study: Philosophy of Religion; Religion and Ethics and Developments in Christian Thought.

### Philosophy of religion

- Ancient philosophical influences
- The nature of the soul, mind and body
- Arguments about the existence or non-existence of God
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- Ideas about the nature of God
- Issues in religious language

### Religion and ethics

- Normative ethical theories
- The application of ethical theory to two contemporary issues of importance
- Ethical language and thought
- Debates surrounding the significant idea of conscience
- Sexual ethics and the influence on ethical thought of developments in religious beliefs

### Developments in Christian thought

- Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- Sources of religious wisdom and authority
- Practices which shape and express religious identity, and how these vary within a tradition
- Significant social and historical developments in theology and religious thought
- Key themes related to the relationship between religion and society

## How will I be assessed?

Assessment is via three examination papers at the end of Year 13:

- **Paper 1** - Philosophy of Religion (2 hours; 33.3% of overall grade)
- **Paper 2** - Religion and Ethics (2 hours; 33.3% of overall grade)
- **Paper 3** - Developments in Christian Thought (2 hours; 33.3% of overall grade)

## Expectations and entry requirements

At least Grade 5 in either English Literature or English Language. Additionally, a Grade 5 or 6 in Religious Studies or an equivalent Humanities subject, such as History or Geography.

Students of Religious Studies must enjoy deep thinking as well as discussing and debating philosophical, ethical and religious issues. The course requires strong literacy skills and a willingness to read around the course independently.

## Future study and careers

Religious Studies A-level is highly regarded by top universities and provides a strong foundation for entering into any higher education course requiring a high level of literacy and analytical thinking. The Religious Studies course enables students to develop excellent analytic skills that will be crucial for both academic and professional development in law, business, journalism, politics and many other areas.

# A-level Sociology

Examination board AQA Specification code 7192

## About the course

*Why do men make up 95% of the prison population?*

*Why do some ethnic groups outperform others at school?*

*Why do people join sects, cults or extremist groups?*

Sociology appeals to the curious, to those who like to question and ask why. Quite literally, Sociology is the study of society, and it examines how invisible structures such as class, gender, ethnicity and age still play a role in the social structure. In an age of what some might call increasing uncertainty, Sociology provides theories that help us understand why the world is as it is. You'll discuss passionately, debate fiercely and develop skills of analysis and evaluation that will change the way you see the world around you.

## What will I study?

### Year 12:

#### Families and Households

In this unit, students develop their understanding of sociological theories and perspectives by examining roles and relationships in the family and how these have changed over time. In addition to examining the changing nature of childhood and marriage, students will examine the reasons for the changes in the birth and death rates and how the government shapes families and relationships with social policies and laws.

#### Education with Theory and Methods

This unit examines the theories that explain class, gender and ethnic differences in educational achievement. Students will build upon their knowledge of sociological perspectives by examining what the role and purpose of education is and how governments use education to respond to social and economic issues. In the Theory and Methods section, students will gain an insight into how sociologists conduct research.

### Year 13:

#### Beliefs in Society

This topic exposes students to contrasting viewpoints on the role and purpose of religion. Some sociologists believe society is becoming more secular (non-religious) whilst others argue it is changing and not necessarily in decline. Additionally, students will uncover why some social groups are more religious than others.

#### Crime and Deviance with Theory and Methods

Believe it or not, some sociologists believe a little crime is actually good for society; this unit will help you understand why. In addition to analysing key differences in offending rates and how different sociologists believe crime should be tackled, students will also further their understanding of how different sociological theories can be applied to broader social issues.

## How will I be assessed?

Assessment is via three examination papers at the end of Year 13.

- **Paper 1** - Education with Theory and Methods (2 hours, 33.3% of overall grade)
- **Paper 2** - Topics in Sociology: Families and Households; Beliefs in Society (2 hours, 33.3% of overall grade)
- **Paper 3** - Crime and Deviance with Theory and Methods (2 hours, 33.3% of overall grade)

## Expectations and entry requirements

At least a 5 in either English Literature or English Language. A grade 5 in either History, Geography or PRE is useful, but not essential.

The course does require good written skills and an ability to write essays, or at least a willingness to learn how to!

## Future study and careers

A-level Sociology is an incredibly adaptable subject. The analytical and theoretical aspects of the course, in particular, will stand students in good stead for the study of Law, Journalism, Social Science, Education, Politics and International Relations. Additionally, many students of A-level Sociology go on to study the subject further at university or combine it with other Social Science disciplines such as Criminology, Psychology or Social Policy.

Sociology students are often attracted to careers that involve tackling issues, making a difference and working with people from diverse backgrounds: law; social work; education; marketing; journalism; charities and campaigning, to name but a few.

## Choosing subjects

Having trouble choosing courses? Don't worry! Speak to your teachers for information, advice and guidance about specific subjects. Each and every applicant to the Pinner High School Sixth Form will attend an admissions interview and you will have the chance to discuss your options and receive advice regarding which courses will match your skills, interests and aspirations.



# A-level Spanish

Examination board Pearson Edexcel Specification code 9SP0

## About the course

*"One language sets you in a corridor for life. Two languages open every door along the way."* Frank Smith, psycholinguist

The study of modern foreign languages at A-level involves a deep exploration and understanding of all aspects of the Spanish-speaking world. You will have the chance to learn about film, society, history, culture and literature whilst improving your skills of language and grammar to a point where you will be able to debate and converse fluently in Spanish. The benefits of further study in this subject include gaining a broader, more empathetic outlook, improved communication skills, a chance to be bilingual, enhanced employability, a gateway to further education, transferable skills which would be valued by institutions or employers.

## What will I study?

In Year 12 and Year 13 students will study two broad themes, each containing three sub-topics. Students will also watch and study a film that is considered to be a work of cultural, political or artistic significance.

### Year 12

#### Theme 1: La evolución de la sociedad española

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

#### Theme 2: La cultura política y artística en el mundo hispanohablante

Theme 2 is set in the context of Spanish-speaking countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media). During Year 12, a film is studied for cultural and topical awareness and analysis.

### Year 13

#### Theme 3: La inmigración y la sociedad multicultural española

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

#### Theme 4: La dictadura franquista y la transición a la democracia

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

**Literary Work** - a novel or play is studied for cultural and topical awareness and analysis.

**Independent Research Project** - a theme of your choice for research, analysis and discussion.

## How will I be assessed?

- **Paper 1** - Listening, reading and translation into English (2 hours; 40% of overall grade)
- **Paper 2** - Written response to works and translation (2 hours 40 minutes; 30% of overall grade)
- **Paper 3** - Speaking (23 minutes total - including 5 minutes preparation time; 30% of overall grade)

For Paper 3, students will prepare their independent research presentation in advance. It can be based on any aspect of the Spanish-speaking world that students choose to present and analyse. Their research might be about an important figure or moment in recent history, a cultural aspect of modern life, an issue of political or polemic debate (for example, the rights of a marginalised group or Catalan independence).

## Expectations and entry requirements

A minimum of Grade 6 in GCSE Spanish is required. Additionally, students must make a commitment to wider-reading and conversational practice beyond their weekly classes.

## Future study and careers

The ability to offer bilingualism in addition to any academic discipline or employment can result in promotion, increased earnings and travel opportunities. University degrees in Languages can lead to broad and diverse careers in many fields such as media, journalism, civil service and diplomacy, the armed forces, finance and accountancy, law, tourism, translation, teaching, human resources, advertising and marketing, charity, retail and sales, entertainment and sport.

For those students who have clear ideas about the university courses or career paths they wish to follow in the future, choosing subjects may not be so difficult. However, those who are unsure about the subject or career they wish to pursue may find it useful to keep their options open and study a range of courses that appeal to their academic strengths and interests.

# Beyond the curriculum

## Leadership in the Sixth Form

We are extremely confident that our academic programmes will ensure that all students feel stretched, challenged and fulfilled intellectually. Via PCSHE, pastoral programmes and leadership opportunities we will further encourage students to look beyond themselves and give back to both the school and the wider community. We will expect all students to dedicate one period a week to School Service. This service could include the following:

- participation in the Sixth Form Leadership Team: Head and Deputy Head Students; subcommittee chairs
- academic mentoring for Key Stage 3 and 4 students
- pastoral mentoring of younger students
- in-class subject support
- running your own extra-curricular/super-curricular activity, club or society
- charity and volunteering projects within the local community
- work experience at local primary schools
- student panel participation

## Period 7 programme

***'To prepare and equip prospective applicants with the high-level skills required for study on a course at Oxford, we strongly encourage students to explore and deepen their subject knowledge well beyond the school curriculum. We call this particular kind of academic engagement super-curricular activity.'***

– Trinity College; Oxford

In addition to providing a balanced and broad variety of A-level courses, we are committed to ensuring that all Pinner High School Sixth Form students have school-based opportunities to explore their creative and academic interests that exist beyond the curriculum, in addition to opportunities provided by external organisations such as Sutton Trust and The Brilliant Club. Via our Period 7 programme, all students – irrespective of what they study at A-level – will have the chance to listen to guest speakers in assemblies, undertake an EPQ and opt into different programmes that will operate on a half-termly basis. The following list is not exhaustive; we welcome input from students regarding the academic disciplines they wish to explore.

- Medics Society - for students interested in medicine, veterinary science, dentistry and healthcare careers
- Extended Project Qualification (EPQ)
- Oxbridge Prep
- Ecology and environment society
- Politics and debating society
- Psychology club
- Economics club
- Ethics club
- Engineering Scholars
- Book and literary criticism club
- Participation in The Brilliant Club's Scholars Programme

## Sport and fitness in the Sixth Form

Pinner High School's proud history of sporting success and participation continues in the Sixth Form. In addition to participating in sports teams and taking advantage of the school's outstanding extra-curricular programmes and fitness studio, we aim to ensure that students are encouraged to adopt and maintain healthy lifestyles via PCSHE activities and participation in sport. We also have a number of Y12 students supporting KS3 and 4 sports teams as coaches.

## Study skills and study support

Alongside their A-level lessons, super-curricular programme and School Service, Pinner High School Sixth Form students will also have independent study periods where they can consolidate their learning and complete wider-reading to enhance their understanding and achievement in our dedicated study spaces. All students know that the step-up from GCSE to A-level is a big one.

The Sixth Form team will support students through PCSHE, regular assemblies, study skills sessions and tutor activities. Ultimately, Sixth Form students will refine their ability to manage their workload and independent study time wisely and learn how to plan their revision effectively. Our Sixth Form learning mentor is also on-hand to provide students with one to one guidance and support with organisation, revision and motivation.

## Supporting students in applying to higher education

- Visits to universities in the local area and beyond (including Oxford and Cambridge)
- An Oxbridge and Medics programme for students interested in applying to competitive universities/ applying for competitive courses
- 'Beyond the curriculum' courses and a Period 7 supercurricular programme where students have a chance to research and study beyond the A-level syllabus
- Annual visit to the UCAS Higher Education Exhibition
- Guest speakers from universities, including our Oxford and Cambridge link colleges (St John's and Christ's College respectively)
- Guest lectures
- Student Finance talks and presentations for students and parents
- Participation in university taster days
- Supporting students in applying for Sutton Trust summer schemes and academic mentoring projects
- Higher Education Drop-Down-Day
- Information and guidance regarding gap years and volunteering opportunities
- Bespoke information and guidance to support students from underrepresented backgrounds in applying to university

## Careers and employability guidance in the Sixth Form

Whether a student decides to apply to university, for apprenticeships, training or employment after school, we have a responsibility to ensure that all students are knowledgeable about the changing job market and can make informed decisions about their future career paths. Our dedicated in-house Careers Adviser is available for one to one support and guidance relating to a range of post-18 pathways.

## PSHCE in the Sixth Form

PSHCE in the Sixth Form will be delivered via tutor groups, assemblies, guest talks and drop-down days. In line with government requirements, the focus of this particular aspect of the curriculum is the promotion of British Values that include democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Additionally, in preparation for university and life beyond Pinner High School, students will also undertake a 'Survival Skills' programme where they will learn how to manage their personal finances, cook nutritious meals and do laundry. This unit will also emphasise the importance of personal safety and wellbeing: sex and relationships education, drug and alcohol awareness and mental health issues will be given significant attention.

All Key Stage 5 students are assigned a form and a tutor. Each day students work through a different activity designed to challenge, inspire and inform. This year, our programme comprises the following activities:

- **Monday - Problem-Solving:** Students work together to solve and discuss problems taken from Oxbridge admissions tests and interview questions. For example: 'How do you poison someone without the police finding out?'; 'Should prisoners be allowed to vote?'
- **Tuesday - PCSHE:** In-line with the PSHE Society's guidance, students partake in lessons focused on the themes of 'health and wellbeing', 'living in the wider world' and 'relationships'.
- **Wednesday – Culture, Society and Politics:** On Wednesday's students discuss and debate current affairs and issues in the news that week.
- **Thursday - Arts:** From art movements of the 20th and 21st century to films, music and literature, Thursdays are when students deepen their cultural knowledge.
- **Friday - Destinations:** Apprenticeships, university or employment? Each Friday Year 12 and 13 students focus their attention on understanding different post-18 pathways and what they can do to maximise their employability skills.

## Getting into good habits

To support the induction of our Sixth Form students, all prospective students will have access to a bridging programme which will equip them with information, guidance and resources to smooth their transition to A-level study. The Sixth Form area is a space dedicated to independent study and social activities for Year 12 and 13 students. It will feature areas for quiet study, silent study and group study. Student leaders will take a key role in maintaining this space and deciding how it is used.

Throughout Year 12 and Year 13 we will provide regular opportunities for students to refresh their revision skills and retrieval-practice. Given the nature of assessment at A-level, it is paramount that students build their exam confidence and have an accurate picture of their achievement in order to guide improvement; all students will undertake internal examinations in all of their subjects at the end of Year 12. We seek to actively encourage an ethos of honest communication between teachers and students; we will update parents and carers regularly with information regarding their child's progress and achievements.

## Consolidation

In addition to six lessons per week for each of their A-level courses, all students have an additional 'Consolidation' period per subject. This independent study period involves students completing online-based tasks in their identified period. The tasks are set via Google Classroom and are assigned by teachers at 8:25am each Monday with a hand-in time of 2:45pm the following Friday.

To consolidate means 'to make something stronger'; the aim of the consolidation tasks will be to provide students with activities that will strengthen what they have learned in class and complete tasks that allow them to deepen and widen their knowledge and – ultimately – retrieve it from the depths of their long-term memory.

## Dedicated spaces

We have two dedicated study rooms for the sole use of Sixth Form students in addition to an indoor and outdoor social space. Our popular Sixth Form servery (The Horsebox) serves a range of snacks, meals and hot drinks at break and lunchtime.

Sixth Form students are welcome to use our facilities between 7:30am and 5:00pm Monday to Friday.

## 16-19 bursary

The 16 to 19 Bursary Fund provides financial support to help eligible students overcome the specific financial barriers to participation they face so they can remain in education. For further information and eligibility criteria please visit our school website or contact our Sixth Form Administrator for more information.



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