

Sixth Form Options Guidance & Course Details 2027/2029

Introduction

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I hope you are excited about starting to think about the next stage of your education, a time in which you have greater choice and autonomy in what you spend your time studying. It is also true that choosing your A Levels can feel daunting. You will be conscious that you are making a decision which can impact your options for university and so for your career beyond, so it is vital that you take time and advice on this.

The purpose of this booklet is to enable you to make informed decisions. Making good choices now will help you to enjoy the Sixth Form, to flourish in your chosen disciplines and be in a strong position to apply to first-rate universities in a year or so.

The Merchant Taylors' Sixth Form

The choice open to you is a simple one.

- You need to choose four subjects to study in the Lower Sixth. You may choose just about any four subjects from this booklet that you wish. We will do our very best to try and accommodate all combinations – though not all combinations may be possible, in those cases we will let those individuals know as early as we can.
- Those interested in Further Maths should choose three non-Maths options and 'Maths & Further Maths'. If approved and you spend the Autumn of the Lower Sixth in an accelerated Maths class, you may be invited to swap one of your four subjects for Further Maths at Christmas of the Lower Sixth. Only those studying the FMSQ are eligible for this choice at this stage.
- You will see that there are two new subjects that have been introduced recently and so you may be less familiar with: Classical Civilisation and Business Studies.
- Pupils should not choose both Economics and Business Studies, since the courses overlap and this would restrict the breadth of your Sixth Form experience.
- Pupils should, ideally, not choose more than two 'new' subjects in their final suite of four, if this is something you are considering please speak to Dr Hesketh or Dr Evans to discuss this further.
- At Christmas of the Lower Sixth, we ask you to nominate three subjects which you intend to pursue through to A Level, and we ask your teachers about your progress in these subjects to ensure that you are making good choices.
- A very few boys ask us if they can continue with four subjects (not including Further Maths) through to A Level; in exceptional circumstances this is appropriate, and we will discuss this with you if you think it a good idea. Most boys prefer to do three A Levels and then pursue an EPQ, MOOCs, essay competitions and so on in order to broaden their experience and build their experience of independent learning and thinking.

This means that, for many, you will study something for a full term in the Lower Sixth for which you do not get a formal qualification. Education is about more than the accrual of pieces of paper or qualifications, it is about broadening you as a person. By studying something in the Lower Sixth that isn't examined, you can choose something new – to test it out, or choose something that will enhance your other subjects, excite your interests, provide you with greater disciplinary experience, and strengthen your application to university.

Alongside your chosen taught curriculum courses, you will also be following a unique extension and enrichment programme. Throughout the Lower Sixth you will have a weekly lecture on anything from Mental Health to polar exploration, prison reform to the life of a magician. After Christmas in the Lower Sixth, when curriculum time is freed-up, extension lessons begin for those seeking to apply to the most competitive courses at university. In addition, you will have time on timetable to complete Independent Study Courses (including the EPQ) and also one hour a week with an Academic Supervisor, who will encourage you to stretch yourself beyond your core studies and build your broader academic skill set.

Our Sixth Form curriculum is unique to us, although many schools imitate elements of it.

How do you choose your A Levels

There are three questions that you should ask yourself in advance of making your choices:

- Which subjects do you most enjoy?
- Which subjects are you best at?
- What do you want to do when you leave the Sixth Form?

The first of these questions is the most important and often strongly linked to the second question. You will, almost certainly, be more enthused about doing that which you enjoy; you will work harder, enjoy your week more and will do better in those subjects. The choices you make now, whittling down 10 subjects to four, are hard. If you choose wisely then you will have an exciting and enjoyable two years, if not, then you will find it more of an unenjoyable slog and will not do as well as you could have done. Do not be afraid of challenge here; it can be immensely satisfying to take on an academically demanding subject and get to the heart of it. Equally, be realistic and honest with yourself about your strengths, and listen to staff; these qualifications will have a big impact on your life after school.

You may, even at this stage, have a strong idea of what you want to do at university. However, you may not and that is also fine. All universities, especially the most competitive, have one thing in common; they want passionate and qualified pupils to study there. By choosing subjects that you enjoy and at which you excel, you will progress further in the Sixth Form. If you do this, then you will end up at the best university possible.

A report by The Sutton Trust concluded that irrespective of the course studied, graduates from the 13 most selective universities earn more and are far more likely to be in professional employment than graduates from less prestigious institutions. You stand a far better chance of getting into a top university if you study a subject you enjoy and, crucially, are good at. Some vocational courses at university require at least AAA for entry, as well as specifying certain A Levels (e.g. Medicine requires Biology and Chemistry; Economics requires Mathematics). If you are interested in these courses then you need to choose the relevant subjects, but also be realistic about your prospects of attaining those grades.

Criteria

The entrance criteria for the Sixth Form at Merchant Taylors' are as follows:

- We expect you to have worked hard and made a positive contribution throughout your time here. Your attitude must be one of wholehearted engagement with school life.
- We expect you to make sensible and informed choices as to what to study for the Sixth Form. These choices need to reflect your abilities and need to have been discussed with school staff, including your Tutor and relevant teachers/Heads of Department. The specific entry requirements outlined below are intended to guide you into what is needed to thrive and enjoy each subject at A Level.
- You will need to score at least a grade 8 at GCSE in order to study Biology, Chemistry, Mathematics or Physics.
- Since there is less continuity of material at A Level in other subjects, our principle is that you will need to score at least a 7 grade at GCSE to access other subjects.
- For new subjects, you should be expecting to score at least a 7 grade at GCSE in related disciplines as follows:
    - Business Studies: Maths and any Humanity subject
    - Philosophy: any Humanity subject
    - Politics: any Humanity subject
    - Psychology: any Humanity subject and Biology
    - Classical Civilisation: English literature
    - Economics: Maths at grade 8 is preferred although those achieving a grade 7 will be considered, and English at grade 7
- To be eligible for the Maths & Further Maths option, you will need to be in an accelerated set at GCSE, scoring a 9 grade and an A in FMSQ.
- Final approval of your A-level choices is at the discretion of the Head Master.

Parents' Evening

In the first half of the Spring Term there are a series of Parents' Evenings; these serve a dual purpose. On one level, they allow boys and parents to talk to their subject teachers about the recent Fifth Form Assessments and to reflect upon what you could and should do next to progress still further. However, these meetings are also an opportunity to focus on the subjects that you might be considering taking forward for Sixth Form study. The subject teachers will, in most instances, be able to give a good idea as to whether you are suitable to study that subject in the Sixth Form. In some instances, they may wish to refer you to their Head of Department for further discussion.

The Parents' Evening is also a good opportunity to talk to your Tutors about any combinations of subjects that you may be considering. Tutors will have a very good idea of areas in which you excel and will also have a raft of professional experience, which will help guide you on which subjects work well with each other and how they can provide you with a number of routes to enter excellent universities, degree apprenticeships or other competitive post-school routes.

The Process

In November of the Fifths, we ask you to express a provisional interest in five subjects so Heads of Department can give you feedback, via your Tutor, on your progress and the viability of your flourishing in those subjects. The Fifth Form Trials provide further evidence in this regard. Once you have had discussions at the January/February Parents' Evening, you will have a further conversation with your Tutor and give them your choice of four subjects for study in the Lower Sixth. We will also ask you for a contingency subject at this stage. Although not completely binding, these choices represent a serious commitment. We understand that a very few boys will change their minds between then and September, but we do expect you to make a careful decision, so that we can draw up next year's timetable and agree a way forward which will allow you to thrive.

Similarly, we do not absolutely guarantee at this stage that the particular combination of subjects you choose will be available. We do our very best to accommodate all choices, but it is not always possible to timetable a combination of subjects chosen by very few boys.

You need to have your choices decided by Thursday 11th February 2027. Your Tutor will then enter your choices into the system and we will spend the following few weeks looking into the viability of, and your suitability for, those choices, before confirming them with you or discussing alternatives should that be necessary.

If you, or your parents, have any questions or queries regarding the process, then do please contact me.

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Art & Design

AQA

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Introduction

A Level Art & Design offers an exceptional opportunity for those fascinated by the visual world to expand and refine their creative practice. Art is more than drawing. It is about learning to think, to question, to justify and to create at the highest level. Art challenges you to develop your own voice, to push creative boundaries, and to communicate ideas with confidence.

Unlike GCSE, the course is far more time-generous, giving you the freedom to experiment with new approaches, materials and ways of working. At its heart, this is a subject of self-motivation and independence: you will be encouraged to pursue highly personal work while being guided to achieve ambitious, professional standards.

For those aiming at careers in Architecture, Fine Art, Design, Design Engineering or any creative discipline, Art A Level is the essential step in producing a strong, competitive portfolio. Yet its value extends further. Even if you don't plan a creative career, Art is a powerful statement. It shows universities and employers that you are resilient, imaginative, and able to solve problems in critical and creative ways.

Contents

A Level Art is taught as a two-year course, assessed through two components worth 60% and 40%. The first term takes a Foundation-style approach, with a series of energetic workshops designed to build confidence, refine technical skills, and introduce key areas of contextual theory. From the Spring Term in the Lower Sixth, students move on to develop their own independent theme and line of enquiry. In February of the Upper Sixth, the second component begins, marking the final stage of the course.Personal motivation lies at the heart of the course. Teachers provide guidance and support, but students retain control of their learning. A broad range of techniques and processes is available, enabling a bespoke programme that reflects individual strengths and ambitions. The year culminates in the Summer Show, a public exhibition of students' best work; while regular gallery visits ensure learning is enriched and inspired by direct engagement with art in context.

Degree Courses

Success in Art unlocks a spectacularly wide range of degree options, from creative fields such as Architecture, Fine Art and Design to disciplines such as Economics, and the Humanities, or Medicine at Oxford. We are proud that every boy applying directly to an arts university has been offered a place on the strength of his portfolio, without needing a Foundation Course, though some still choose this route to refine their specialism.

The scope of courses available reflects the demands of today's image-conscious world, where intelligent, creative voices are essential. Architecture is especially popular, blending the creative, visual, psychological and mathematical. Many leading architects view Art as the essential subject for aspiring students, with portfolios universally required at interview.

Recent leavers have pursued Graphic Design, Illustration, Product Design, Gaming Design and Fine Art. Others have gone on to read Physics, Geography, Economics, Advertising, English, History, Medicine and Dentistry, where skills from Life Drawing bring unique insight into the study of the human form.

Studying Art to this level is more than an academic choice; it is a way of thinking and living. Whether continuing into a specialist field or branching into a different discipline, boys leave with confidence, independence and creativity, qualities that make Art one of the most powerful and versatile subjects you can choose.

GCSE Art & Design is a prerequisite for further study at A Level.





Business

Edexcel

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A Level Business is a new subject which has been offered since September 2024.

It aims to equip students with a critical understanding of organisations, the markets they serve and the strategies they use to compete in the UK and in the global economy. The course involves rigorous analysis of the internal workings and management of businesses, and detailed exploration of business decision making in a dynamic external environment characterised by risk and uncertainty.

Case study research of businesses lies at the heart of the A Level course. Students are taught business theory and how to apply it to issues, problems and opportunities facing real businesses such as Airbus, Apple, BMW, Starbucks, Lego, Microsoft, Netflix and Zara.

A Level Business helps you develop critical thinking skills. They include the skills of analysis and evaluation, which are transferable and can be applied to most situations in everyday life. You will also get a good grounding in a range of decision-making methods and techniques which are widely used in both public and private sector organisations.

Modules that you will cover and assessment details

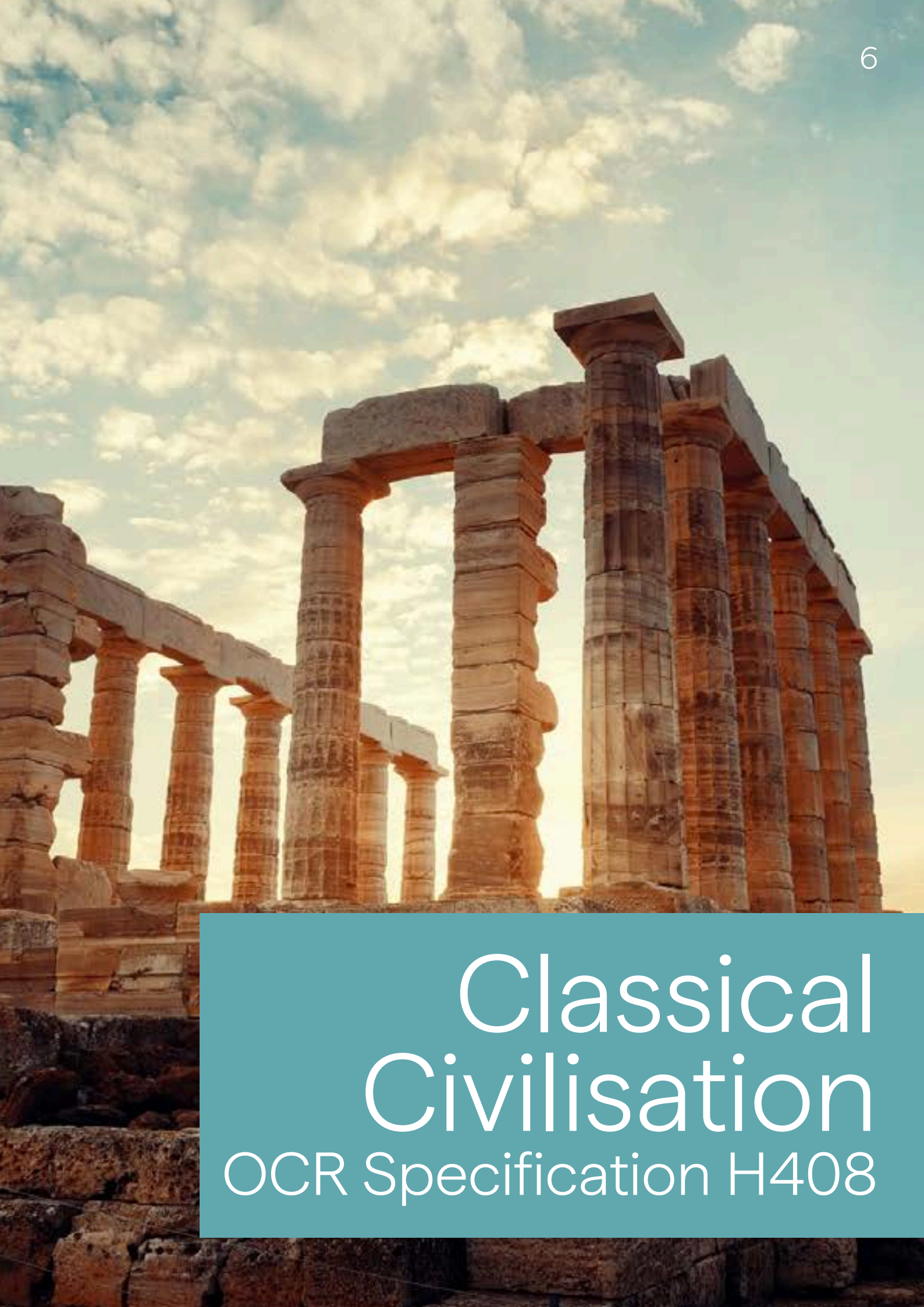
We will be following the Edexcel Business A Level specification. In Lower Sixth, students will cover Theme 1: Marketing and People and Theme 2: Managing Business Activities. These introduce students to core business concepts and applying them to business contexts to develop a broad understanding of how businesses work – for example, exploring marketing and financial planning.

During Upper Sixth students will cover Theme 3: Business Decisions and Strategy and Theme 4: Global Business. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed here. Taking a more strategic view of business opportunities and issues is critical, with a need to understand how businesses can respond to issues and opportunities in local and global markets. Topics include financial statements; change management; critical path analysis; corporate culture; globalisation and trade liberalisation.

For the A level Business qualification, students will have to sit 3 papers:

- Paper 1: which will include questions drawn from Theme 1 and Theme 4
- Paper 2: which will include questions drawn from Theme 2 and Theme 3
- Paper 3: a synoptic examination paper which will cover all themes.

All three examinations will include data response and extended open-response questions with the addition of Paper 3 having a section where the students will be questioned on the pre-released context in a given industry or market.



Classical Civilisation

OCR Specification H408

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Introduction

Classical Civilisation offers the unique opportunity to study a combination of literature, visual/material culture and thought of the Ancient World. As such, no other subject can claim to teach Literature, History, Philosophy, Art, Drama and Religion all in one. Classical Civilisation is the ultimate facilitating subject and is an excellent companion for students wanting breadth of study in the humanities.

The purpose of the course is threefold: To acquire an understanding of selected aspects of Classical Greek and/or Roman Civilisation which have had such a great influence on our own; to develop awareness of the similarities and differences between he Classical world and later times, and thus to gain a sensitivity to past societies whose spiritual, cultural and moral values and priorities contrast with those of the modern western world; and finally, to apply critical and evaluative skills at an appropriate level to evidence of different kinds from the materials studied.

You do not need GCSE Latin, Greek or Classical Civilisation to take this course, but you will need a minimum of a grade 7 in English GCSE and an interest in literature, art, and society.

Contents

Classical Civilisation is a two-year linear course, examined through three papers. All modules are externally assessed. There is no coursework. The three exams are as follows:

UNIT 1 - The World of the Hero (2 hrs 30 mins) – 100 marks

In this component students will study one of either Homer's Iliad or Odyssey and Virgil's Aeneid. Students will develop an increasingly sophisticated level of knowledge and understanding of the epics themselves, the way in which they were composed, and the religious, cultural, and social values and beliefs of its society. Students will have to read just over half of the books of Homer in total and ten out of twelve books of Virgil and be able to answer fact-based questions, analyse authorial style and write thematic essays.

UNIT 2 - Culture and the Arts (1 hr 45 mins) – 75 marks

In this component students will study Greek Theatre. The module includes a study of visual/material sources produced by the Greeks between the 6th - 4th centuries BC, including vase paintings and the architectural layout of certain theatres. The Greek Theatre module also requires students to read three plays in translation, including the most famous tragedy of them all, Oedipus the King.

This module will hone students' visual and analytical skills, develop their ability to offer critical analyses and enable them to articulate an informed personal response to the works under consideration. Students will have to answer fact-based questions, usually on the art and architecture materials, then write thematic essays on the literary materials, displaying an awareness of plot, character development and key themes.

UNIT 3 - Beliefs and Ideas (1 hr 45 mins) - 75 marks

In this component students study Politics of the Late Roman Republic. The Late Roman Republic was a period of upheaval and conflicting views on how the Roman state should function. These conflicts eventually led to the downfall of the Republican res publica (state)
and the rise of the Roman Emperors.

Learners will study the political thought of the period from Sulla's retirement in 79 BC to the death of Cicero in 43 BC, through examining Marcus Porcius Cato ('Cato the Younger'), Gaius Julius Caesar, and Marcus Tullius Cicero. The exploration of the very different ideas of three contemporary political figures brings this tumultuous period to life for learners and moves beyond simply studying ideals and abstracts, and into discussion of the practical difficulties familiar to states throughout history. By examining their distinctive attitudes, political beliefs, conduct, and impact, learners will explore the ways in which the later Republican res publica (state) developed, changed, and ultimately fell.

Further Education

Classical Civilisation can lead onto a traditional Classics course, as many universities now teach the ancient languages at beginners' level. Pupils also move on to read Ancient History, Classical Civilisation and Philosophy. A grounding in classical literature can be of use to those planning to read English, Art History, Theatre, Medieval History, Philosophy and other arts subjects.



2024 Classics Trip to Greece



Computer Science

AQA

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Computer Science is about logical thought and the application of intelligence. At A Level, students combine practical, creative and theoretical knowledge with the stimulus and satisfaction of making things work. It will suit boys who are considering A Level STEM subjects, while also supporting financial and design pathways. Computer Science is a valued qualification for a wide range of degree courses, particularly Mathematics, Science, Engineering and Economics, all areas in which the ability to solve problems and understand computation is essential. It opens doors to a dynamic industry and equips pupils with the skills to master the modern world.

Learning to write and modify computer programs gives an insight into process and structure; as such it improves understanding of a range of subjects. Computer Science A Level teaches strategies for solving problems such as breaking them into sub-problems; design; thinking at different levels (abstraction); and producing a program to automate a solution. As a fundamentally practical subject with a significant applied component, it is a great platform upon which pupils come to understand how to get things done and how to make things work.

The programming language of instruction is C# although pupils are free to use any language in their project.

The first year of the course

Problem Solving, Programming, Data Representation and practical programming. Topics include:

- Problem solving
- Programming: procedural, object-oriented and functional
- Systems analysis

Computer components, the stored program concept and the internet. Topics include:

- Numbers: binary, hexadecimal, fractions, negative numbers, characters
- Boolean algebra
- Hardware (low level such as CPU, memory and machine code; high level such as I/O and storage)
- Software (system software such as operating systems; application software such as programming languages)
- The internet, HTML and CSS
- The consequences of computing (social and economic effects)

In the first year, pupils start their practical project (which makes up 20% of the final A Level mark). This is completed in the second year. Choice of the project and development tools are up to the pupil. The project follows - and is an instruction in - formal methods of development and documentation.

Sample topics for the project include:

- a stock trading system, developing automated trading algorithms
- a revision guide for the Apple iPhone
- a maze-solving computer game
- an aeroplane simulation demonstrating the principles of flight
- a rugby team selection program (using the 'greedy algorithm')

The second year of the course

- Advanced Problem solving, programming, operating systems, databases and networks.
- Sample topics: Turing machines; syntax diagrams; object-oriented programming (C#), networks.
- Conceptual and philosophical issues in Computer Science, such as complexity, intractability and Artificial Intelligence
- Legal, social and ethical implications of Computing
- Completion of the project building on the work from the first year

Computer Science is highly thought of as an A Level qualification. The specification was developed with universities and employers to meet their requirements. The subject closest to Computer Science is Mathematics since Computing was created largely by mathematicians and much of the content is most readily understood by those with good mathematical skills. There is nothing like trigonometry or calculus in Computer Science, but similar processes of logic and deduction are found throughout, for example when manipulating numbers in different bases (binary and hexadecimal) and Boolean algebra.

One of the important outcomes of completing A Level Computer Science will be the ability to think computationally: to analyse and solve problems, produce algorithms, transfer problems to a computer, specify a computer system, and think logically. The subject involves approaches to knowledge and problems that are not found elsewhere.

It is helpful to have taken GCSE Computer Science as preparation and it is expected that most pupils will have this background. Those who have not, but are nevertheless enthusiastic are encouraged to apply, and we will then discuss suitable preparations for the A Level. Prior interest in computing such as creating web pages or hobby programming is very useful.

Please see Mr. Feleppa for more details.



Design & Technology

Eduqas A Level Design and Technology: Product Design (A602QS)

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The A Level course is made up of two assessed components: a written examination and an 'Independent Design and Make' project. In addition to assessed work, during the Lower Sixth, students undertake a design and make challenges in teams of two which offer the students a chance to explore welding and structural engineering without the demands of having to produce a large, assessed portfolio.

Who can take Design and Technology?

The course is particularly suited to students who have studied GCSE Design Engineering Technology. A project in the first two terms gives all students the chance to develop abilities in areas that extend their GCSE experience such as metal joining techniques, axle and bearing manufacturing and understanding advanced mechanical systems in Ackerman steering. The projects at A Level are truly independent and students can choose to solve problems that interest them, making their project choices personal. Many students also opt to deliver projects that are relevant to their University study, which is a good way to enhance UCAS applications.

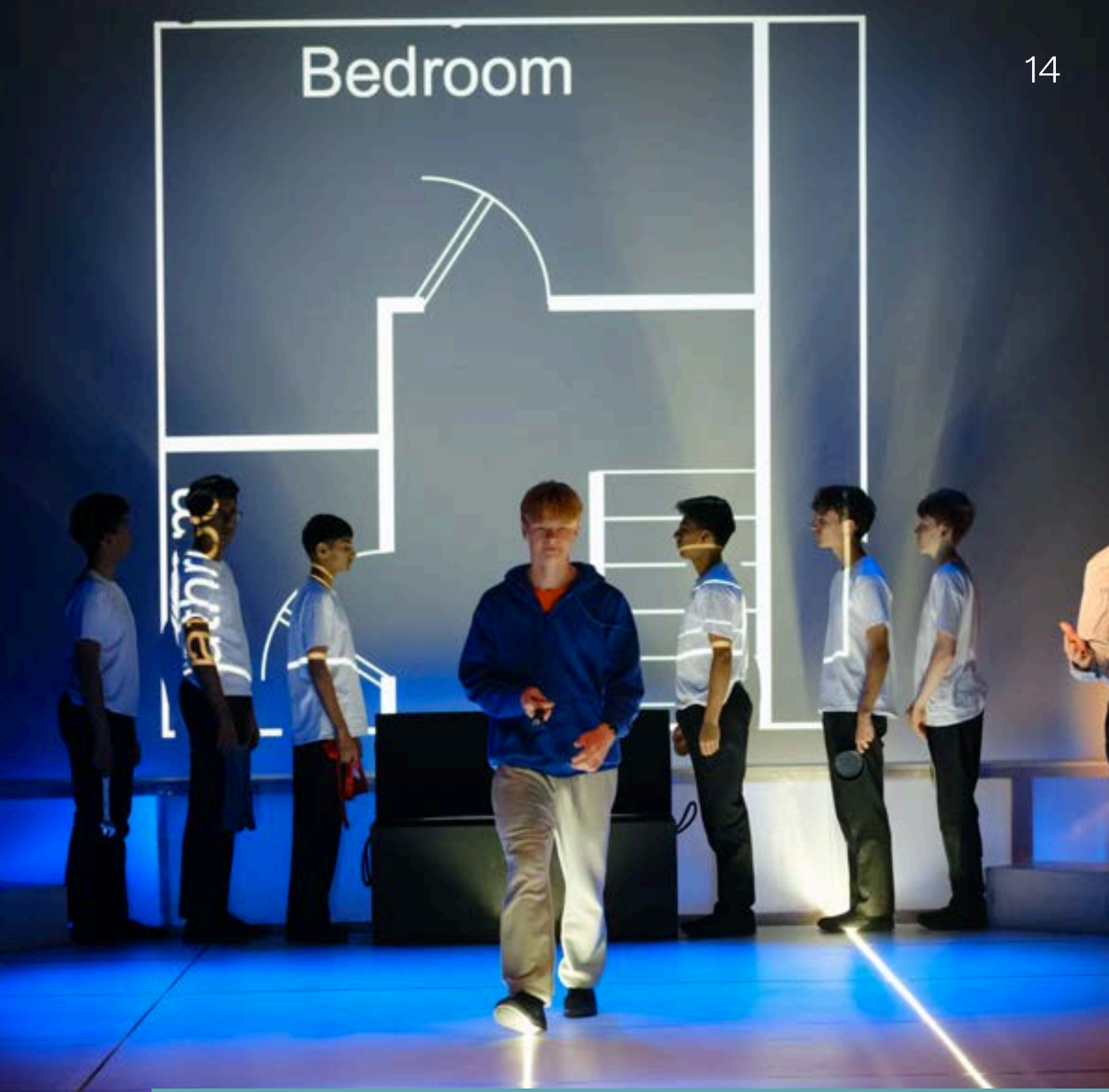
Component One - Written examinations

Students undertake theory lessons regularly during the two-year course and sit one written examination at the end of Upper Sixth. Students will be required to apply their knowledge and understanding of a wide range of materials, including modern and smart materials, alongside processes used in commercial design and manufacture. Students will be required to develop an understanding of contemporary industrial and commercial practices, and to appreciate the risks involved. Students will also develop good working knowledge of health and safety procedures and relevant legislation relating to the subject. It is also worth noting that at least 15% of the examinations will be made up of applied Mathematics questions.

Component Two - Independent Design and Make Projects

In addition to the smaller projects in the Lower Sixth, the NEA (coursework) element in the Upper Sixth is a substantial 'design, make and evaluate' project which will teach students a range of higher order thinking skills and require them to design and make a fully working prototype. Students will identify a user centred design possibility from which they will develop a range of potential solutions for and then realise one through practical making activities.

To conclude, A Level Design and Technology prepares students for degree courses and careers in a wide range of Design and Engineering based disciplines. The use of industry standard Computer Aided Design and Manufacturing methods available at Merchant Taylors' alongside the real-world application of material manipulation, the application of Mathematics and Science to solve context-based design tasks in an iterative way, gives our students a head start in the majority of University courses. As well as obvious links with Mathematics and Physics, there are also firm cross-curricular links with subjects such as Computing, Economics, Chemistry and Geography.



Drama & Theatre Studies

AQA A Level Drama and Theatre Studies Course

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Drama and Theatre Studies A Level encompasses a range of practical skills and theoretical knowledge of all aspects of the theatre. The course is designed to build theatrical creativity whilst developing performance and design skills alongside an analytical understanding.

The A Level course is made up of three units. Over the two years, these units offer a mix of coursework and exams, both practical and written. Candidates study plays from the point of view of a director, designer, performer and critic. The A Level requires students to be imaginative and creative. Students are required to work with their peers collaboratively both in and outside of lessons.

The first unit (40%) involves a study of two stimulating set plays and an analysis of the work of live theatre makers, assessed in the form of a written examination. As part of this unit, students have the opportunity to see a range of productions and participate in theatre workshops.

In the second unit (30%), candidates create a piece of original devised drama influenced by the work and methodologies of one prescribed practitioner, assessed via a devised performance and written notebook.

The third unit (30%) is a practical exploration, interpretation, and performance of three extracts, each taken from a different play with the methodology of a prescribed practitioner applied to one of the extracts. A reflective report evaluating the theatrical interpretation accompanies the practical performances.

70% of the A Level is assessed through writing. 30% of the A Level is assessed through performance.

Further Education

Candidates who take A Level Drama and Theatre Studies go on to study a wide variety of subjects at a range of Russell Group universities. The course can be highly valued by employers because of the transferable skills students gain: communication, social awareness, empathy, critical thinking, and problem solving are areas of particular focus. The A Level is also obviously eminently suitable for those students wishing to study English and Drama at University and beyond. Many OMTs have had very successful careers in the theatre, media and film including Nigel Lindsay and Riz Ahmed.



Economics

Edexcel Economics A

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Economics is the branch of knowledge concerned with the production, consumption, and transfer of wealth. At its core, it focusses on how a society should allocate its scarce resources to maximize its citizens' welfare. For instance:

- Why do some nations grow faster than others?
- What determines the living standards in different nations?
- How has leaving the European Union impacted the UK economy?
- How should the Bank of England Monetary Policy Committee tackle inflation?
- Is free trade between nations always beneficial?
- Will the UK's current deficit and national debt have implications for the future of the UK economy?

Studying Economics improves your ability to reason logically and to analyse data. Graphs and diagrams are frequently used as an aid to reasoning, and you need to be able to perform simple mathematical operations, such as calculating a percentage change. This means that mathematical competence is a considerable advantage. Although students can do well in A Level Economics without it, an **A* in A Level Mathematics is an essential requirement for many Economics degree courses**. If you think you might wish to study Economics at university, we strongly recommend taking A Level Mathematics too.

Economics is a good bridging subject between the arts, social sciences and pure science. It fits particularly well with Mathematics, Physics, History, Geography, and Politics. Linguists also choose it quite often, especially if they have a business career in mind. Graduate economists are in high demand by employers of all sorts.

If you decide to take A Level Economics at Merchant Taylors', you will follow the Edexcel Economics (A) Specification. This will enable you to develop a rigorous and critical understanding of economic theory and to master various analytical tools. The course teaches core economic principles – such as demand and supply, economic policy tools, and efficiency – which form the backbone of economic analysis. The content is incredibly broad, and, by the end, you should possess the ability to discuss every contemporary economic event or – even more important – form your own views about economic policy. For example, the course spends time comparing the responses to the 2008 financial crisis and the Great Depression of the 1930's by the UK and the USA. Whilst a lot of the concepts are theoretical and analytical, we strongly recommend that students who are keen to do A level Economics keep informed about current affairs in the World Economy by reading around the subject and following the news – e.g. reading The Economist on a regular basis.

More detailed information will be available at the time of the subject briefing. However, if you would like to find out more, you could ask a current Sixth Former or attend talks organised by the Alfred Marshall Political Economy Society.



English

OCR and AQA

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The English Department offers two A Level English courses and it is worth remembering that you can choose both as A Level options:

- A Level English Literature (OCR Exam Board)
- A Level English Language (AQA Exam Board)

One of the most traditional and sought-after A Levels, English Literature widens immeasurably the scope of literature that you will have studied at GCSE. You will be given an in-depth training in critical analysis and written communication and an unequalled insight into the human psyche – exactly what the modern workplace is looking for in new graduates.

The depth in which you explore your A Level texts is unprecedented and they will stay with you for life. Another richly satisfying aspect of the course is the way that it explores the historical and social contexts behind works of literature, and how critical and creative interpretations of a text have evolved over time.

We start with Shakespeare and an in-depth study of Hamlet, a play which ranks as one of the greatest works of literature of all time. It is arguably his most famous tragedy, and few other texts reach so deep into philosophy and the existentialism of a young man, while at the same time offering a story of revenge and a heightened theatrical experience. The breadth of literature you will cover is impressive. As part of the pre-1800 side of the course, you may study Geoffrey Chaucer's 14th Century human comedy, The Canterbury Tales, alongside Oliver Goldsmith's clever satire on 18th Century manners in She Stoops to Conquer. Alternatively, you might find yourself studying Milton's visionary epic, Paradise Lost, twinned with the blood and revenge of Webster's Jacobean tragedy, The Duchess of Malfi. We then head into post-20th Century texts for coursework, with past choices including the poetry of W.B. Yeats, W.H. Auden, D. H. Lawrence, Philip Larkin, Seamus Heaney and Simon Armitage; prose that covers writers such as Martin Amis, Katzuo Ishiguro, J.M. Coetzee and John le Carré; and plays that might include Peter Shaffer's Amadeus, Laura Wade's Posh, Tom Stoppard's absurdist comedy, Rosencrantz and Guildenstern are Dead, and Jez Butterworth's defiant state-of-the-nation play, Jerusalem. You have a genuine say in what you would like to study for coursework.

On the other side of the course, you will study a whole module devoted to either Gothic Literature or American Literature written between 1880 and 1940. The Gothic module explores a wonderful range of texts which are themselves reflections of the deep societal concerns and fascinations of their contemporary periods. Bram Stoker's Dracula is the first of the core texts studied. On the one hand this is the genesis text of the entire vampire genre, which has evolved and continues to this day. On the other, this is a text which explores the late Victorian fear and curiosity in the concept of the other: the subversive flipside to the moral, Christian, rational and patriarchal norm. Notwithstanding the loathsome allure of the Count himself, much of the novel is devoted to experimental science, the threat of feminine sexuality, and the liminal states of dreams or madness in which transgressions occur. Drawing on literary theory, we critically examine these ideas through the lens of Edward Said's seminal work, Orientalism, and compare how they are

manifest in the other core text, The Bloody Chamber, by Angela Carter. Provocative and controversial, Carter takes many well-known myths and even fairytales and retells them from a wickedly dark and feminist angle. The module explores the history and development of the Gothic genre right from the early 18th Century all the way into the late 20th Century, on the way drawing upon satellite texts that include The Castle of Otranto, The Mysteries of Udolpho, Northanger Abbey, Frankenstein, Beloved and The Wasp Factory.

The American Literature course 1880-1940 spans America's emergence from civil war and its years of formative development as a nation. The seminal texts you get to study are Fitzgerald's The Great Gatsby, an exquisitely written meditation on the destructive effects of The American Dream in the 1920s, and John Steinbeck's finest work, The Grapes of Wrath, an angry polemic on the impact of privatization and unchecked Capitalism on poor migrant farmers in the 1930s. Surrounding these two core novels are a number of satellite texts, written by some of the greats of American Literature: Mark Twain, Henry James, Edith Wharton, William Faulkner, Ernest Hemingway, Richard Wright, Theodore Dreiser and Willa Cather. Together, these writers form a body of work that encompasses the main discourses that still run through American society today: the tensions between the northern and southern states, racial and gender inequality, wealth and poverty, America's ambivalent relationship with Europe and the forging of its own identity as a nation state.

Allied to the course is a rich cultural programme of theatre visits, academic lectures from some of the top professors in the country and the weekly meeting of the English Literature Society, named after OMT Robert Herrick, the 17th Century metaphysical poet. Here you will be introduced to writers, texts and ideas (some highly controversial in their time) that both support and go far beyond the syllabus. We are also on the look-out for clever and witty writers for The Dependent, the termly satirical newspaper published by the English Department. Be sure to check out the new Merchant Taylors' English Reading Companion, which guides you through the most important writers, texts and literary movements of the English Canon, and includes commentary from each member of the department on their specialist areas. You will find copies, accompanied by the recommended texts, in the Sixth Form English Reading Room, a space dedicated to independent study and scholarship.

English Language is a popular, diverse and interesting course and it doesn't really bear any relation to GCSE at all. English Language seeks to explore many questions: is it possible to think without language? Does our gender influence our language choices? Do the limits of our language dictate the limits of our world? In many ways this is a linguistics course and adopts a scientific approach to studying language – so, if you are technically-minded, or wish to study a modern or classical language, or have an interest in Biology, Psychology or the social sciences, then English Language is an excellent complement to those A Levels.You will learn about language development in children, interrogate the relationship between language and culture and explore the politics of language. The course opens your mind to the range of texts that surround us, from Trump's tweets to Stormzy's lyrics to fascinating discourses on language from theorists like Althusser, Barthes and David Crystal. A good deal of what is done in this course is linguistic analysis of both spoken and written texts, at times chosen by you. You will also produce a piece of original writing coursework and an individual research project on a topic of your choosing. Previous projects have considered subjects as wide-ranging as Apple Technology's advertising ideology, the language of violence in Martin Scorsese's Goodfellas and the language of courtship in Geordie Shore. An A Level in English Language has enabled previous students to go on to take degree courses in Linguistics, English Literature, Medicine, Classics and Russian; they have welcomed the intellectual rigour the subject affords.

University Application

The English Department has a proud history of seeing boys in the Sixth Form go on to study English each year at either Oxford or Cambridge or at top Russell Group universities such as York, Durham, Exeter, Warwick, UCL and Bristol. From January of the L6th, boys considering reading English at university are invited to join the English Extension Class. This weekly lesson begins to emulate undergraduate study and goes on to prepare boys for university applications, including the Oxbridge ELAT exam and interview.

English is also a highly desirable A Level for those wishing to read Law, Philosophy, History, PPE, Modern Languages or Classics, and it has proven to have been a possible discriminator in deciding the outcome of some medical applications.

Common Factors

Universities rate both English Literature and English Language as being enabling subjects, those that are credited as excellent preparation for a wide range of degree courses and careers. For either course, essay work will be the principal form of assessment, in which you will be asked to show a detailed critical understanding of the texts. Lessons take place in seminar environments, anticipating those of Higher Education, in which independence of mind and liveliness of expression are key qualities - as is an appetite for reading the best in literature and a wide range of stimulating texts. Simply speak any of the teachers in the English Department if you would like to know more, and feel free to drop by my classroom if you wish to discuss your thoughts further.



Extended Project Qualification

AQA

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The EPQ is a stand-alone qualification that has the 'value' of half an A Level. It is a free-standing project which a student conducts on a topic of their choosing with final submission in the Autumn Term of the Upper Sixth. It runs alongside other subjects and does not have to be based in a subject studied in the Sixth Form. Most projects are influenced by university or career intentions and the EPQ can be an excellent way of showing interest in areas in which boys wish to study or work.

The EPQ comprises six elements:

1.Choosing an area of interest
2.Drafting a project title
3.Drafting aims of the project
4.Planning, researching and carrying out the project
5.Providing evidence at all stages of the project production
6.Delivering a presentation to a 'lay' audience

The project could be in the form of an academic essay, an investigation or might be more practical – perhaps an art exhibition, a film or a practical engineering project.

The outcome is either an essay of approximately 5,000 words or the submission of an 'artefact' with a 1,500-word report. Students complete a Production Log throughout the process with a focus on reflection and self-evaluation. It is assessed internally and moderated externally, with grades being awarded at the end. Boys are supervised by a teacher in school who gives guidance and advice but does not 'teach' the content of the project. The emphasis is on independent research.

Timetable

Boys will be briefed about the project in the Autumn Term of their Lower Sixth year. Initial planning starts in January of the Lower Sixth, with research and writing occupying the spring and summer terms. Pupils will complete the first draft of their written or artefact components towards the end of the summer holiday and will receive feedback. Presentations on the boys' research and the project itself will take place early in the Autumn Term of the Upper Sixth year and final submissions made soon afterwards. Good projects can be discussed in UCAS references and university interviews. Increasing numbers of universities are making alternative (reduced) offers to students who submit successful EPQs.

Boys will opt into the project on a voluntary basis but the School reserves the right to refuse a student entry to the project if we believe that it is not in the best interests of the student to add to their workload.



Geography
AQA

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Geography A Level deals with concepts vital to understanding today's world. As a reconstructivist discipline, which aims to solve the world's current and future problems, geography is the only subject that explores the relationship between people and their physical environment. Geography is also an excellent bridge between Art and Science subjects. The transferable nature of geographic skills provides a useful support for both Arts and Science subjects and students enjoy sharing geographic knowledge, understanding and skill with their other subjects. We teach the AQA specification, which provides an in-depth study of geographical issues in a modern context and will allow you to appreciate your role as a global citizen whilst developing your understanding of diverse cultures, economies, and natural environments. The teaching in the department is of the highest quality, with a wide range of expertise amongst our staff. Our teaching is facilitated by the Edward Evans Geography Building which includes a host of new technologies and facilities for students, including VR headsets and a Sixth Form study area. An active student-led Senior Geography Society allows students to engage in academic geography beyond the A Level course by attending lectures and giving their own presentations. As a result, there has never been a better time to continue with the subject at A Level.

Each year between ten and fifteen geographers continue with the subject to degree level, along with regular success at Oxbridge. Employers actively seek out Geography graduates because they are analytical, computer literate, systematic and aware of the inter-relationships between different concepts and ideas. Together with the obvious careers that stem directly from the subject itself, many Geography graduates go on to careers in law, accountancy, consultancy, financial services, advertising, and politics. Geography has been defined amongst the key 'facilitating' subjects in a guide compiled by the Russell Group (20 leading UK universities), together with being identified as one of 10 'recession-proof' degree subjects.

The A Level is different in feel from the GCSE. There is a greater expectation for independent work and wider reading, and there is a lot more time to cover the content and exam technique in depth. As such, lessons are more discursive and all students will be expected to involve themselves in class debate. The fieldwork & coursework component (20% of the total mark) also gives students the chance to take ownership of their work, investigating something interesting to them. This fieldwork has been especially helpful for our current UCAS applicants in terms of their confidence in carrying out original research in the same style as that which they would go on to do at university.

Course Content

Component One is the Physical Geography section. It is worth 40% of the total A-Level and is broken down into three sections:

- **Water and Carbon Cycles** focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography.
- **Coastal Systems and Landscapes** focuses on these dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments together with human intervention in these landscapes.
- **Hazards** focuses on the lithosphere and atmosphere, which intermittently but regularly present hazards to human populations, often in dramatic and sometimes catastrophic fashion.

Component Two is the Human Geography section. It is also worth 40% of the total A-Level and is divided into three sections:

- **Global Systems and Global Governance** focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades, together with the attempts at a global level to manage and govern some aspects of human affairs. This section includes a consideration of the threats to and protection of Antarctica.
- **Changing Places** focuses on people's engagement with places, their experiences of them and the qualities they ascribe to them, which are of fundamental importance in their lives. As part of this section, the developing character of a location close to home and a contrasting distant place is considered.
- **Resource Security** focuses on the large-scale exploitation of unevenly distributed natural resources, which is one of the defining features of the present era. You will explore how supply and demand for water, energy, and minerals leads to conflict, wealth, and issues of sustainability at varying scales.

Component Three is an assessed geographical investigation. This piece of coursework will be 3,000 to 4,000 words long and will be based on each student's independent investigation of either human or physical geography. The independent investigation incorporates evidence from field investigations and academic research. Students are required to analyse quantitative and qualitative data in order to reach a statistically significant conclusion. This unit will be an excellent way to develop the research skills necessary for your undergraduate studies at university and comprises 20% of the course. This component takes place in lessons over about one term in total with one of your teachers and requires a mature approach to be completed effectively.

Fieldwork & Expeditions

There is a compulsory fieldwork course during the Lower Sixth, the cost for which is approximately £400. This fieldwork directly supports the course work of Component Three. Our current destinations include a day trip to the cultural hub of Shoreditch to investigate changing urban place, and a two-night residential trip to the south coast of England to investigate coastal processes. Geography students also have first refusal on additional optional expeditions run by the department.

Please come and see me if you would like a copy of the course outline, or if you have any queries about Geography A Level.



Geography Fieldwork on the River Chess



History
OCR

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Why study History beyond GCSE?

History is an unashamedly academic subject, which also lends itself to students of a broad ability range. It is accessible through the intrigue of the historical periods studied but challenging in the skills required to analyse and evaluate concepts. It is this combination which has led Cambridge University to declare that they see History as one of the four ideal A Level subjects they look for in a humanities applicant. History graduates have been successful not only in conventional occupations, such as teaching and journalism, but also in some which might seem more unlikely, such as business, finance, and law. History in the Sixth Form introduces its students to transferable skills that make them well-equipped to pursue a multiplicity of careers and to do so with great success.

What is A Level History?

A Level History offers opportunities to explore a range of periods and regions in the past, emphasising breadth as well as depth of teaching and learning. The syllabus encourages historical debate and discussion. Students are rewarded for offering informed, independent views, which result from genuine engagement with the study of History. A Level History is also seen to be excellent preparation for university by the universities.

What is the A Level course structure?

We have chosen a syllabus which we feel will excite and engage Merchant Taylors' students. Students will be able to move away from the well-trodden path of twentieth century Europe and embrace a broader range of periods. The A Level course is broken up into three papers (sat at the end of the Upper Sixth) and a Topic based essay.

British period study and enquiry - England 1199-1272

Students will discover the history of Britain from the end of Henry II's reign through to the accession of Edward I. There will be a particular emphasis on the reigns of John, and Henry III. This paper explores the role of kingship and the development of parliament, in an exciting period of both conflict and cooperation. A medieval monarch was required to be both a warrior and judge; some got it horribly wrong.

Thematic study and historical interpretations - The Challenge of German Nationalism 1789-1919

Students will explore the reasons for changes in the nature of German nationalism and the consequences within Germany. Major themes and topics include: the 1848/1849 Revolutions, Nationalism and Unification 1867–1871, Wilhelmine Germany and the growth of Nationalism 1884–1914. By the end of the course, students will have studied a hundred years of German history and will engage with recent historiographical treatment and controversies, many of which persist and continue to animate historical research to this day.

Non-British period study - The Crusades and the crusader states 1095-1192

Students will use primary and secondary sources to develop an in depth understanding of the first three Crusades: a truly exciting and relevant period of medieval History.

Topic based essay

The Topic based essay is an extended essay of 3500 - 4000 words, based on a research investigation by the candidate. It enables students to pursue a topic which engages their interests and imagination.





Latin & Greek

OCR

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Outline

Latin A Level and Greek A level are two separate options. The format of both is the same, so they are described here together. The A Levels in Latin and Greek, similar to the GCSE, are divided in two: half of the qualification is language, the other half is literature. If you have done both Latin and Greek at GCSE, you can choose both for A Level.

Course Content

In both subjects, the Lower Sixth language course will be spent consolidating and extending your knowledge of GCSE grammar. There is not much extra content, but lots of exploration of exceptions to the rules, and more detailed explanations of some features. Some translation of English into Latin/Greek will be done, and plenty of translation of Latin/Greek into English. The Upper Sixth year is then spent consolidating all the key areas of syntax, grammar and vocabulary through unseen translations and comprehensions, as well as learning how to scan the rhythm of verse poetry.

For the prescribed literature, you will read a prose and verse text in Lower Sixth, and a prose and verse text in Upper Sixth. Each text is just over 200 lines long in total, which is just under double one of the GCSE texts studied. There is a choice of A Level texts, and in some cases a choice between a longer text with one author, or two shorter texts of two authors.

In Latin prose literature we will study a legal speech of Cicero and a section of Roman history from either Livy or Tacitus; in Latin verse literature we will study Vergil's Aeneid, Books 7 and 12. In Greek prose literature we will study the madness of the Persian King Cambyses as told by the historian Herodotus, followed by a philosophical dialogue from Plato; in Greek verse literature we will study one of the most iconic plays of all time, Oedipus Tyrannus.

Who can do it?

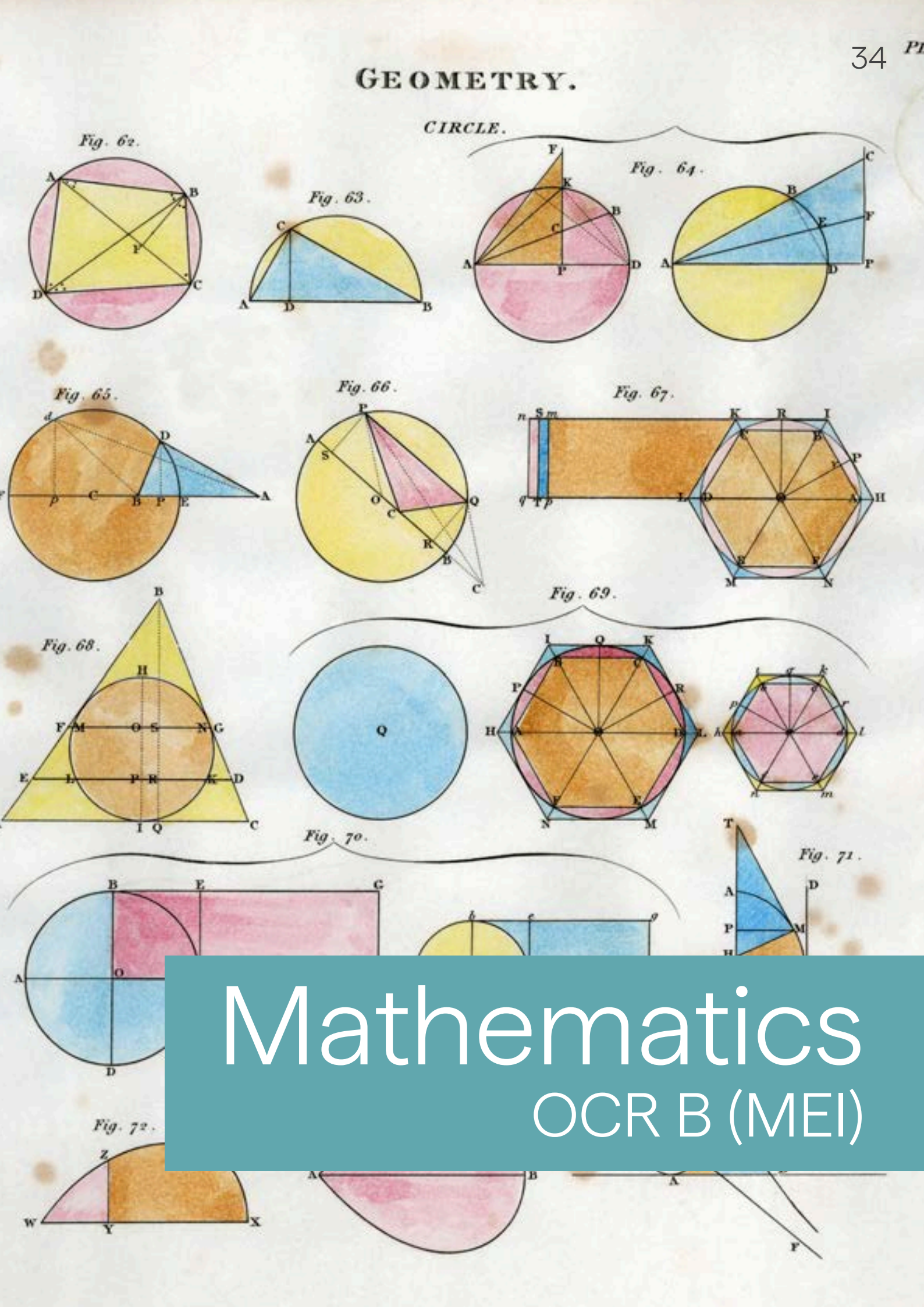
Each A Level is open to those who have studied the relevant GCSE. The GCSEs in Latin and Greek are tough, and therefore good preparation for A Level. Those who enjoy the GCSE course invariably enjoy A Level, as the skills required and the nature of the courses are similar, but more advanced, and with much more time to discuss and investigate.

Beyond the Classroom

An overseas trip, usually to Greece or Italy, is offered biennially. In addition, students have the opportunity to see plays in Oxford, Cambridge, and London, some of which are performed in the original language. The department has an enviable library of Classics books, which will enhance independent study at this level, and lectures by distinguished academics add breadth to the A Level course and convey something of what is involved in studying Classics at undergraduate level. There are regular opportunities to take part in competitions, both internal and external, catering for creative writing, archaeological analysis and oracy. Similarly, every Classicist in the Sixth Form is expected to deliver a talk on a topic of their choosing to the Senior Lecture Group.

Beyond A Level

Some students choose to study Classics at university, but by no means all: many will go on to read other humanities, or sciences. Both Latin and Greek are regarded as highly academic subjects and continue to be recognised by Admissions Tutors as beneficial to university applications. They are valued because of both the intellectual concentration and application that is demanded in translation and reading, but also the empathetic response that is required in literary analysis. Latin and Greek are not necessary for many careers, but they are useful for any.



Mathematics

OCR B (MEI)

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Mathematics is the most popular subject for A Level study at Merchant Taylors'. It can be studied successfully in combination with almost anything else. A good grade in A Level Mathematics is regarded as a desirable qualification by all higher education establishments.

There are three main areas of study: Pure, Statistics and Mechanics. Pure mathematics comprises approximately two thirds of the course content and covers most of the areas typically thought of as "maths", including algebra, trigonometry and calculus. Statistics and Mechanics are areas of applied mathematics, with each constituting approximately one sixth of the A Level course.

Aptitude for the course, as well as a genuine interest in Mathematics, is key for successful study at A Level. The extent to which one can compensate for difficulties in understanding by sheer effort is limited. Those who have not studied any FSMQ syllabus must be cautious in opting for Mathematics at A Level; **anyone scoring below a grade 9 at IGCSE is likely to find the course extremely difficult.**

Assessment for A Level Mathematics A Level consists of three 2 hour papers taken in the summer of the U6th year.

Those wishing to consider Further Mathematics needs to read on.

The Further Mathematics course includes further modules in Pure, Statistics, Mechanics and Numerical Methods.

In order to study Further Mathematics at Merchant Taylors' in the Sixth Form, you must have finished the FSMQ course. Given the accelerated pace at which A Level Mathematics is studied in the first term of the Lower Sixth, pupils cannot choose to study A Level Further Mathematics if they are not studying FSMQ in the Fifth Form. Simply having completed the FSMQ course is likely insufficient for successful study; **anyone scoring below an A grade at FSMQ is likely to find the course extremely difficult.**

For Mathematics, Engineering, Economics, Natural Sciences and other mathematics-based courses showing that you are capable of doing more advanced mathematics (provided one is good enough to do this) is regarded as being beneficial. Some top universities may expect or require applicants to study Further Maths at A Level.

It is important that boys do some early research into potential university courses to ensure that their choice of Maths A Level suits their applications. It is also important to ensure that any potential university application suits the Maths A Level options available to them.



Modern Languages

French, German, Spanish
Eduqas A Level / Edexcel

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Why study Modern Languages beyond IGCSE?

As a successful IGCSE linguist you will already have experienced, at some level, the real pleasure and buzz in being able to communicate in a foreign language.Speaking and understanding a language gives you a unique set of tools that can be applied to many fields of employment and future learning. Anyone with an interest in communication, film, literature, economics, politics, history and sciences will find the Sixth Form courses engaging, and you can be certain that by the end of the Sixth Form, you will have reached a degree of independent fluency which will surprise you. That is richly satisfying in its own right, but more than that, high-level modern linguists are currently among the most employable of all graduates and Modern Languages have one of the most favourable applicants-to-places ratios at Russell Group universities. Furthermore, those students likely to pursue scientific careers often value (as do their eventual employers) the balance and different perspective offered by a language qualification. While one modern language is often chosen as a complement to other subjects, able linguists should strongly consider the value of taking two languages.

What is the A Level course structure?

The course will be taught by two teachers who will develop the main language skills (speaking, listening, reading, writing and translating) by means of authentic materials and media, covering topic areas such as cultural identity and diversity relevant to the language studied, recent historical and political events, artistic heritage and the contemporary cultural scene, traditions and festivals. Pupils also study a set film and a set text, one in L6th and one in U6th. In addition, we have the benefit of native speaker assistants with whom you will work in small groups to get individualised help and conversation practice.

Examination Structure

Paper 1: Speaking (17 minutes + 5 minutes preparation)

Candidates discuss a short article related to the culture or country and matters arising from it.In the second part of this paper, candidates discuss a prepared topic of their choice related to where the target language is spoken. This is an opportunity for pupils to research a particular area of personal interest – it could be historical, political, cultural, sporting or a contemporary issue but it must be relevant to the culture/language studied.

Paper 2: Reading, Listening and Translation

Candidates answer comprehension questions in both the target language and in English in response to audio and written material. They are also required to translate a passage from the target language into English and vice versa. Unlike at GCSE, candidates have access to their own sound files but have to manage their time accordingly.

Paper 3: Writing response to film and work of literature

In this paper, candidates write two short essays (300 words approx.) in the target language in response to a film and a work of literature they have studied in class. The list of films and literary works includes classics and more contemporary works. To get an idea, please see the A Level specifications on the Eduqas website for language-specific films and texts.

https://www.eduqas.co.uk/qualifications/ (German and Spanish)

Edexcel A level French (2016) | Pearson qualifications (French)

Language classes in the Sixth Form are fun. An active engagement with and enjoyment of your language is a necessity, but working with like-minded pupils, teachers and language assistants, provides rapid progress and much satisfaction.

In class, the 'target language' is used predominantly and confidence in speaking is reinforced by a compulsory weekly session in small groups with one of the language assistants. Discussion in a foreign language is also practised in class and on occasion in debating competitions with other schools.

We place a lot of emphasis on independent research, reading and exploration. This begins in January of the Lower Sixth with a regular 'reading and listening booklet' in which we expect students to record evidence of a piece of reading or listening every week.

There is an active Sixth Form Language Society, Panglossia, which invites teachers, university academics and fellow pupils to talk about all the countries we study, and to which you're warmly welcome.

Progress can and should be reinforced by spending time in a country where the language being studied is spoken on study trips we organise, individual exchanges, work experience or simply on holiday. Within the department we have several contacts for potential independent exchanges and we would strongly encourage Sixth Formers to consider this opportunity.



Music

AQA

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Introduction

A Level Music provides a contemporary, accessible and creative education in Music with an integrated approach to the three main elements of Performance, Composition, and Appraising. The course is designed to encourage creativity, and to broaden students' musical horizons and understanding with Areas of Study that inspire and challenge. In addition, Area of Study 1 (which is compulsory) two further optional Areas of Study are selected from the list below:

1. Western Classical Tradition 1650-1910	[compulsory]
2. Pop music	[optional]
3. Music for media	[optional]
4. Music for theatre	[optional]
5. Jazz	[optional]
6. Contemporary traditional music	[optional]
7. Art music since 1910	[optional]

With an emphasis on musicality and practical music making, it is a course suited to those who are already good instrumentalists or singers. We expect candidates already to have achieved a Merit or Distinction at ABRSM Grade 6 or above. Candidates should also be able to read music fluently, and have a genuine interest in the history, analysis and techniques of music. A pass in ABRSM Grade 5 Theory is a pre-requisite for studying A Level Music.

The Course

A Level Music comprises a coursework element (Composition), a Recital (Performance), and a written paper at the end of the second year (Appraising). In the first year there is ample opportunity to explore performance and composition in detail, with final submissions being prepared in the second year of the course.

Performing

For Performance, pupils submit an audio recording of a recital that lasts a minimum of 10 minutes. The recital will be recorded between March and May during the second year of the course. A standard recital can include any number of pieces, as long as the recital demonstrates technical and expressive variety.

Weighting: 50 marks (35% of the total A Level)

Composition

For Composition, pupils submit two compositions that are completed during the course and submitted in the second year. Of the two main compositions, one is in response to a brief set by the exam board at the start of the second year, whilst the other is a self-devised work. The exam board provides 7 set briefs: one for each of the Areas of Study. The first set brief (AoS1) focuses on Bach Chorales, which will be taught as a technique of composition in the first year of the course.

Weighting: 50 marks (25% of the total A Level)

Appraising

Listening, appraising, and analytical skills are assessed in a written paper at the end of the course. The Areas of Study offer the opportunity to explore the musical context, the musical language, and the interdependence of the musical elements in a range of musical styles and genres. You will study three in total.

The first Area of Study is compulsory and includes prescribed works on which you will be examined.

Prescribed works:

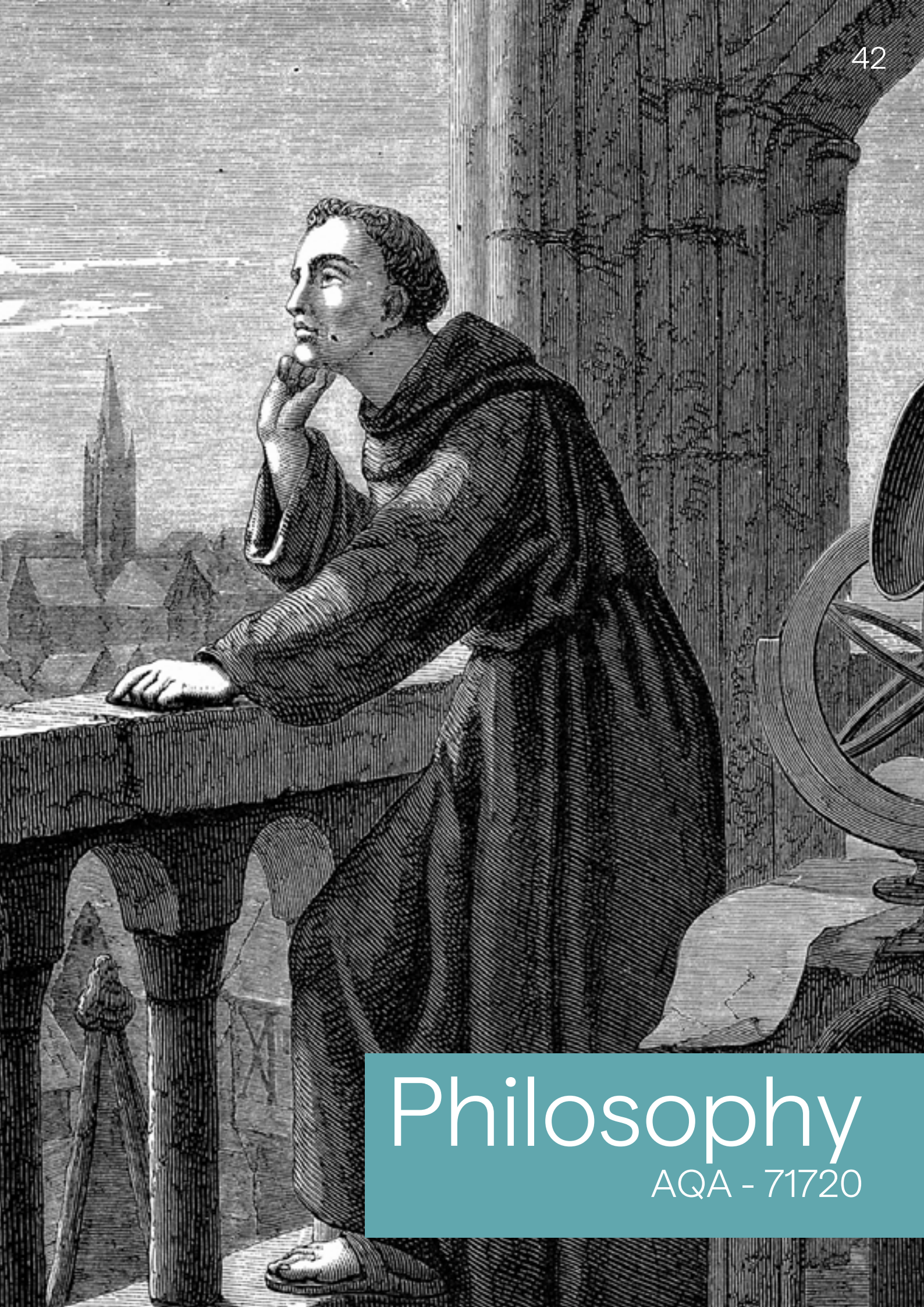
Strand A: Baroque solo concerto	Purcell: Sonata for trumpet and strings in D major Z.850 Vivaldi: Flute Concerto in D major Op. 10 No. 3 'Il Gardellino' RV428 Bach: Violin Concerto in A major BWV1041
Strand B: The operas of Mozart	The Marriage of Figaro (Le Nozze di Figaro) K. 492, Act 1 Overture, No. 1 & Nos. 3-9.
Strand C: The piano music of Chopin, Brahms, and Grieg	Chopin: Ballade No. 2 in F major op. 38 Chopin: Nocturne in E minor Op. 72 No. 1 Brahms: Intermezzo in A major Op. 118 No. 3 Brahms: Ballade in G minor Op. 118 No. 3 Grieg: Norwegian March Op. 54 No. 2 Grieg: Notturno Op. 54 No. 4

A further two of the remaining six Areas of Study will also be explored during the course and will provide the basis for assessment in the form of essays and unfamiliar listening questions in the written paper. There is a significant amount of listening and reading to complete for this part of the course, and you should be prepared to spend time reading and researching the topics covered in these Areas of Study outside of lessons.

Weighting: 120 marks (40% of the total A Level)

Beyond the Sixth Form

A Level Music is a must for anyone intending to study Music seriously, either at a music college or university, but it is not a subject that is limited to those intending to pursue a career in music. Opting to study Music at A Level can demonstrate a commendably broad and enterprising mind when it comes to university application and provides a welcome opportunity for personal expression and creativity, as well as deepening the understanding and enjoyment of a lifelong interest. It is true that in recent years many A Level Music students have gone on to read Music at Oxford, Cambridge, and King's College London, though there are others who have chosen to use their musically developed skills as independent and creative thinkers, with abilities to also work as part of a team in high pressure situations, in their studies for Engineering, History, Law, Languages, and Zoology degrees.



Philosophy

AQA - 71720

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Philosophy uses the power of reason to investigate fundamental problems that cannot be settled by empirical observation alone. It is an intellectually challenging and profoundly invigorating subject which is ideal for those who wish to:

- Enhance and deepen their capacity to reason and think critically.
- Develop into independent and autonomous individuals.
- Challenge assumptions about what exists, what is valuable, who we are and how we should live.
- Construct new concepts and theories in order to think about the world in fundamentally new ways.
- Use their minds to contemplate topics such as consciousness, knowledge, perception, moral truth, God and existence.

How would this course benefit you?

The skills that philosophers develop – including the capacities to think well about important issues, to assess and formulate arguments, to communicate clearly and succinctly, and to learn to be an independent and flexible thinker – will be of value throughout one's life and career. Indeed, these skills are in demand by many employers.

Those who study the A level, and then pursue the subject at university, go on to make successful lawyers, consultants, entrepreneurs, journalists, teachers, civil servants and leaders in business or other professions, as these testimonials from philosophy graduates attest:

"I am in the Investment Banking Division of Goldman Sachs . Studying philosophy was instrumental in helping me to develop skills I utilise daily in my current role. In particular, being challenged to form independent and coherent viewpoints as well as learning how to communicate complicated ideas with clarity and precision have been crucial as I have progressed through my career." - Marko F.

"I am an Investment Banker at Deutsche Bank. My job demands analytical thinking, critical reasoning, judgement and decision-making skills. These are skills I developed and employed throughout my academic discipline, which has been very complementary to my role in finance." - Ayo I.

"I am the Director of Policy at a think tank. Studying philosophy is an excellent training for a career in public policy. For example, the ability to express complex ideas clearly and succinctly is important for writing a good briefing, or speaking with a busy politician. In addition, learning to use elementary logic to reconstruct philosophical arguments is good preparation for analyzing policy positions." - Robert M.

What can you Expect from the Course

You will not simply be asked to learn what philosophers have said. You will be required to test their arguments for weaknesses, compare competing positions and reach conclusions of your own. You will sometimes be required to defend a position you initially disagree with, making the quality of your reasoning—not simply the opinion you hold—the focus of philosophical discussion.

The course is divided into four equally weighted units covering four key branches of Western philosophy. All units are assessed during two exams at the end of Year 13, whereby students answer both short and longer (essay-style) questions.

Unit 1: Epistemology

Key questions –

- What is knowledge?
- Do we really know anything?
- Do we perceive the external world or only a representation of it?
- Do objects exist independently of our perception of them?
- Is there such a thing as innate knowledge?

Unit 2: Moral Philosophy

Key questions –

- How should I live?
- Is happiness the ultimate good in life?
- Why should we respect human life?
- Is it wrong to fantasise about doing abhorrent things?
- Does moral truth exist?

Unit 3: Metaphysics of God

Key questions –

- Can belief or disbelief in God be rationally justified?
- Does the universe require a creator?
- Is the universe random or designed?
- Does evil disprove God's existence?
- Is religious language meaningless?

Unit 4: Metaphysics of Mind

Key questions –

- Can we know that other people aren't just mindless zombies?
- Is your mind distinct from your body?
- Does it make sense to ascribe consciousness to AI?
- Is the mind merely a machine?
- Does consciousness really exist?



Politics

Edexcel

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Why study A Level Politics?

Politics never stands still. Prime ministers come and go, parties reinvent themselves and unexpected election results reshape the political landscape. Yet the forces behind these changes are remarkably consistent, rooted in enduring questions about power and human behaviour.

A Level Politics helps you look beyond the latest headline and understand the deeper forces shaping political events:

- Why did Keir Starmer, equipped with the second largest majority in modern British history, struggle to control his own party?
- Why are the UK's two largest parties catering to a party with just eight MPs?
- How is it possible that we're observing unprecedented levels of collaboration within the European Union, achieving a united stance on sanctions against Russia, whilst voters on the continent are increasingly embracing far-right euroscepticism?
- Why, in a country of fifty states, do four decide the outcome of the American presidential election?
- If it has never been easier to encounter different political views, why are political parties and their supporters becoming increasingly polarised?
- And if Congress and the Supreme Court both have conservative compositions, what limits – if any – exist on the power of an imperial President Trump?

Politics introduces you to the enduring processes and structures that help explain how governments function, how decisions are made, where power truly lies, and how far citizens can shape events. This is a subject that can take you from debates on political principles to the absurdities of the Westminster bubble in the same lesson, with endless scope for debate.

Where will it lead?

Politics combines well with almost any A Level subject, but is particularly compatible with the social sciences and humanities, including Economics, Geography, Philosophy and History. It provides excellent preparation for university courses such as Politics, International Relations, Economics, History and Politics, PPE at Oxford and HSPS at Cambridge. It is also valued by universities more broadly because it gives students an informed understanding of the world around them while developing their ability to analyse evidence, evaluate competing arguments and construct persuasive judgements. These skills are highly valued in careers including law, finance, journalism and public policy.

What will I study?

- UK Politics: Explore how effectively democracy operates in the UK through a detailed study of traditional methods of participation, including elections, the media and political parties. Students will also examine alternative methods of participation, including pressure groups and referendums, which are vital to a healthy pluralist democracy.

- UK Government: Students investigate the different institutions that exercise power within the UK, including the devolved legislatures. This will include the operations of Westminster, the role of the judiciary, and a comparative study of prime ministers.
- Political Ideologies: Students will examine the core values of the political philosophies that underpin the UK's liberal democracy, including liberalism, conservatism and socialism, alongside feminism as an alternative ideology.
- Comparative US Politics: Students will complete an introductory course in the founding principles of the United States, its three branches of government, and its electoral system. As a comparative component to the UK modules, students will have the opportunity to revise Lower Sixth content organically.

Am I suited to the subject?

If you are curious about where power lies and why the world is the way it is, you probably already have the passion required to study Politics. You must be prepared to stay up to date with political developments as they happen, but this is not simply a study of current affairs. Above all, you need the desire to explore the inner workings of politics that operate beneath the noise of public political debate. No previous study or knowledge of politics is required, but it demands a strong work ethic and a willingness to turn curiosity into answers.

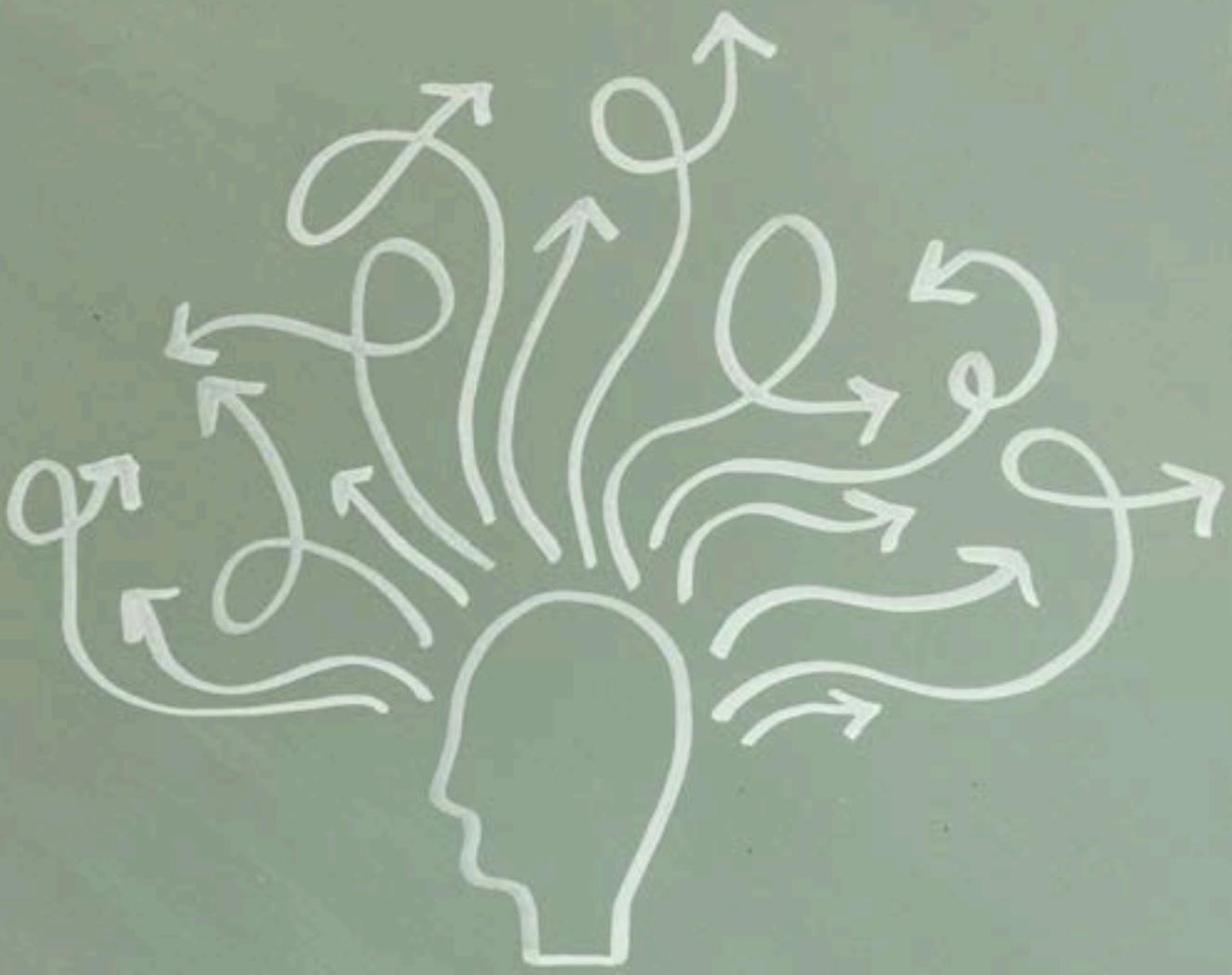
If you enjoy comparing theory to practice, exploring political philosophy and asking big 'why' questions while grounding them in real-world events, you'll thrive in Politics. Are you comfortable analysing material to identify patterns and trends? Are you excited about the prospect of evaluating competing arguments? Then this is the subject for you!

Extra-curricular involvement

- Alfred Marshall Society talks and visiting speakers (former speakers at the School include Sir Jacob Rees-Mogg, former Prime Minister Gordon Brown, Sir Nick Clegg, Sir David Gauke and Sir Vince Cable)
- An annual trip to Parliament, the UK Supreme Court and/or City Hall
- Model United Nations conferences
- An annual visit to the London Student Politics Conference (previous speakers include Wes Streeting, Nigel Farage and Jeremy Corbyn)
- The chance to lead the Politics Society, a junior politics group for the Lower School

https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html





Psychology

AQA

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What is Psychology A Level?

Psychology is the scientific study of mind and behaviour. It is a fascinating and rigorous A level which deals with questions such as: What makes us remember? How do we learn? Following brain damage how well can a person perform? Why do people obey? One of the ways it is a truly unique and valuable subject is that you will learn a great deal about the brain, including its regions and functions, and about predominant mental illnesses in society such as depression and anxiety.

Course outline

Unit 1: Introductory Topics in Psychology

- Social Influence: why people conform, why people obey and the effects of these processes on social change.
- Memory: including memory models and eyewitness testimony.
- Attachment: including early social development, explanations of attachment and cultural variations of child-rearing.
- Clinical Psychology and Mental Health: different approaches to treating depression, phobias and obsessive-compulsive disorder.

Unit 2: Psychology in Context

- Approaches in Psychology: different ways of understanding behaviour, including Learning, Cognitive, Biological, Psychodynamic and Humanistic approaches.
- Biopsychology: how understanding human biology helps to understand behaviour.
- Research Methods: a comprehensive focus on how psychologists construct studies, gather data and analyse results.

Unit 3: Issues and Options in Psychology

- Issues and Debates in Psychology: the kinds of debates that psychologists have with each other including, Gender, Free Will and Determinism, Nature and Nurture, Holism and Reductionism, Idiographic and Nomothetic investigating and Ethics.
- ·Relationships: Looks at the different explanations of attraction and maintenance of romantic relationships

- Schizophrenia: focuses on the condition, its causes and how it is treated.
- ·Forensic Psychology: how can psychological theory and explanations be applied to a crime scene and criminal justice system?

Assessment

Unit	Maximum Marks	Length of Paper
Paper 1: Introductory Topics in Psychology	96	Two hours
Paper 2: Psychology in Context	96	Two hours
Paper 3: Issues and Options in Psychology	96	Two hours

Skills and Interests Required

Psychology involves a great deal of knowledge acquisition. Be prepared to learn and revise key terms. Students are expected to be good at writing and willing to keep their notes organised. Focus is placed upon analysis, evaluation, interpretation, ethical issues and critical appreciation of psychological methodologies.

A strong performance at GCSE in English and Science is highly recommended. Several parts of the course look in depth at the brain, nervous system and evolution; a strong interest in biology is essential.

Progression

Psychology provides opportunities for those looking to progress to degree level in a number of fields, and can be studied as Experimental Psychology at Oxford, and as part of the Politics, Psychology and Sociology at Cambridge, as well as all of the Russell Group universities. As Psychology is a social science it has uses across many fields and is widely used in the workplace. It allows a development of core skills, building arguments, reading and understanding the work of others. All these skills are applicable in employment and at university across courses.Psychology is a particularly useful subject for those wishing to go into clinical work like health and social care services, medicine, research, teaching and human resources. It is essential for Clinical Psychology, Educational Psychology and Counseling–related fields. Other specialist fields include Sports and Criminal Psychology.



Science

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The principal reason for choosing any A Level subject is that you have genuine passion and curiosity in one or more of the sciences. You will therefore enjoy studying it in the future. This will most probably be based on your experience at GCSE having studied Triple Science.

The Science Department offers courses in all three Sciences. **Students wishing to study a science subject in the Sixth Form should expect to obtain an 8 or 9 grade in the appropriate GCSE subject.** In exceptional circumstances, for Double Award Science candidates, a double 9 grade will be essential, with a strong UMS in the chosen subject. This would qualify you to study Biology or Physics A Level if you have a top grade in Mathematics; however, the final decision remains with the Head of Department. You may wish to discuss your suitability for a subject with the Head of Department.

The combination of subjects that you choose will depend to some extent on any potential career that you have in mind. For example, Engineers must study Maths and Physics, whilst Medics and Dentists will study Chemistry and Biology at A Level. You can certainly consider a 'contrasting' subject for Medicine as this can be beneficial. A Levels in Science subjects are obviously important for careers in Applied Science, but they are also appropriate for a wide variety of other degree courses, many of which include elements of Management Studies, Economics and Law as part of their programme.

Many University Departments offer a year abroad as part of a Science degree and you may wish to take a Modern Language in concert with the Science subjects or you might consider an Arts or Humanities subject. The Science Department has a good record of entry to excellent universities in a number of varied and exciting courses.



Biology

OCR

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The OCR Biology A specification builds on concepts and skills that have been developed in the IGCSE Biology course. It presents Biology as an exciting, relevant, and challenging practical subject. The specification emphasizes the way in which scientists work and the contribution of Biology to modern society.

Lower Sixth

Students will complete five modules in the first year of the course:

- Module 1 – Development of practical skills in biology
- Module 2 – Foundations in biology
- Module 3 – Exchange and transport
- Module 4 – Biodiversity, evolution and disease
- Module 6 – Ecosystems

Upper Sixth

Students will complete an additional two modules in the second year of the course:

- Module 5 – Communication, homeostasis and energy
- Module 6 – Genetics and evolution

There are three written external examinations at the end of the second year:

Paper	Paper - Component Number	Marks	Length (minutes)	% of total A Level
1	Biological Processes (01)	100	135	37
2	Biological Diversity (02)	100	135	37
3	Unified Biology (03)	70	90	26

Component 01 assesses content from Modules 1, 2, 3, and 5.
Component 02 assesses content from Modules 1, 2, 4, and 6.
Component 03 assesses content from all Modules (1 to 6).
All components include synoptic assessment.

In addition to the written examinations, all students must complete Component 04, the Practical Endorsement. This is a selection of non-examined practical activities that will take place throughout the two-year course. Module 1 of the specification content relates to the practical skills learners are expected to gain throughout the course that are assessed throughout the written examinations and also through the Practical Endorsement. To pass the A Level course, your teachers will need to attest to your ability to carry out experimental procedures safely and accurately.

The study of Biology at A Level provides a good foundation for courses in Veterinary Science, Medicine, Pharmacology, Biology, Biochemistry, Anatomy, Physiology, Zoology, Psychology, Dentistry and Environmental Science.Those wishing to study Medicine and Veterinary Science are encouraged to use part of their holiday and/or weekends to widen their experience working in hospitals, care homes, shadowing doctors, GPs or Dentists.

Who Should Study Biology A Level?

It is expected that those who wish to study Biology at A Level have a genuine interest in the subject, are committed to working exceptionally hard both in and out of the lab as it is an extremely content heavy and challenging subject. The successful student will show a willingness to extend his involvement beyond routine class work and weekly written work by engaging in wider reading to derive the full benefits from a challenging and interesting course. Independent learning is vital. It is strongly advised that Biology is studied in conjunction with another Science subject at A Level.

Those opting to study Biology at A Level will be taught by two teachers, who will share the teaching of the course. Students will be tested regularly to monitor progress with end of topic tests spread throughout the two-year course.





Chemistry

Edexcel

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The Chemistry Department will be offering the Edexcel Pearson specification for A-Level. This is an exciting course and one that builds on the IGCSE course you have been studying for GCSE.

Course Structure

Throughout the course you will be taught by two teachers: one for the Organic side of the course and one for the Inorganic side. The Physical Chemistry topics are split between the two teachers. There are a total of 19 topics:

- Topic 1: Atomic structure and the Periodic Table
- Topic 2: Bonding and Structure
- Topic 3: Redox I
- Topic 4: Inorganic Chemistry and the Periodic Table
- Topic 5: Formulae, Equations and Amounts of Substance
- Topic 6: Organic Chemistry I
- Topic 7: Modern Analytical Techniques I
- Topic 8: Energetics I
- Topic 9: Kinetics I
- Topic 10: Equilibrium I
- Topic 11: Equilibrium II
- Topic 12: Acid-base Equilibria
- Topic 13: Energetics II
- Topic 14: Redox II
- Topic 15: Transition Metals
- Topic 16: Kinetics II
- Topic 17: Organic Chemistry II
- Topic 18: Organic Chemistry III
- Topic 19: Modern Analytical Techniques II

Assessment

At the end of the course, you will sit three written papers:

Papers 1 and 2 will each be 105 minutes in length, consist of 90 marks, assess specific topics from the course, and represent 30% of the total qualification. The remaining 40% will be assessed in the synoptic Paper 3, which will be worth 120 marks and last 150 minutes. As well as drawing from any part of the specification, this paper will assess your understanding of experimental methods.

Throughout the course, your practical skills will also be assessed by your teachers within lessons. In order to pass the A-Level course, your teachers will need to attest to your ability to carry out experimental procedures safely and accurately. This is a holistic judgement that you need to demonstrate consistency across the two years to pass.

Should I study A Level Chemistry?

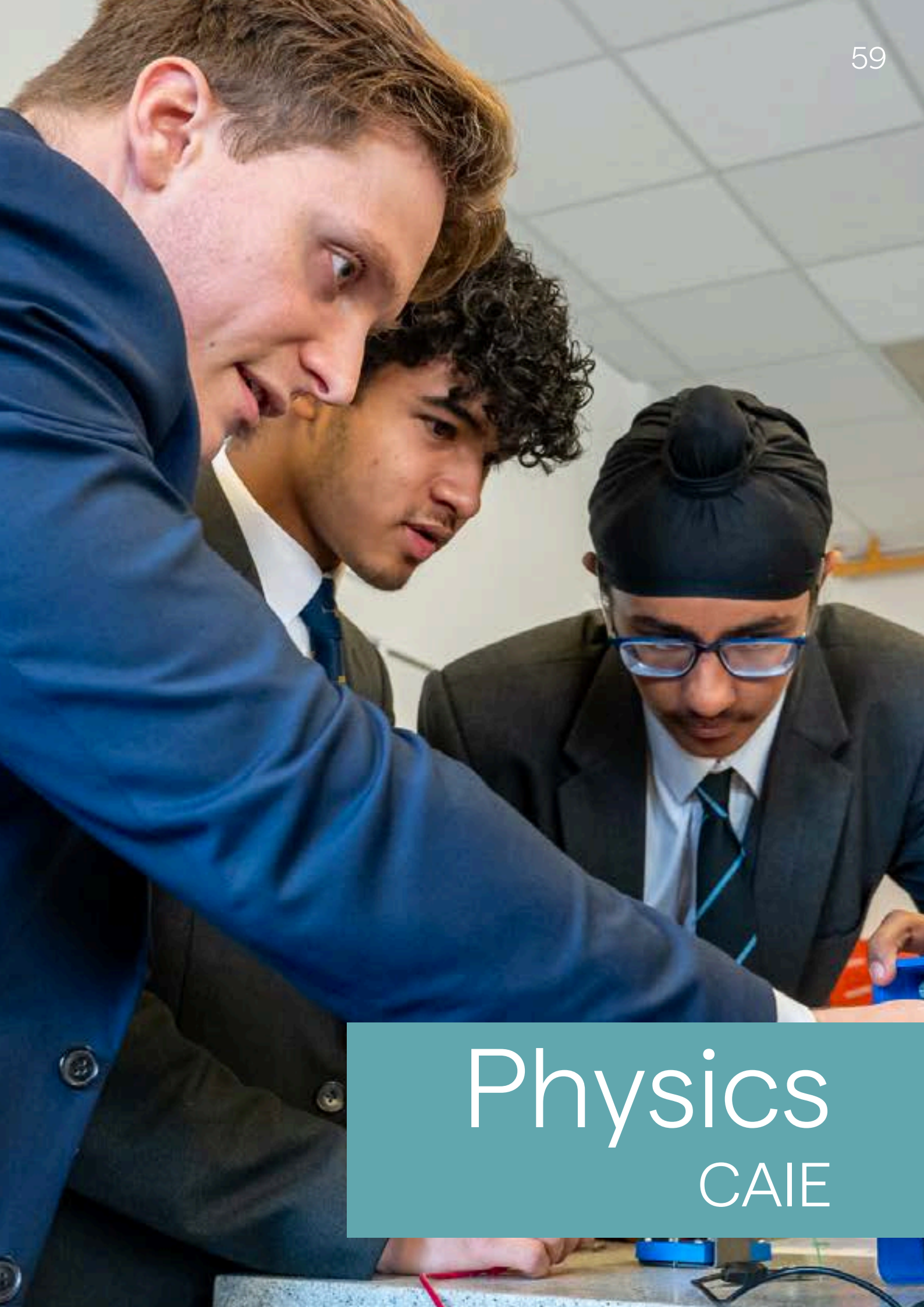
Do you enjoy understanding how the world around you works on a microscopic level? Do you want to be able to synthesise molecules like aspirin? Or explain what causes certain substances to exhibit colour? Or even the chemistry behind the battery in your phone? A Level Chemistry looks to answer these questions, ultimately developing your problem-solving skills and your ability to justify scientific phenomena.

A successful student will show a willingness to extend his involvement beyond routine class work and weekly written work by engaging in wider reading to derive the full benefits from a challenging and interesting course.

A good IGCSE grade (8 or 9 required) should not be the only indicator of whether Chemistry is a suitable A Level choice. Recommendations from teachers should be carefully considered. The jump from IGCSE to A Level is sharp, and a lot of hard work is unavoidable!

Above all, however, you should study A Level Chemistry if you have enjoyed studying it thus far.





Physics

CAIE

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Merchant Taylors' offers the CAIE International A Level Physics course. The course blends material that builds directly onto the IGCSE material, whilst introducing new modern concepts in Physics.

The aim of any Physics course must be to enable the student to develop an understanding of the phenomena which are observed in every part of the universe. Further, students should develop their ability to explain these phenomena and solve problems involving them by applying simple Physics concepts with logic, reason and using mathematical skills. In addition, students will carry out experiments to investigate these phenomena.

It is important that students who embark on Physics at A Level appreciate that the course does not require extensive learning of isolated knowledge. Instead, students should expect to learn to understand how a reasonably small set of concepts can be applied to a wide variety of situations to explain them. Problem solving and application of understanding are the key skills required in A Level Physics; these transferable skill makes it a desirable A Level to study. Although the real reason to study Physics is if you are fascinated by how the world around you works.

In deciding whether a course in Physics is suitable for him, a prospective student must review his level of endeavour in IGCSE Physics. It is clear that it is those students who are genuinely inquisitive and prepared to work thoroughly who will enjoy the most success.

The Importance of Maths in Physics

While it is not an absolute requirement to study A Level Maths alongside Physics, not many boys study Physics without Maths at our school, as mathematical fluency is required to do well. If the Maths Department would advise you against taking A Level Maths, then A Level Physics would also not be an advisable subject choice. Boys who undertake Physics without A Level Maths will be required to learn some extra Maths beyond what they have done in Fifth Form. Further, the study of Maths with Physics it is highly advisable, and the subjects are often taken together. To pursue Physics or Engineering at university A Level Maths is essential. It is worth considering that if you wish to read Physics or Engineering at a top university you would typically also take Further Maths as well, if possible, to strengthen your application and prepare you for the course. Top Universities may question why you have not taken Further Maths if you could have taken it.

The topics covered in A Level Physics will be in the following sections:

Physical Quantities and Units; Kinematics; Dynamics; Forces, Density and pressure; Work, Energy and power; Deformation of solids; Waves; Superposition; Electricity; D.C. Circuits; Particle Physics; Motion in a circle; Gravitational Fields; Temperature; Ideal Gases; Thermodynamics; Oscillations; Electric Fields; Capacitance; Magnetic Fields; Alternating Currents; Quantum Physics; Nuclear Physics; Medical Physics; Astronomy and Cosmology

Assessment Overview

Paper 1	Paper 2	Paper 3
Multiple Choice 1 hour 15 minutes, 40 marks 40 multiple choice questions. Questions are based on the AS Level syllabus content. Externally assessed. 31% of the AS Level 15.5% of the A Level	AS Level Structured Questions 1 hour 15 minutes, 60 marks Structured questions. Questions are based on the AS Level syllabus content. Externally assessed. 46% of the AS Level 23% of the AS Level	Advanced Practical Skills 2 hours, 40 marks Practical work and structured questions. Questions are based on the experimental skills in the Practical assessment section of the syllabus. The context of the questions may be outside the syllabus content. Externally assessed. 23% of the AS Level 11.5% of the A Level

Paper 4	Paper 5
A Level Structured Questions 2 hours, 100 marks Structured questions. Questions are based on the A Level syllabus content; knowledge of material from the AS Level syllabus content will be required. Externally assessed. 38.5% of the A Level	Planning, Analysis and Evaluation 1 hour 15 minutes, 30 marks Candidates answer two compulsory questions. Questions are based on the experimental skills in the Practical assessment section of the syllabus. The context of the questions may be outside the syllabus content. Externally assessed. 11.5% of the A Level

What do these A Level Physics topics involve?

The Electricity topic builds directly on the work done at IGCSE to provide a more complete picture. Similarly, the Mechanics and Deformation of Solids topics continues to build on familiar concepts relating to forces and energy from IGCSE. The material will now be covered in a much more mathematical way. Meanwhile, the Quantum Physics offers an introduction to an entirely new and very exciting branch of Physics; including looking at concepts such as the photoelectric effect and wave-particle duality. The Standard Model of Particle Physics will also be covered. The Waves topic again builds on IGCSE work then explores the new wave behaviours of interference and diffraction, again this will be more mathematical than at IGCSE.

The topics of Fields, Circular Motion, Oscillations and Thermodynamics completes the student's education in Classical Physics. Fields covers electric, magnetic and gravitational fields and capacitors and Thermodynamics covers gas laws and specific heat capacities and latent heat.Nuclear Physics covers radioactivity, nuclear physics including fission and fusion.

How will my practical skills be assessed?

A dedicated programme of practical skills development is used to ensure each student is fully prepared for the practical exam, paper 3, which involves two experiments, and the written practical paper 5.

If you wish to discuss your suitability for A Level Physics, please speak to Mrs Mayadeen and your IGCSE Physics teacher.



Sports Science (Physical Education)

AQA

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Why Sports Science?

Our A Level Sport Science AQA qualification allows students to play to their strengths and gain dynamic theoretical and practical skills for further education or work. Our programme of study aims at equipping our pupils with an understanding of the skills relating to scientific, socio-cultural, psychological, and practical aspects of physical education.

A Level Sports Science is viewed favourably by universities as a well-respected academic subject that combines scientific knowledge, analytical skills and applied understanding. It provides an excellent foundation for sport-related university courses, including Sports Science, Physiotherapy, Sports Medicine, Sports Marketing and Coaching.
Sports Science also complements a number of other A Level subjects, particularly Biology, Psychology and other Sciences, with clear links between course content.

Specification at a Glance

This qualification is now linear, meaning all students will sit their exams and submit all their non-exam assessment at the end of the course:

- Applied anatomy and physiology
- Skill acquisition
- Sport and society
- Exercise physiology
- Biomechanical movement
- Sport psychology
- Sport and society and the role of technology in physical activity and sport

Assessments

Paper 1: Factors affecting participation in physical activity and sport

What's assessed

Section A: Applied anatomy and physiology - multiple choice, short answer and extended writing (35 marks)
Section B: Skill acquisition - multiple choice, short answer and extended writing (35 marks)
Section C: Sport and society - multiple choice, short answer & extended writing (35 marks)

How it's assessed

Written exam: 2 hours
105 marks
35% of A Level

Paper 2: Factors affecting optimal performance in physical activity and sport

What's assessed

Section A: Exercise physiology & biomechanics - multiple choice, short answer & extended writing (35 marks)
Section B: Sport psychology - multiple choice, short answer and extended writing (35 marks)
Section C: Sport and society & technology in sport - multiple choice, short answer & extended writing (35 marks)

How it's assessed

Written exam: 2 hours
105 marks
35% of A Level

Non-exam assessment (NEA): Practical performance in physical activity and sport

What's assessed

There are two aspects to the NEA:

- Performance assessment (practical performance) Students are assessed as a performer or coach in the full sided version of one activity with evidence recorded via video. N.B most students will need to be able to perform one sport from the course specification to a minimum standard of decent club level or school B team level. Pupils are required to collect video footage of them competing in their sports during competitive matches/races and this is the responsibility of the pupils to record and collate footage.If you are unsure as to whether you think the standard of performance is suitable enough for the course, then please contact Mr Peace (lpeace@mtsn.org.uk) to discuss.

- Performance analysis assessment (analysis and evaluation). A written/verbal analysis of performance, worth 45 Marks. N.B this does not need to be written about the same sport that you are performing in.

How it's assessed

Internal assessment, external moderation
90 marks
30% of A Level

If you have any further questions regarding the course, please do come and speak with us.



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