

Sixth Form

Year 12 & 13

2019-2020

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Welcome to Sixth Form,

The high quality British Education that we have been offering for more than 30 years, is recognised by our BSO (British Schools Overseas) Inspection, which was carried out by an inspectorate approved by the UK Department for Education and overseen by OFSTED. This accreditation recognised Caxton College as 'Outstanding' in all areas of the inspection and therefore places us on a par with the best private schools in the United Kingdom.

Our Sixth Form is designed to provide our students with all the necessary support and careers guidance required at this stage of their academic careers, and to ensure that their experience in this final stage of schooling culminates in the achievement of their own individual goals.

Over the past few years, the Sixth Form curriculum has undergone many changes, to ensure we continue to adapt to the ever-changing demands of the English, Spanish and International University access systems. Our curriculum provides students with maximum flexibility, a wide variety of subjects and extensive knowledge that will be vital as they move beyond 6th Form to University.

At Caxton College, we consider the personal development of your child as equally important to their academic progress. We form a community that offers a safe environment and supports our students individually.

At the core of our Sixth Form are high quality teaching and learning, the belief that our students should be well-rounded, respectful young adults and the development of life-long habits and skills.

In addition, our hope is for our students to have a positive experience that allows them to reach and exceed their full potential. It is the responsibility of our students to contribute to this through cooperating with and considering others.

We are committed to giving our young people the best possible education so they can find happiness and success in their adult life.

Teresa Vila
Head of Sixth Form

Vision, Values and Objectives

Vision

Our approach is simple: through creativity in classes and encouraging broader learning, we instill the desire to achieve and become open minded global citizens. As an evolving international community, we are proud to celebrate unity and diversity in our school.

Together we strive to remove any barriers to learning, to use and develop positive and innovative learning environments and to provide a window on the world.

Values

The values identified as most important, within the Sixth Form educational phase, focus on a culture of union and celebration of diversity through:

- Emphasising the importance of our 'One School, One Community' ethos, which aims to promote acceptance and celebration of our diverse school community.
- Celebrating these differences and our uniqueness through whole-school events such as the international food fair, MOVES talent show, our Art exhibitions and the annual Prize Giving Event.
- Treating others with kindness and respect, as we would wish to be treated ourselves.
- Taking pride in being a member of our community and benefitting from the excellent teaching and learning opportunities on offer.
- Recognising and celebrating the personal and academic achievements of outstanding members of our school community.
- Maintaining a mutual respect throughout the community, in order to ensure the safety and well-being of everyone.

Objectives

Our principal objective is to educate our students as unique individuals and to help them achieve academic excellence. We follow the British educational system, complementing this wherever possible with experiences that stimulate further spiritual, moral, social and cultural development. We feel this allows us to guarantee the highest standards

of teaching and learning, and the best overall outcomes for students.

Alongside the British curriculum, and whenever possible, we also aim for our students to obtain certification and accreditation within the Spanish educational system.

Sixth Form is the final stage of study for our students here at Caxton, and is the time whereby students begin to specialise in their chosen disciplines and subject areas, in preparation for their future university degrees and chosen careers. Our students continue their studies not only in Spanish universities, but also in many prestigious universities around the world.

Thus, our Sixth Form aims to prepare students, not only academically, but also personally, to meet the demands of the changing society to which they belong.

The Secondary and Sixth Form Education System

The teaching of students from age 11 to 18 is divided into three stages:

1. Key Stage 3 (Year 7 to Year 9) → 11 to 14 years old
2. Key Stage 4 (Year 10 and Year 11) → 14 to 16 years old
These two Key Stages are equivalent to the Spanish 'Secondary' cycle.
3. Key Stage 5, also known as Sixth Form (Year 12 and Year 13) → 16 to 18 years old
This Key Stage is equivalent to the Spanish 'Bachillerato'.

In this final Key Stage, it is vital that parents, students and teachers work together. We consider that it is the close relationship between all three that enables our students to obtain results needed for entering university, whilst also allowing each student to grow and become an excellent individual in their own right.

The transition from Key Stage 4 to Key Stage 5 should be viewed as an enriching challenge. Key Stage 5 students enjoy a wide range of subjects to choose from. With the introduction of study periods within the timetable, they must learn to manage their time effectively. To be successful and to take full advantage of the teaching and learning, students must develop a greater degree of independence and responsibility. This is a demanding Key Stage, and there will be a noticeable increase in the volume of work students need to complete, in comparison to Key Stage 4.

Entrance to Sixth Form is dependent on the external British iGCSE exam grades, achieved at the end of Year 11.

In Sixth Form, students will take the external British A Level exams, which are the gateway to university. To access Spanish universities, students will take the A Levels exams and, if they wish, also the PCE (Specific Competency Tests) exams corresponding to two Spanish subjects that they choose, depending on the university degree they wish to study.

Spanish Curriculum	British Curriculum	Key Stage	External Examinations
6º de Primaria	Year 7	Key Stage 3	
1º de E.S.O.	Year 8	Key Stage 3	
2º de E.S.O.	Year 9	Key Stage 3	
3º de E.S.O.	Year 10	Key Stage 4	
4º de E.S.O.	Year 11	Key Stage 4	IGCSE
1º de Bachillerato	Year 12	Key Stage 5 (Sixth Form)	International A2 Spanish International AS Level Linear AS Level
2º de Bachillerato	Year 13	Key Stage 5 (Sixth Form)	Linear A2 Level International A2 Level PCE in specific Spanish subjects

A detailed explanation of the A Level and PCE examinations can be found later in this document, in the sections titled “British A Levels” and “Spanish PCE’s (Pruebas de Competencias Específicas/Specific Competency Exams)” respectively.

Sixth Form Entry Requirements

The entry requirements for Sixth Form are designed to ensure that students who wish to study with us are well prepared and ready to face the increasing demands of this new academic stage.

Criteria for Progression into Year 12

The requirements have been divided into three categories; General Academic Requirements, Specific Subject Requirements and Attitudinal Requirements.

General Academic Requirements

- Passed 5 IGCSE subjects with a grade C/grade 5 or higher including English as a First Language (EFL) and Maths.
- Passed all internally assessed subjects (Lengua Española, Ciencias Sociales and Valenciano (International students are given special consideration in these areas).

Subject Specific Requirements

- Obtain the required 'entry' grade for the A Level subjects you have chosen to study in Sixth Form. For these subject specific requirements, please read the document titled "Criteria for Progression from Year 11 into Year 12", which can be found on the Parent Profile, or the Caxton College App, inside the 'documentation' folder.

Attitudinal Requirements

- Progression is not solely based on academic achievement. Progression is also reliant on a student's ability to demonstrate the behaviour and maturity appropriate for the demands of the year group. As such, the school will also carefully consider student's behaviour grades, alongside academic achievement, when making decisions about progression.

The Sixth Form Programme

The Sixth Form Programme is designed to offer maximum flexibility for students, to ensure they can access their chosen University, whether this be in Spain, the UK or anywhere else in the world.

In the British Curriculum, students take 'A Levels', which are exams to evaluate contents studied during Year 12 and Year 13. Students can choose a minimum of three British subjects and they will be evaluated with the A Level system. In Year 12, these exams are called AS, whereas in Year 13, they are called A2. (Please see section titled 'British A Levels').

Students who wish to study in a Spanish university will need to take two Spanish subjects PCE in Year 12. (Please see section titled 'Spanish PCE's').

The entire programme, detailed below takes place between 09:20 and 16:50. In addition, students may choose to take preparatory English classes for the IELTS exam in Year 12. For the majority of students, these are usually held from 17:00h to 18:00h, although there may be a small group who take these classes within the school day.

YEAR 12 PROGRAMME 2019/2020 (Nº of classes per fortnight):

Spanish Subjects (compulsory for those who wish to study in Spanish Universities):

• Spanish PCE Option 1	10
• Spanish PCE Option 2	10

British Subjects (compulsory):

• AS Option 1	12
• AS Option 2	12
• AS Option 3	12
• A2 Spanish (International students may choose whether to take this subject or not.)	8

LAMDA* Public Speaking (optional) 2

IELTS** (optional) 2
(International English Language Testing System)

EPQ (optional) (Extended Project Qualification) 2
(for students who wish to access British Universities)

Spanish as a Foreign Language (optional) 10
(International students may choose whether to take this subject or not)

Volunteering (varies, dependent on the student's availability)

Study Periods (varies, dependent on the student's timetable)

Assembly 1

*Preparation for the LAMDA exam allows our students to acquire the necessary skills to speak in public. Grades obtained give points for entering British universities.

**The IELTS is an international standardised test of English language proficiency, and is required by most international universities for non-native English speakers.

YEAR 13 PROGRAMME 2019/2020 (Nº of classes per fortnight):

Spanish Subjects:

• Spanish PCE Option 1	10
• Spanish PCE Option 2	10

British Subjects (compulsory):

• AS Option 1	12
• AS Option 2	12
• AS Option 3	12

Spanish as a Foreign Language (optional) (International students may choose whether to take this subject or not)	10
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Assembly	1
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Study Periods	(varies, dependent on the student's timetable)
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Subjects offered* in Year 12 and 13 (6th Form):

British A Level Subjects (AS/A2)	Spanish PCE Subjects
Art, Biology, Business, Chemistry, English Literature, EPQ (Extended Project Qualification), French, Further Maths, Geography, German, History, Maths, Philosophy, Physical Education, Physics, Psychology, Sociology and Spanish.	Biología, Dibujo Técnico, Economía, Fundamentos del Arte, Geografía, Matemáticas Aplicadas, Matemáticas II (Técnicas) and Química.

*The number of students who select a subject will determine whether groups can be opened and therefore whether the subject can be offered.

British 'A Levels'

A Levels are the 'peak' of the compulsory British educational system and academic expectations increase considerably compared to the iGCSE's.

Students are expected to:

- **Develop an independent approach to learning** - this means working beyond what is given in the classroom, seeking extra information and carrying out additional personal research. Taking responsibility for one's own learning is key to success in Sixth Form and is one of the most important steps our students can take to prepare them for life beyond A Levels.
- **Manage your time effectively and meet deadlines** - Learning to manage free time, both inside and outside the school, is another important lesson for our Sixth Form students. Students are expected to devote an additional 4 to 5 hours of work, per subject, per week, beyond the classroom.
- **Prioritise** - Extracurricular and social activities are important, but should be planned around school commitments, and not vice versa.

Success in A Levels means that students can pursue a university degree of their choice, not just within Spain or the UK, but also in many other parts of the world.

The system of A Levels

In Sixth Form, there are 2 A Level Systems: Linear and International

Linear A Levels: are qualifications which assess the content learnt both in Year 12 and Year 13, and are examined in May/June of Year 13. In order to evaluate progress, Year 12 students may take the AS Level exam in May/June of Year 12, but this will not contribute to the result of the final linear exam, taken in Year 13.

International A Levels (IAL): Students take 'module' examinations throughout Year 12 and Year 13. In Year 12 they take the external AS Level exams and in Year 13, the external A2 exams. The results of all of these modules combine to give an overall International A Level grade. In this system, depending on the subject chosen, there are module exams that take place in January and May / June, while other module exams take place at the end of Year 12 and 13 (May/June). In these subjects, students have the opportunity to manage smaller workloads and are also offered the opportunity to re-sit modules in order to improve their overall grades.

Linear A Levels	International A Levels		
Subject	Subject	Exams in January and May/June	Exams only in May/June
Art	Biology	✓	
Business Studies	Chemistry	✓	
Philosophy	English Literature		✓
Physical Education	French		✓
Sociology	Further Maths	✓	
	Geography		✓
	German		✓
	History		✓
	Mathematics	✓	
	Physics	✓	
	Psychology	✓	
	Spanish		✓

Caxton College is accredited as an examination centre by the following UK Examination Boards: Pearson Edexcel and AQA.

Enrollment for A Level Exams

Parents and students will receive proof of enrollment for A Levels (AS/A2), which will outline the exams a student has been entered for and the dates of these exams. Students will receive a hard copy and parents will receive a digital copy via the Parent Profile.

For the January modules (where appropriate), the enrollment process takes place during the months of September and October. For the May / June session, enrollment takes place during the months of January and February.

It is essential that this proof of enrollment is checked by both students and parents and that any error is reported immediately to the Secondary Office so that it can be corrected well in advance. Late changes will incur additional costs and we wish to avoid this wherever possible.

Spanish PCE's (Pruebas de Competencias Específicas/ Specific Competency Tests)

The PCE's enable students to increase the number of points they achieve, in order to access Spanish Universities. Student can achieve up to an additional 4 points from their two chosen PCE subjects. When added to their British subjects, this gives students a possible maximum of 14 points.

The PCE that students can choose will depend on the university degree that the student wants to study in the future and the list proposed by the universities. At Caxton College we offer and recommend the following Spanish subjects, in accordance with the access routes to Spanish universities.

Ciencias Técnicas (Technical Sciences)	1. Matemáticas II (Técnicas) 2. Dibujo Técnico
Ciencias Biológicas (Biological Sciences)	1. Biología 2. Química
Ciencias Sociales, Artes y Humanidades (Social Sciences, Arts and Humanities)	Students select two from: 1. Economía 2. Geografía 3. Fundamentos del Arte 4. Matemáticas Aplicadas

*The number of students who select a subject will determine whether groups can be opened and therefore whether the subject can be offered.

Students begin to study these subjects in Year 12 and continue until the end of Year 13. If, during their time in Sixth Form, a student changes their mind about a future degree, or decides they wish to study outside of Spain, there is the possibility to change or drop one or both PCE subjects. Parental authorisation is required in both cases and should be communicated to, and discussed with, the Head of Sixth Form, Ms Vila.

Enrollment for PCE Examinations

Enrollment for PCE's takes place in Year 13, at the end of April. Students and parents will receive detailed information regarding this.

Criteria for Progression from Year 12 to Year 13

All students must pass at least 3 British A Level subjects to progress from Year 12 into Year 13.

In the case of Spanish students who are also taking PCE subjects, they must pass the Spanish A2 course and of the other three A Level subjects they take, they must pass at least two. If they fail one of the three British A Level subjects in Year 12, they will not be allowed to continue with this subject into Year 13. For students who take PCE subjects, both of these PCE subjects must be passed internally, either in June or in the August re-sits, in order to continue with them into Year 13.

It should be remembered that progression is not solely based on academic achievement. Progression is also reliant on a student's ability to demonstrate the behaviour and maturity appropriate for the demands of the year group.

As such, the school will also carefully consider student's behaviour grades, alongside academic achievement, when making decisions about progression.

In some circumstances, where it is felt to be in their best interests, a student may be offered an opportunity to repeat Year 12. Any decision regarding a student repeating Year 12 will be discussed by the Senior Leadership Team, the School Psychologist, the Head of 6th Form and relevant teachers, as well as with parents and the student themselves.

Examinations and Assessments

Internal exams are of great importance, for the consolidation of understanding and learning and to offer a general objective view and idea of a student's progress, particularly where students are preparing for future external British exams. These exams and assessments take place throughout the year, therefore we strongly recommend that parents do not plan family holidays or other activities that require their child to be absent from school during term time. Students should only have to 'repeat' exams, already taken by others, in exceptional circumstances, and we ask parents to keep this in mind.

If a student is absent, without justification, the day before, the morning before, or the day of an exam, they will not be permitted to take the exam and will receive a zero.

Re-sits

British Subjects

If a student in Year 12 or 13 wishes to take a re-sit exam in order to improve the grade of a module already taken, they should speak to the Head of Department for that subject. Once they have authorisation to do so from the Head of Department, they should speak with the Co-Head: Academic (Mrs Sheryl Howells) for final authorisation. IAL modular re-sit exams can be taken in January and June.

Important: It is important to note that in exceptional circumstances, where a student may re-sit an exam more than once, only one of the final two re-sit results will be considered.

All requests for re-sits will be carefully considered on a case-by-case basis. However, we strongly recommend that Year 13 students focus their attention and efforts on the exams of Year 13, rather than attempting to improve Year 12 results. The Year 13 exams are more challenging and require a huge amount of effort and hard work. All requests for re-sits must be formalised in writing and it is the student's responsibility to check the proof of enrollment to ensure they are registered for any re-sit exams they have been authorised to take.

Spanish Subjects

If a Year 12 student fails one of the Spanish PCE subjects, they will be given the opportunity to take a re-sit exam at the end of August.

If at the end of Year 12, a student wishes to drop a PCE subject to change to a new PCE subject, they must independently prepare the new PCE subject during summer and pass the August exam in order to take this new PCE subject in Year 13.

In the specific case of Year 12 students who wish to change the PCE subject during the school year, and where it is felt there is time to do so successfully, they can swap to join the new subject immediately, after approval by the Secondary Leadership Team. Students will be expected to take and pass an exam at the end of June, which covers the content they missed in class, prior to the swap. The grade of this exam will be combined with all other examinations taken after the change was made, to give an average final grade for the subject. If the final grade is not a pass, the student must take a re-sit exam in August, which will assess ALL content from Year 12 (both prior to and after the change was made).

Assessment Periods and Grades

(See Appendix 1: Exam calendar)

In Year 12 and Year 13, there are three Assessment Periods. At the end of each Assessment Period, parents receive a 'Grades' report, via the Parent Profile.

Pass grades for British A Levels (AS and A2 exams) range from an A grade (the highest grade) to an E grade (the lowest grade). A 'U' grade is considered a fail. In the Spanish PCE's, grades are numerical, and in order to pass, students must achieve a 5 or higher (up to a maximum of 10).

In the British subjects, students are assessed internally by their subject teachers, until such time as they sit the final external exams. Mock examinations, based on prior external exams, can be used during any of the three assessment periods. These often offer the best indicator of how a student will perform in the 'real' external exam.

Between March and April, subject teachers give 'predicted' grades, based on a student's performance in class, results of internal assessments and results of any external exams (where relevant). Teachers are asked to be realistic when giving these predicted grades. Predicted grades for each student are shared with the Co-Head: Academic Students and parents, via the Parent Profile

In Year 12 and 13, if a student's performance is low and their predicted grade is a 'fail' grade, they will still be enrolled for any relevant external exams, as we

believe all students should be given the opportunity to try to pass. However, it should be taken into account that in Year 13, a predicted 'fail' grade will not be reported to the Spanish Universities, since a fail grade gives no additional points to the provisional access grade for Spanish university (acreditación provisional).

The 'Matrícula de Honor' in 6th Form is a scholarship granted in Spain, to recognise the highest achieving students in this academic Key Stage.

The 'Matrícula de Honor' may be awarded to students in Year 13 who have obtained an average grade equal to or higher than 9, based on their external grades of Year 12 and predicted grades of Year 13 in the British subjects. One in every 20 students in the equivalent of Year 13 can be awarded the 'Matrícula de Honor'.

Monitoring students who failed subjects during the term

The subject teacher or the department coordinator will carry out a special follow-up of the student. Parents will be informed on a regular basis through the Progress List. In addition, parents will have to meet with the teacher of the subject.

Results of External Exams

British A Level examinations

Publication of grades

AS and A Level Grades are available on Thursday 15 August 2019. Students are aware that different subjects are sat with different examination boards and that they need to refer to the correct examination board to access their results for each subject. Below are details on how to access results for each examination board:

- **Edexcel** Exam Board

To access Edexcel exam results, students need to enter the Results Plus Direct website www.resultsplusdirect.co.uk

All students have an account created by the school, either this year, or in previous years.

Students who have a new account have received an email via their school email address, with instructions to create a password and access their results.

Students who have an account from previous years must enter with the username and password they already have. If students have forgotten their password, this can be restored at the same Results Plus Direct website. We

recommend that this be done as soon as possible, so as not to delay access to results on results day.

Students have received a document with their username and password and should use these to enter the site to obtain their results.

- **AQA** Exam Board

There is no way to directly access AQA exam results online as yet. Therefore in order to find out results for any examinations taken with the AQA exam board, parents or student should call the school. The direct telephone number for the Secondary Office is 961 424 174.

Requesting a re-mark of an exam

There are two options to consider when requesting a re-mark of an exam:

1. Request a photocopy of an exam: This will allow you to see how the paper has been marked, where marks have been awarded and where some have been lost. With the help of your subject teacher, you can then decide if you wish to request that the paper is re-marked. This option also allows you to see where you may have made errors, in case you wish to re-sit this exam at some point in the future.
2. Request that the exam is re-marked: This option means that a different examiner from this exam board will review your paper, look at how it has been marked and re-mark if they feel this is necessary.

Before requesting either of these two options, both of which entail a cost, consider the following information carefully:

- After a re-mark, the grade can go down, as well as up, or it may stay the same.
- Any re-marks are completed by 'modules' and therefore may not impact the overall AS or A Level grade. For example, the grade of an individual exam may increase, but the overall difference this makes when added to any other exams taken for this subject may not be significant enough to increase the overall AS or A Level grade.
- To request a photocopy of an exam or a re-mark of an exam, parents must send a message through the Parent Profile, or an email, for the attention of the Exam Officers:

Mariló Estevan: mestevan@caxtoncollege.net

Marga Arbiol: marbiol@caxtoncollege.net

- If, after review, there is a change to the overall AS/A Level exam grade, there will be no charge for this service.

Spanish PCE's (Pruebas de competencias específicas)

Publication of Grades

PCE grades are published at the end of June. Students can access these grades by entering their “UNEDasiss” profile with their username and password.

Requesting a re-mark of an exam

Students who are unhappy with the grades obtained may choose to request either a ‘revision’ of specific answers given on the exam by a new examiner, or to make a ‘claim’ regarding the marking and therefore the overall grade itself. Students have 3 working days, from the day grades are published, to submit either of these requests.

A ‘revision’ of an exam means a student can request a remark of specific exercises within the exam. This second correction will be made by a specialist teacher who is different to the teacher who marked the original exercises. The final result will be the average mark of both the first and second corrections and the grade may go up, down, or stay the same.

A ‘claim’ means a student requests verification of possible errors in the overall grade (meaning they feel there has perhaps been an error in terms of the adding up of marks and therefore the overall mark is incorrect), which is unrelated to the students’ own answers. In this type of request, the grade cannot decrease. If a student chooses to make a claim, they cannot then request a revision.

The decision is made by students and their parents, with the advice of the school. Therefore it is recommended that students and parents speak with the relevant subject teacher and with Ms Miñana before submitting an application.

University and Careers Guidance

There are a number of staff members available to offer support and guidance for all students regarding access to Universities and future careers:

- Ms Cristina Pérez: General Careers Guidance
- Ms Jeanette Nugent: International Universities Entrance Coordinator
- Ms Isabel Miñana: Spanish University Entrance Coordinator

Throughout their time in 6th Form, students will receive detailed information and guidance regarding entrance to Spanish, British and International Universities, through assemblies, work shops, University Fairs and the online platform Unifrog, for which every student will receive a username and password. Students will be offered the opportunity to visit local universities, and will also hear from guest speakers here in school about a variety of universities.

Guidance for access to International Universities

Ms Jeanette Nugent is our Coordinator for students who wish to access International Universities outside of Spain. She and her team offer support and guidance for students to enable them to evaluate and make decisions on the best possible options for studying abroad. Ms Nugent and her team also assist students with the writing of their personal statements as well as with requests for references from staff.

Students should bear in mind that each University and each country has different application systems and different entry requirements.

It is also worth remembering that many European universities, such as those in the Netherlands, Ireland and Scotland, are much more affordable than Universities in the USA or in England/Wales/Northern Ireland.

Students can consult the following websites for detailed information on a number of International Universities:

<http://www.unifrog.org/>

UK Universities

University degrees in the UK last 3 or 4 years. Each university has its own selection criteria, although for the majority of degrees, 3 A Levels are required. However, students can not rely solely on their academic grades. In the UK application process, extra-curricular involvement is highly regarded. This can include interests or sports, work experience, volunteering, participation in the Duke of Edinburgh award scheme, participation in school events (e.g. the school musical or the International Food Fair), contributions to the school community through the School Council, or positions of responsibility (e.g. Prefects, Co-Heads of Student Council etc). In addition, students need to be able to demonstrate skills such as public speaking, organisation and leadership, amongst others.

It will be particularly valued if a student is able to demonstrate a passion for the subject they wish to study for their degree and if a student is able to demonstrate experiences they have had, related to this subject area.

The systems of study offered by Oxford and Cambridge (Oxbridge), in particular, are a reflection of the Bologna Process - a series of agreements between European countries to ensure comparability in the standards and quality of higher-education qualifications. As a result, Oxbridge offers more personalised teaching around the needs of the student. Among the advantages of this system, Oxbridge is renowned for their teaching through “supervisions” or “tutorials”, in

which students spend an hour a week with a teacher with whom they study, in detail, the content of a specific topic area.

Students who wish to study in Oxford or Cambridge should ensure that they have researched the specific admission requirements, and should be aware that they may have to sit additional entrance exams.

Students who want to study Medicine in the United Kingdom have very tight deadlines, and some universities require the BMAT or UKCAT exams.

The preparation course for the IELTS (International English Language Test) exam is recommended for our 6th Form students who wish to enter International Universities and who are not 'native' English speakers. IELTS is jointly owned by the British Council, IDP: IELTS Australia and Cambridge Assessment English (part of the University of Cambridge). Most students attend these classes once per week, after school from 17:00h until 18:00h. The IELTS is an international standardised test of English language proficiency, and is required by most international universities for non-native English speakers.

USA Universities

In the United States, many universities offer programs of 2 and 4 years, and depending on the destination university, the student may be asked to take the IELTS or TOEFL as a standardised test of English language proficiency. In addition, some American Universities require extra knowledge tests, such as ACTs or SATs.

Important: For many degrees, the sooner an application is received by the university, the greater your chance of being given a 'good' offer.

First steps to prepare for entrance to international universities

During the Sixth Form Form Start of Year Parent Meeting in October, Ms Nugent will present information regarding preparation for entrance to international universities. This will also be shared with students through Sixth Form assemblies and small group meetings.

Students should discuss their future plans with Ms Nugent and her team, as well as with their parents, relatives, teachers and Head of Year. They should independently research different career and degree options, using the websites provided in the information package they will be given.

It is also important that they visit the websites of the international universities they wish to apply to.

By the end of Year 12, students should have prepared their application, know

which universities they are applying to and to which degrees.

For British Universities:

<https://www.ucas.com/ucas/undergraduate/register>

For USA Universities:

<http://www.commonapp.org/>

http://www.internationalstudent.com/study_usa/application-process/timeline/

For general International University Information (including the UK, USA and Europe, where undergraduate programmes are taught in English):

<http://www.unifrog.org/>

It is recommended that students attend the International University Fair, which is held in school at the end of November.

The website www.opendays.com contains information regarding open days at international universities, which are usually held in May.

We advise students to carefully consider their plans for Fallas, Easter and Summer, to ensure they can visit any Universities they are interested in applying to. It is imperative that students research, in detail, the entry requirements for any degree courses they may be interested in.

Submitting applications for British universities

All applications are submitted through UCAS, the agency that centralises all applications to British universities.

All applications must include:

- A Personal statement
- An Academic record
- Details regarding Work experience
- Teacher references

Ms Nugent and her team work collaboratively with students, to support them with the preparation and submission of all necessary documentation. Experienced staff are on hand to give advice and guidance on the writing of the personal statement and will liaise with subject teachers to ensure references

are written that focus on the student's chosen degree. Following on from the written documentation, the team will assist the student in preparing for any personal interviews, which may be used as part of the selection process by some Universities.

It is recommended that students who wish to apply to Oxford or Cambridge (Oxbridge) begin the process of submitting their application by the end of June, once they have completed the Year 12 exams.

In order for an application to be successful, it is vital that students respect the deadlines set. We advise students to seek support in Year 12, and not to wait until Year 13 to make this decision!

For Oxbridge candidates and those interested in taking Medicine, Dentistry and Veterinary Medicine in the United Kingdom, personal statements and references should be ready for review in September of Year 13. Oxbridge interviews can begin as early as November.

Applications for all other universities and degrees in the UK must be reviewed and submitted by the end of December, since applications sent after this date are considered less favourably. As of January, Universities will begin to make offers and to request interviews. If candidates do not receive offers from any of the Universities to which they applied, they can make a second round of applications to degrees in which there may still be vacancies, through the 'UCAS Extra' service, which is available from February until June.

From July until September, if the student has not yet received an offer, has not accepted the offer of any British university or the external exam results do not meet the entry requirements of the university to which the student has applied, Ms Nugent will be available to help. Students have a final opportunity to search for a place on a desired course through the 'Clearing' process offered by UCAS, once exam results have been released in August.

Guidance for access to Spanish Universities

Access to the Spanish university is reliant on a points system. The minimum points score is 5 and the maximum possible points score is 14.

Students can obtain a maximum of 10 points from their British A Levels. Students may present a minimum of 3 and a maximum of 4 A Levels in order to gain these points.

To obtain the 4 remaining points, students can present the marks of their 2 Spanish PCE subjects or alternatively, they may use the British A Level subjects again, which are officially recognised by UNED as equivalent to PCE's. Only

British A Levels whose final external examination is taken in Year 13 will be recognised as equivalent to PCE's in this system. The table below outlines those subjects which can be used.

Pruebas de competencia específica (PCE)	Asignatura A Level equivalente
Biología	Biology
Química	Chemistry
Física	Physics
Matemáticas II (Técnicas)	Mathematics
Matemáticas Aplicadas	Mathematics
Geografía	Geography
Economía de la Empresa	Business Studies
Francés	French

PCE of the subject 'English'

Students can take the English PCE test, which is part of the PCE tests designed by the UNED. The English PCE test is written only.

Students who choose a university degree in which English can weight for the final Spanish university access grades are encouraged to take this exam, as they only need to practise using sample exams provided by the UNED in its website.

Language accreditation

UNED offers students the possibility of accrediting competencies in language knowledge, for their assessment by the destination universities in their admissions procedure. For universities in the Valencian Community, it is not necessary to request such accreditation.

The language accreditation should only be requested by the student if the destination university demands a specific level of competencies in English in order to initiate university studies or if this is considered in the admissions criteria of this university. Only the entities, languages and levels recognised by the Spanish Association of Higher Level Language Centers shall be accredited. These include: International English Language Testing Service (IELTS), Cambridge: General English Exams, Pruebas de Certificación de la Escuela Oficial de Idiomas (EOI).

Final Spanish university access grades

It is important to note that Spanish Universities will focus on the two best grades in the subjects most relevant to your chosen degree course, whether these grades are obtained through A Levels or through PCE's. It is also important to note that the system does not work in reverse - e.g. a Spanish Biología PCE grade cannot be used in place of an A Level Biology Grade when trying to obtain the 10 points from A Levels.

Although UNED recognises the above A Levels as equivalent to PCE's, there may still be some Spanish Universities who will not accept A Levels in place of PCE's to obtain the final 4 points. Fortunately the public university of the Valencian Community does accept this system.

If a student is applying for a place at a Spanish university not linked to the public university of the Valencian Community, they should ensure that the University will accept their A Level subjects as equivalent to PCE's.

If a student is applying for a place at the public university of the Valencian Community, the formula below can be used to calculate their overall university access grade. The formula below assumes that the student has obtained the maximum of 10 points from the British A Levels (224 UCAS, points which is equivalent to 4 A* grades at A Level) and that each of the PCE's (or equivalent A Level subjects) presented are weighted equally at 0.2 (according to the 2017/18 weighting system, which can also be viewed in more detail at:

<http://www.ceice.gva.es/documents/161863209/164787266/PONDERACIONES+al+curs+2019-2020+a+25Juny2018.pdf/cab2db42-5b86-4f56-abeb-1775fdcd383c>

$$\text{Overall University Access Grade} = 10.00 + \text{PCE1/A Level1} \times 0,2 + \text{PCE2/A Level2} \times 0,2$$

When calculating the final 4 points from the PCE exams (or equivalent British A Levels), the British A Level grades are converted into numerical figures as below:

A* = 10
A = 9
B = 8
C = 7
D = 6
E = 5

How are A Level grades converted into the final Spanish university access grades?

UCAS points are key to the conversion system. The current conversion table used by British Universities is as follows:

Qualification		A*	A	B	C	D	E
PUNTOS UCAS	AS	-	20	16	12	10	6
	A Level	56	48	40	32	24	16

For AS Levels that have been continued as A Levels, only the final A Level/A2 Grade can be used.

To convert UCAS points to Spanish University access grades, the following conversion is used:

Puntos UCAS (A Level)	Notas españolas	Puntos UCAS (A Level)	Notas españolas
48	5.0	144	7.73
56	5.23	152	7.95
64	5.45	160	8.18
72	5.68	168	8.41
80	5.91	176	8.63
88	6.14	184	8.86
96	6.36	192	9.09
104	6.59	200	9.32
112	6.82	208	9.54
120	7.04	216	9.77
128	7.27	224	10.00
136	7.5		

Below are some example calculations to illustrate the conversion and calculation of the final Spanish University entrance grade:

- A student who wishes to study Pharmacy and has the following grades:

A Level:			PCE:	
Spanish	A*	(56)	Biología	10
Biology	A	(48)	Química	10
Chemistry	A	(48)		
Maths	C	(32)		

Up to 10 points can be obtained from the British A Levels. In the example above, the four British A Levels generate a total of 184 UCAS points, which is equivalent to 8.86 in the Spanish system. To obtain the best possible grade out of 14, this student would use their Spanish PCE grades (Biología and Química both worth 10) to obtain the remaining points, as using their British A Level equivalents would give them a lower grade (A grades are calculated as 9, rather than 10).

The final calculation would therefore be:

$$8.86 + (10 \times 0.2) + (10 \times 0.2) = 12.86 \text{ (out of 14)} \rightarrow \text{FINAL SPANISH UNIVERSITY ACCESS GRADE}$$

- A student who wishes to study engineering and has the following grades:

A Level:			PCE:	
Spanish	A*	(56)	Matemáticas II (Técnicas)	9
Maths	B	(40)	Dibujo Técnico	7
Physics	B	(40)		
Chemistry	C	(32)		

The 4 British A Levels generate a total of 168 UCAS points, which is equivalent to 8.41 (out of a maximum of 10). To obtain the maximum points, this student would use their PCE Grade from Matemáticas Técnicas and would also present their British A Level Physics Grade (Grade B, which is equivalent to an 8), as this is higher than their second PCE grade (Dibujo Técnico grade 7).

$$8.41 + (9 \times 0.2) + (8 \times 0.2) = 11.81 \text{ (out of 14)} \rightarrow \text{FINAL SPANISH UNIVERSITY ACCESS GRADE}$$

- A student who wishes to study ADE (Administración y Dirección de Empresas /Business Administration) and has the following grades:

A Level:			PCE:	
Spanish	A*	(56)	Economía	6.5
Business	B	(40)	Geografía	7.5
Geography	B	(40)		
Sociology	A*	(56)		

The 4 British A Levels generate a total of 192 UCAS points, which is equivalent to 9.09 (out of 10). To obtain the maximum points, this student would use their British A Levels in Business and Geography (both B grades and therefore equivalent to 8's), as these are higher grades than both their Spanish PCE grades.

$9.09 + (8 \times 0.2) + (8 \times 0.2) = 12.29$ (out of 14) → FINAL SPANISH UNIVERSITY ACCESS GRADE

- A student who wishes to study International Business and has the following grades:

<u>A Level:</u>			<u>PCE:</u>	
Spanish	A*	(56)	Economía	6.5
Business	B	(40)	Geografía	7.5
Geography	B	(40)	Inglés	8.5
Sociology	A*	(56)		

The 4 British A Levels generate a total of 192 UCAS points, which is equivalent to 9.09 (out of 10). To obtain the maximum points, this student would use English PCE grade (8.5) and one of the British A Levels results in Business (B = 8) or Geography (B = 8), as these are higher grades than both their Spanish PCE grades.

Tasks which must be completed by students as part of the application process to Spanish universities

Students need to complete a series of tasks from May to August / September in order to complete the process of application to and acceptance at a Spanish university. Students are provided with step-by-step instructions for each task and these are also shared with parents through the Parent Profile. There are experienced staff here at Caxton to offer support and guidance throughout the application process.

There are also a range of informative assemblies for students and meetings for parents, held during Year 13, to ensure both students and parents fully understand the application process.

The school itself completes a range of tasks on behalf of students to ensure the process runs smoothly;

1. Application for provisional accreditation of British A Levels through UNED.
2. Enrollment in the PCE exams through UNED.
3. Application for recognition of A Level subjects.
4. Application for accreditation of English language recognition
5. Pre-registration in the public university of the Valencian Community.
6. Creation of the student profile in 'UNEDasiss' http://portal.uned.es/portal/page?_pageid=93.55011208&_dad=portal

Whilst these tasks are completed, the school requests the 'Título de Bachiller Español' certification (Spanish Certificate of Sixth Form Education) for students. Only students who have received their 'Título de Graduado de Educación Secundaria Obligatoria (ESO)' (Spanish Certificate of Secondary Education) and have passed both Year 12 and 13 can apply for the 'Título de Bachiller Español'.

Although students coming from foreign educational systems do not need to process the homologation of their degrees to access the Spanish public universities, we recommend students to have their grades validated as 'Título de Bachiller Español', since this will be necessary for other purposes other than access to the university.

Students who wish to apply for places in public universities within other Spanish Communities, or who wish to apply for places at private universities, will need to research relevant deadline dates and specific conditions of pre-registration at these universities, independently.

Our students will be enrolled in the public university of the Valencian Community with provisional grades, based on predicted grades given by subject

teachers prior to final external exams. When the final external A Level grades are received in August, the school will process the updated grades, which UNED will then publish on the student's 'UNEDassis' profile. The student must print a hard copy of this and present it to the university where they will be studying.

Timetable and Facilities for Sixth Form students

Students are expected to be in their Tutor Room at 09:20h for registration. Their Tutor will take a formal register and advise them of any relevant Daily Notices. This is time to have contact with their Form Tutor, for students to resolve any day-to-day issues, to receive guidance regarding future careers or degrees, and to develop good habits that prepare them for a day of learning. Registration is compulsory and finishes at 09:40h.

Each class during the school day lasts either 45 or 50 minutes. In some subjects, students will have 'double periods that may last up to 100 minutes. Students have a detailed timetable, which consists of 10 school days divided between 'Week A' and 'Week B'.

Time	Activity
9.20-9.40	Registration
9.40-10.30	Period 1
10.30-11.15	Period 2
11.15-11.40	Break time
11.40-12.30	Period 3
12.30-13.20	Period 4
13.20-14.05	Period 5
14.05-15.10	Lunch
15.10-16.00	Period 6
16.00-16.50	Period 7

The buses leave at 17:00h.

The preparatory classes for the IELTS exam are offered outside of the normal school timetable for most students, although where possible, this course is also offered for some students within the normal school day.

Within the timetable, student will have 'Free Study' periods. Students in Year 12 must remain in school during this time, whereas students in Year 13, are permitted to leave the school during these periods, as long as we have parental authorisation. The Head of Sixth Form could temporarily withdraw this permission if the student does not comply with his/her duties and school rules, such as not attending classes or registration.

Facilities for Sixth Form students

Sixth form students should take advantage of their 'free study' periods for individual study. They have exclusive access to the sixth Form Common Rooms, both of which have full Wifi connection. One of these rooms is a multi-functional room and is designed to encourage interaction and communication between students. Students also have access to the school library.

They may also choose to practice sport or to enjoy the fitness room in the Sports Centre during their free periods.

New Technologies

At Caxton College, we consider new technologies and the internet as important and supportive to the learning process of our students. Sixth Form students continue to be part of the school's technology project, which means your child must bring an iPad and/or laptop with them to school every day.

Devices must be registered with the 'New Technologies' Department. Students must sign an agreement which states they will use their registered devices (this does not include personal mobile phones) responsibly, for educational purposes. In doing so, students are granted access to a fast, secure network, exclusively for Sixth Form students.

Technical specifications

- For iPads, the minimum required specification is a 32 GB iPad 2018. If your child needs to buy a new iPad, the school recommends a 128GB iPad.
- For laptops, the school accepts Mac (Apple) and Windows operating system. Devices with a Linux operating system will not be accepted.

Curriculum Enrichment

We offer a completely integrated enrichment programme for Sixth Form students, planned in conjunction with subject departments and the academic curriculum.

Students have many opportunities to participate in activities that contribute to the development of skills and competencies essential for the 21st century.

We offer the following opportunities:

- **European Youth Parliament** → EYP is a means of access to the European Parliament for young people with the aim of gaining a broad knowledge of the European Union, understanding how decisions are made in the European Parliament, developing their own opinions and discussing the issues that affect Europe in a critical and constructive way.
<https://eyp.org/>
- **Duke of Edinburgh's Award** → DoE is an internationally recognised program aimed at young people, to develop essential skills for the future, such as the ability to reason and management of time, as well as to create opportunities for their personal development.
<https://www.dofe.org/doing-your-dofe>
- **Voluntariado** → Students have the possibility of carrying out volunteer work in several local, non-profit organisations and charities. In addition, throughout the year, we run various charity campaigns which aim to inform and educate our students about wider global issues such as world hunger, environmental issues, genetic diseases, and poverty.

- **Programa Becas Europa** → “Santander Universidades” and Universidad Francisco de Vitoria, offer the three best students of Year 12 an opportunity to apply for this annual European Scholarship and the chance to win a tour around some of the oldest and most prestigious European universities.

Based on the best grades obtained in Term 1 and 2, the school nominates three Year 12 students. When selecting students for nomination, both the school and Becas Europa choose students who not only show excellent academic performance, but who also demonstrate an awareness of and interest in cultural and social issues and who show initiative and an ability to engage in the school community, beyond just their studies.

Becas Europa selection process continues throughout Year 12 and into Year 13. The aim of the programme is to promote leadership amongst these young people, who will be future University students and to encourage these student to use their talent to improve our future society.

www.becaseuropa.es/

- **UK Maths Challenge** → The United Kingdom Mathematics Trust (UKMT) organises the most widely known schools Mathematics competition, annually, in the UK. We are also fortunate that our students can participate in this competition, which encourages mathematical reasoning, accuracy when thinking and the use of mathematical techniques to solve complex problems.

<https://www.ukmt.org.uk/individual-competitions/>

- **Jornada Matemática Valencia** → Every year, Colegio Guadalaviar (the Guadalaviar School), in conjunction with the Universidad Politécnica de Valencia (UPV) (Polytechnic University of Valencia), organises the “Valencia Mathematics Day” with the aim of promoting a love and enjoyment of Maths and enhancing the memory and reasoning ability of students. Caxton College students who are interested in mathematical challenges can participate in this stimulating and enriching experience.

<http://colegioguadalaviar.es/jornada-matematica-valencia/>

- **Student Council (Consejo de estudiantes)** → Our Student Council are a group of proactive students who act as a link between the student community and the school’s Leadership Team. They work together to propose ideas to improve our community, to raise money for charity, to think of innovative solutions to problems that may already exists, to improve the wellbeing of students and to organise whole-school events in which the talents of students can be shared with the community.

- **Mentors** → The aim of the Form Mentor Scheme is to enhance our One School One Community Ethos and build links between the youngest and oldest students in secondary. As a Form Mentor, students will gain many of the life skills that will help them in the world beyond school. Students will grow in confidence and help to develop key communication and organisation skills. It may also prove useful for international university applications.
- **Tech Team (equipo tecnológico)** → Our Tech Team is made up of student 'gurus' with a passion for, and in-depth understanding of, new technologies. These students share their knowledge with both students and staff, and in return, receive on-going training through our ICT Department. Through supporting and working collaboratively with members of the school community, these students are seen as leading innovators and pioneers of technology in education.
- **Working at Caxton College's Summer Camp** → We entrust hard working and reliable Sixth Form students with positions of responsibility at our own Summer Camps, throughout July and August. Students have the chance to work as classroom assistants, sports assistants or general monitors, with the aim of helping them develop their leadership and communication skills. This is a fantastic opportunity and one which is viewed favourably by many prestigious British and private Spanish Universities.
- **Education First Global Leadership Summit** → Caxton College hosts groups of students from the USA and from around the world to create memorable and positive experiences for both our own students and those who are visiting us. These exchanges are a great opportunity for our students to practise their English with native speakers, as well as to share knowledge of their school, their city, and their culture.

The highlight of the Education First programme is the invitation extended to Caxton to the global summit that take place in July. This is a privileged meeting of international student and educational professionals with famous guest speakers on a variety of different subjects. Chosen pupils will travel to the European host city and work with likeminded students on a variety of tasks and projects for the weekend.

Sixth Form Structure and Contacts

Year 12 Tutors:



12A: Ms Stephanie Boyko



12B: Ms Mar González



12C: Ms Rebecca Nash



12D: Mr Matt Whitney

Year 13 Tutors:



13A: Ms Cath Board



13B: Ms Isabel Miñana



13C: Dr Bill Kembball



13E: Ms Liz Edwards

Secondary Secretaries: (+34) 96 142 41 74



**Secondary Administrative
Director:**
Ms Galán



**International University
Access Coordinator:**
Ms Nugent



**Spanish University
Access Coordinator:**
Ms Miñana



**Careers Guidance/School
Psychologist:**
Ms Cristina Pérez



Head of Year 12:
Ms Ambrose



**Head of 6th Form and
Head of Year 13:**
Ms Vila

Secondary Leadership Team



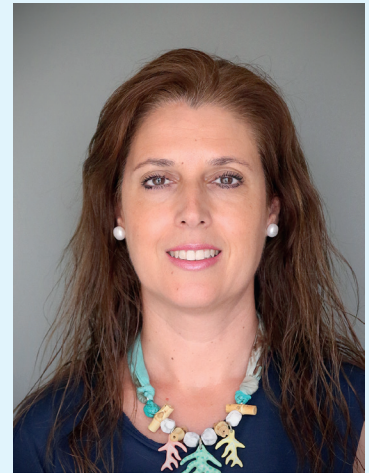
Co-Head Pastoral:

Ms Glazerman



Co-Head Academic:

Ms Howells



**Co-Head Innovation
& Quality:**

Ms Vila



Vice-Principal:

Ms Marta Gil



Principal:

Ms Amparo Gil

Appendix 1: Calendar of Exams 2019-2020

Assessment Period 1: 9th September to 29th November

- 14th – 17th October: Spanish subject exams (recopilatorios) in Year 13
- 18th – 21st November: Spanish PCE exams in Year 12 & 13
- 27th November: Year 12 & 13 Parent Meetings
- December: British A Level Mock exams
- 13th December: Publication of first term grades on the parent profile

Assessment Period 2: 2nd December to 13th March

- January: External exams for some British A Level subjects
- 9th – 12th February: Spanish PCE exams in Year 12 & 13
- February-March: Mock exams for ALL subjects for estimated grades
- 3rd April: Publication of second term grades on the parent profile

Assessment Period 3: 23rd March to the end of May

Year 12:

- 3rd April: Estimated AS grades available on the parent profile
- 4th – 7th May: Third term Spanish PCE exams
- 12th June: Third term and Spanish PCE grades available on the parent profile
- May-June: British A Level external exams
- 26th & 27th August: Spanish PCE resit exams

Year 13:

- 3rd April*: UNED estimated grades available on the parent profile
- 27th – 30th April: 3rd term Spanish PCE exams
- 7th – 8th May: Spanish PCE exams (suficiencia)
- 17th May: End of year Spanish PCE grades available on the parent profile
- 25th – 29th May: Spanish PCE external exams
- May-June: British A Level subject external exams

*All dates for estimated grades depend on the official Exam Boards' calendar (to be confirmed).

Appendix 2: Subjects

The teaching of the subjects we offer in the Sixth Form features two important characteristics, essential for today's society: innovation and creativity.

Through our motivational learning process, based on current best practices, students' attention is captured and the subject content is internalised in a much more significant way than through old-fashioned, outdated methodologies. In addition, we place special emphasis on educational research as an invaluable resource, making research itself central to discovering the most effective teaching methodologies in all subjects.

Below you will find a description of all the Spanish and British subjects our school offers.

Spanish Optional Subjects (PCE)

BIOLOGÍA – Year 12

Coordinador del Departamento: Isabel Miñana

Profesorado: Cristina Rodríguez

Junta examinadora: UNED

Contenido del curso:

Primer Trimestre	Segundo Trimestre	Tercer Trimestre
Bioelementos y biomoléculas inorgánicas	Los lípidos	Ácidos nucleicos
Los glúcidos	Las proteínas	Biología molecular
		La célula

Trabajo de Clase: Realización de dibujos, esquemas y tests que permiten una mejor fijación de los conceptos.

Exámenes Internos: Exámenes de cada tema, exámenes trimestrales y, en caso necesario, existe un examen de recuperación en agosto.

Sistema de evaluación:

Para aprobar Year 12, la media ponderada del curso debe ser de 5 o superior, contando el primer trimestre un 20%, el segundo trimestre un 30% y el tercer trimestre un 50%.

En cada trimestre, el 80% de la nota se basa en pruebas escritas sobre los conocimientos adquiridos: Controles de conocimientos, exámenes de evaluación, y el examen trimestral (60% de la nota).

El 20% de la nota de cada trimestre se basa en la asistencia, la actitud del alumno y la nota obtenida en los trabajos realizados.

Si la media ponderada del curso es inferior a 5, el alumno tiene la oportunidad de recuperar la asignatura en la convocatoria extraordinaria de agosto. Si el alumno no recupera la asignatura en agosto, no podrá continuar cursándola en Year 13.

BIOLOGÍA – Year 13

Coordinador del Departamento: Isabel Miñana

Profesorado: Cristina Rodríguez

Junta examinadora: UNED

Contenido del curso:

Primer trimestre	Segundo trimestre	Tercer trimestre
Fisiología celular	Genética Mutaciones y biotecnología Evolución	Microbiología Inmunología

Trabajo de Clase: Realización de dibujos, esquemas y tests que permiten una mejor fijación de los conceptos.

Exámenes Internos: Exámenes de cada tema, exámenes trimestrales y, en caso necesario, existe la Suficiencia.

Exámenes Externos: Prueba de Competencia Específica en mayo.

Sistema de Evaluación:

Para aprobar Year 13 la media ponderada del curso debe ser de 5 o superior, debiendo tener aprobados todos y cada uno de los trimestres. Para sacar esta media ponderada del curso, el primer trimestre cuenta un 20%, el segundo trimestre un 30% y el tercer trimestre un 50%.

La primera semana de octubre los alumnos realizarán un examen recopilatorio de la materia trabajada durante Yr 12 (20% de la nota del primer trimestre).

El 90% de la nota de cada trimestre está basado en pruebas escritas sobre los conocimientos adquiridos: controles de conocimientos, exámenes de evaluación y examen trimestral (70% de la nota).

El 10% de la nota de cada trimestre se basa en la asistencia, la actitud del alumno y la nota obtenida en los trabajos realizados.

Si al final del curso, el alumno/a tiene uno o varios trimestres suspendidos, tiene la oportunidad de recuperarlos la primera semana de mayo, en la convocatoria extraordinaria de Suficiencia.

QUÍMICA – Year 12

Coordinador del Departamento: Isabel Miñana

Profesorado: Cristina Rodríguez

Junta examinadora: UNED

Contenido del curso:

Primer trimestre	Segundo trimestre	Tercer trimestre
Formulación y nomenclatura de compuestos inorgánicos	Formulación y nomenclatura de compuestos orgánicos Síntesis orgánica y nuevos materiales: <ul style="list-style-type: none">• Isomería• Reactividad de compuestos orgánicos	Síntesis orgánica y nuevos materiales: <ul style="list-style-type: none">• Polimerización Estequiometría de las reacciones. Cálculos

Trabajo de Clase: Resolución de ejercicios y problemas, y aplicación de los conocimientos teóricos adquiridos.

Exámenes Internos: Controles, exámenes trimestrales y, en caso necesario, existe un examen de recuperación en agosto.

Sistema de evaluación:

Para aprobar Year 12, la media aritmética del curso debe ser de 5 o superior. El 80% de la nota de cada trimestre se basa en pruebas escritas sobre los conocimientos adquiridos: Controles de conocimientos, exámenes de evaluación, y el examen trimestral (60% de la nota).

El 20% de la nota de cada trimestre se basa en la asistencia, la actitud del alumno y la nota obtenida en los trabajos realizados.

Si la media ponderada del curso es inferior a 5, el alumno tiene la oportunidad de recuperar la asignatura en la convocatoria extraordinaria de agosto.

Si el alumno no recupera la asignatura en agosto, no podrá continuar cursándola en Year 13.

QUÍMICA – Year 13

Coordinador del Departamento: Isabel Miñana

Profesorado: Cristina Rodríguez

Junta examinadora: UNED

Contenido del curso:

Primer trimestre	Segundo trimestre	Tercer trimestre
La actividad científica Origen y evolución de los componentes del universo: <ul style="list-style-type: none">• Naturaleza y estructura de la materia• Enlace químico	Reacciones químicas: <ul style="list-style-type: none">• Cinética química• Equilibrio químico• Reacciones de transferencia de protones (ácido-base)	<ul style="list-style-type: none">• Reacciones de transferencia de electrones (oxidación- reducción)

Trabajo de Clase: Resolución de ejercicios y problemas, y aplicación de los conocimientos teóricos adquiridos.

Exámenes Internos: Exámenes de cada tema, exámenes trimestrales y, en caso necesario el examen de Suficiencia.

Exámenes Externos: Prueba de Competencia Específica en mayo.

Sistema de Evaluación:

Para aprobar Year 13 la media aritmética del curso debe ser de 5 o superior, debiendo tener aprobados todos y cada uno de los trimestres.

La primera semana de octubre los alumnos realizarán un examen recopilatorio de la materia trabajada durante Yr 12 (20% de la nota del primer trimestre).

El 90% de la nota de cada trimestre está basado en pruebas escritas sobre los conocimientos adquiridos: controles de conocimientos, exámenes de evaluación y examen trimestral (70% de la nota).

El 10% de la nota de cada trimestre se basa en la asistencia, la actitud del alumno y la nota obtenida en los trabajos realizados.

Si al final del curso, el alumno/a tiene uno o varios trimestres suspendidos, tiene la oportunidad de recuperarlos la primera semana de mayo, en la convocatoria extraordinaria de Suficiencia.

SPANISH OPTIONAL SUBJECTS:
DIBUJO TÉCNICO – Year 12

Coordinador del Departamento: Isabel Miñana

Profesorado: Gonzalo Pons

Contenidos del Curso:

Primer trimestre	Segundo trimestre	Tercer trimestre
Geometría Plana	Geometría Plana	Introducción Sistema Diédrico Introducción Sistema Axonométrico

Objetivo de la asignatura: Conocer y comprender los fundamentos del dibujo técnico para aplicarlos a la lectura e interpretación de diseños, planos y productos artísticos, y para elaborar soluciones razonadas ante problemas geométricos en el campo de la técnica y del arte, tanto en el plano como en el espacio.

Sistema de Evaluación: Existen 3 trimestres: el primero cuenta un 33% de la nota final, el segundo un 33% y el tercero otro 33%. Un 80% de la nota trimestral corresponderá a pruebas escritas sobre los conocimientos adquiridos (controles de conocimientos, exámenes de evaluación y examen trimestral, el cual corresponderá entre un 60% y un 75% de esa nota) y un 20% a los trabajos realizados en casa (deberes, dossier de ejercicios, prácticas...) teniéndose también en cuenta la asistencia y la actitud del alumno en clase. Para aprobar cada trimestre será necesario obtener un 5 como mínimo. En caso de que la media ponderada de todo el curso no supere el 5, el alumno tiene la oportunidad de recuperar la asignatura en la convocatoria extraordinaria de agosto.

Si el alumno no recupera la asignatura en agosto, no podrá continuar cursándola en Year 13.

Exámenes Internos: Se realizarán 3 exámenes trimestrales; algunos exámenes “control” de conocimientos y el examen de suficiencia (si fuera necesario).

Exámenes Externos: El examen de selectividad UNED que se realiza en Year 13.

Deberes: Los alumnos tendrán ejercicios de deberes:

- Diariamente: prácticas de los contenidos explicados en clase
- Semanalmente: láminas donde se valorará la presentación, precisión, corrección y puntualidad de la entrega.
- Trimestralmente: fólder con apuntes y contenidos teóricos.

Páginas Web: Las siguientes páginas deben ser utilizadas por los alumnos:

www.uned.es

www.trazoide.com

<http://cuadernodedibujotecnico.blogspot.com.es/>

Nº de clases cada ciclo de dos semanas: 10

Observaciones: El curso será eminentemente práctico; ejercicios en clase con un claro objetivo: asentar las bases del dibujo técnico para cursos sucesivos.

Recomendaciones: Se requiere una serie de materiales para las clases: portaminas, juego de escuadras (no biseladas), compás y regla numerada. Tan importante es el material para la asignatura, como su cuidado y mantenimiento por parte del alumno.

SPANISH OPTIONAL SUBJECTS: DIBUJO TÉCNICO – Year 13

Coordinador del Departamento: Isabel Miñana

Profesorado: Gonzalo Pons

Contenidos del Curso:

Primer trimestre	Segundo trimestre	Tercer trimestre
Geometría Plana	Sistema Diédrico: Métodos, figuras, poliedros	Normalización y Acotación
	Sistema Axonométrico	Sistema Cónico

Objetivo de la asignatura: Conocer y comprender los fundamentos del dibujo técnico para aplicarlos a la lectura e interpretación de diseños, planos y productos artísticos, y para elaborar soluciones razonadas ante problemas geométricos en el campo de la técnica y del arte, tanto en el plano como en el espacio.

Sistema de Evaluación: Existen 3 trimestres: el primero cuenta un 33% de la nota final, el segundo un 33% y el tercero otro 33%. Un 90% de la nota trimestral corresponderá a pruebas escritas sobre los conocimientos adquiridos (controles de conocimientos, exámenes de evaluación y examen trimestral, el cual corresponderá entre un 60% y un 75% de esa nota) y un 10% a los trabajos realizados en casa (deberes, dossier de ejercicios, prácticas...) teniéndose también en cuenta la asistencia y la actitud del alumno en clase. Para aprobar cada trimestre será necesario obtener un 5 como mínimo. Para aprobar Year 13, la media ponderada del curso debe ser de 5 o superior, debiendo tener aprobados todos y cada uno de los trimestres. Si al final de curso, el alumno tiene uno o varios trimestres suspendidos, tiene la oportunidad de recuperarlos en la convocatoria extraordinaria de Suficiencia, en la primera semana de mayo, antes de presentarse al examen externo de la UNED (PCE).

Exámenes Internos: La primera semana de octubre los alumnos realizarán un examen recopilatorio de la materia trabajada durante Year 12 y el mes de septiembre de Year 13 que contará entre un 10% y un 30% de la nota del primer trimestre.

Además se realizarán 3 exámenes trimestrales; algunos exámenes “control” de conocimientos y el examen de suficiencia en mayo (si fuera necesario).

Exámenes Externos: Examen de la UNED a finales de mayo o principio de junio. (PCE)

Deberes: Los alumnos tendrán ejercicios de deberes:

- Diariamente: prácticas de los contenidos explicados en clase.
- Semanalmente: láminas donde se valorará la presentación, precisión, corrección y puntualidad de la entrega.
- Trimestralmente: fólder con apuntes y contenidos teóricos.

Páginas Web: Las siguientes páginas deben ser utilizadas por los alumnos:

www.uned.es

www.trazoide.com

<http://cuadernodedibujotecnico.blogspot.com.es/>

Nº de clases cada ciclo de dos semanas: 10

Observaciones: El curso será eminentemente práctico; ejercicios en clase con un claro objetivo: preparación de niveles requeridos en la prueba externa (PCE).

Recomendaciones: Se requiere una serie de materiales para las clases: Portaminas, juego de escuadras (no biseladas), compás y regla numerada. Tan importante es el material para la asignatura como su cuidado y mantenimiento por parte del alumno. Se utilizarán también exámenes de Selectividad pertenecientes a cursos anteriores para familiarizarse con el tipo y formulación de las preguntas.

Coordinador del Departamento: Isabel Miñana

Profesorado: Álvaro Tomás

Temario:

1. Importancia e la empresa dentro de la economía.
2. Clases y formas de empresas.
3. Entorno empresarial.
4. Departamento de producción.
5. Departamento de marketing y comercial.
6. Departamento financiero.
7. Departamento de recursos humanos.
8. Departamento de calidad.
9. Departamento I+D+ I (innovación).

Método de aprendizaje:

1. Clases teóricas.
2. Casos reales de empresa.
3. Videos de empresarios famosos.

Salidas profesionales:

1. Grado Internacional Business.
2. Grado en Administración y Dirección de Empresas (ADE).
3. Grado en Economía.
4. Grado en ADE + Derecho.
5. Grado en ADE + Economía.
6. Grado en Turismo.
7. Grado en Recursos Humanos.
8. Data Analytics.
9. Tributación y Contabilidad.
10. Broker en bolsa y analista y gestor en mercados financieros.

GEOGRAFÍA DE ESPAÑA – Year 12 y 13

Coordinador del Departamento: Isabel Miñana

Profesorado: Isabel Miñana

La herramienta necesaria para aprender y disfrutar esta asignatura es la curiosidad por conocer y debatir sobre todo lo que ocurre día a día en nuestro país, en Europa y en el mundo.

Geografía de España es la asignatura que te va a dar muchos de los conocimientos básicos requeridos en cualquier grado de la rama de Ciencias Sociales / Humanidades.

Por eso, pondera por 0,2 en todos y cada uno de los grados de Ciencias Sociales y Jurídicas que se cursan en la Universidades de la Comunidad Valenciana:

International Business; ADE; ADE y Marketing; Economía Estadística empresarial; Finanzas y Contabilidad; Gestión Comercial y Marketing; Digital Business; Marketing; Periodismo; Publicidad y Relaciones p Públicas; Comunicación Audiovisual; Comunicación y Relaciones Públicas; Información y Documentación; Geografía y Medio Ambiente; Geografía y Urbanismo; Pedagogía; Sociología; Ciencias de la Actividad Física y del Deporte; Maestro en Educación Infantil; Maestro en Educación Primaria; Derecho; Criminología; Criminología y Seguridad; Ciencias Políticas y de la Administración; Ciencias Políticas y Gestión Pública; Relaciones Laborales y Recursos Humanos; Seguridad Pública y Privada; Sociología Trabajo Social Educación Social; Gestión y Administración Pública; Relaciones Internacionales; Turismo; Estudios en el ámbito del Turismo; Gestión Turística; Gastronomía y Artes Culinarias; Organización de eventos y Protocolo; Protocolo y Relaciones Institucionales.

Y también pondera por 0.2 ó 0.1 en los grados de Artes y Humanidades:

Bellas Artes; Conservación y Restauración de Bienes Culturales; Artes Audiovisuales y Diseño; Turismo; Gestión Turística; Maestro de Educación

Infantil; Maestro en Educación Primaria; Pedagogía Hª del Arte Historia; Hª y Patrimonio Traducción e Interpretación; Traducción y Mediación Intralingüística; Filología; Estudios Lingüísticos y sus Literaturas...

La asignatura se dedica al estudio de España desde la actualidad política, económica y social, en su entorno físico y en el marco europeo y global:

- Organización política y ordenación territorial- administrativa de la España actual.
- Localización y ubicación geoestratégica de España en Europa y el mundo: Unión Europea y Globalización.
- Las actividades económicas en el espacio español: evolución sectorial de la economía española en el contexto europeo.
- Evolución de los fenómenos demográficos: el envejecimiento de la población española. La inmigración y sus efectos socioeconómicos.
- Ordenamiento urbanístico del medio rural y urbano español: ¿Cómo son los pueblos y las ciudades españolas en la actualidad? Madrid, Barcelona y Valencia como modelos.
- Naturaleza y medio ambiente. Relieve, hidrografía, climatología, paisaje naturales españoles y de la Comunidad Valenciana.

FUNDAMENTOS DEL ARTE – Year 12 y 13

Coordinador del Departamento: Isabel Miñana

Profesorado: Isabel Miñana

Arquitectura, escultura, pintura, moda, jazz, cine, publicidad, grafiti, vídeo, danza, fotografía, comic...

Fundamentos del Arte te va a mostrar un panorama increíble de manifestaciones artísticas; despertará en ti una nueva sensibilidad que te hará disfrutar de tu entorno más próximo, de tus viajes, de tus lecturas. De hecho, conoceremos monumentos, museos, exposiciones, ciudades, películas, obras de teatro...

En suma, Fundamentos del Arte aporta una interesante base cultural necesaria para cualquier grado universitario de la rama de Ciencias Sociales, Artes y Humanidades.

Pondera por 0.2 en todos y cada uno de los grados de Ciencias Sociales y Jurídicas y de Artes-Humanidades:

International Business; ADE; ADE y Marketing; Economía; Estadística empresarial; Finanzas y Contabilidad; Gestión Comercial y Marketing; Digital Business; Marketing; Periodismo; Publicidad y Relaciones Públicas; Comunicación Audiovisual; Comunicación y Relaciones Públicas; Información y Documentación; Geografía y Medio Ambiente; Geografía y Urbanismo; Pedagogía; Sociología; Ciencias de la Actividad Física y del Deporte; Maestro en Educación Infantil; Maestro en Educación Primaria; Bellas Artes; Conservación y Restauración de Bienes Culturales; Artes Audiovisuales y Diseño; Derecho; Criminología; Criminología y Seguridad; Ciencias Políticas y de la Administración; Ciencias Políticas y Gestión Pública; Relaciones Laborales y Recursos Humanos; Seguridad Pública y Privada; Sociología; Trabajo Social; Educación Social; Gestión y Administración Pública; Relaciones Internacionales; Turismo; Estudios en el ámbito del Turismo; Gestión Turística; Gastronomía y Artes Culinarias; Organización de Eventos y Protocolo; Protocolo y Relaciones Institucionales; Historia;

Hª y Patrimonio; Traducción e Interpretación; Traducción y Mediación Intralingüística; Filología; Turismo; Gestión Turística.

*Se imparte simultáneamente con la asignatura Historia del Arte, lo que te permite preparar dos pruebas externas en una misma clase.

La asignatura se dedica al estudio de las manifestaciones artísticas, estilos y artistas destacados en el contexto histórico de los siglos XIX, XX y XXI:

El Arte Contemporáneo en el Siglo XIX: el arte en un mundo en transformación.

- El Romanticismo.
- El Romanticismo tardío. 1850-1900. Las primeras Vanguardias. El Modernismo-Art Nouveau.

Siglo XX:

La ruptura con la tradición.

- El Surrealismo y otras Vanguardias.
- Los Felices Años Veinte.
- El Art Decó.
- La Gran Depresión y el Arte de su Epoca. La Segunda Guerra Mundial. El Funcionalismo y las Décadas 40-50. Los Años 60-70.
- Los Años 80-90.

Siglo XXI: El arte de nuestro tiempo.

- Los Años 2000- 2013.

HISTORIA DEL ARTE Year 12 y 13

Coordinador del Departamento: Isabel Miñana

Profesorado: Isabel Miñana

Historia del Arte es una asignatura que te va a aportar muchos conocimientos sobre la creación artística desde el punto de vista estético, técnico e histórico; además, despertará en ti una nueva sensibilidad que te hará disfrutar de tu ciudad y tu entorno más próximo, de tus viajes, de tus lecturas.

Visitaremos monumentos, yacimientos arqueológicos, museos y exposiciones, tanto en Valencia como en Madrid.

En suma, te aportará la base necesaria para acceder a cualquier grado universitario de la rama de Humanidades/Artes y de la rama de Ciencias Sociales y Jurídicas.

*Se imparte simultáneamente con la asignatura Fundamentos del Arte, lo que te permite preparar dos pruebas externas en una misma clase.

Historia del Arte, como asignatura de la Fase específica de Selectividad pondera 0.2 en todos y cada uno de los grados de la rama de Humanidades-Artes:

Bellas Artes; Conservación y Restauración de Bienes Culturales; Artes Audiovisuales y Diseño; Turismo; Gestión Turística; Maestro de Educación Infantil; Maestro en Educación Primaria; Pedagogía; Hª del Arte; Historia; Hª y Patrimonio; Traducción e Interpretación; Traducción y Mediación Intralingüística; Filología; Estudios Lingüísticos y sus Literaturas...

Pondera 0.1 en los grados de la rama Ciencias Sociales y Jurídicas:

Comunicación Audiovisual; Comunicación y Relaciones Públicas; Publicidad y Relaciones Públicas; Relaciones Internacionales y Recursos Humanos; Derecho; Criminología; Periodismo; Sociología; ADE; Economía; Finanzas y Contabilidad; Gestión Comercial y Marketing International; Business;

Estadística empresarial; Ciencias Políticas; Actividad Física y del deporte...

La asignatura se dedica al estudio de la evolución de los estilos artísticos desde la perspectiva de la cultura de Occidente, siguiendo el orden cronológico:

- Arte Antiguo Clásico: Greco-romano.
- Arte Medieval: Hispanomusulmán Románico y Gótico.
- Arte Moderno: Renacimiento, Barroco y Neoclasicismo.
- Arte Contemporáneo:
 - Siglo XIX: el Arte en un mundo en transformación.
 - Siglo XX: La ruptura con la tradición. El arte de nuestro tiempo.

MATEMÁTICAS APLICADAS A LAS CIENCIAS SOCIALES Year 12

Coordinadora del Departamento: Isabel Miñana

Profesorado: Eva Lázaro

Contenidos del Curso:

Primer Trimestre	Segundo Trimestre	Tercer Trimestre
Números Reales	Funciones	Aplicaciones de la derivada. Representación de funciones
Ecuaciones. Sistemas de ecuaciones	Límite de una función	Probabilidad
	Derivada de una función	Distribuciones binomial y normal

Objetivo de la asignatura: Aplicar a situaciones diversas los contenidos matemáticos para analizar, interpretar y valorar fenómenos sociales, con objeto de comprender los retos que plantea la sociedad actual.

Sistema de Evaluación: Existen 3 trimestres, el primero cuenta un 33,33% de la nota final, el segundo un 33,33% y el tercero otro 33,33%. Un 80% de la nota trimestral corresponderá a pruebas escritas sobre los conocimientos adquiridos (controles de conocimientos, exámenes de evaluación y examen trimestral, el cual corresponderá a un 60% de esa nota) y un 20% a los trabajos realizados en casa y en clase (deberes, dossier de ejercicios, prácticas, mini test...) teniéndose también en cuenta la asistencia y la actitud del alumno en clase. **Para aprobar cada trimestre será necesario obtener un 5 como mínimo.** En caso de que la media ponderada de todo el curso no supere el 5, el alumno tiene la oportunidad de recuperar la asignatura en la convocatoria extraordinaria de agosto.

Si el alumno no recupera la asignatura en agosto, no podrá continuar cursándola en Year 13.

Exámenes Internos: Se realizarán 3 exámenes trimestrales; algunos exámenes “control” de conocimientos y el examen de suficiencia (si fuera necesario).

Exámenes Externos: El examen de selectividad (PCE) UNED que se realiza en Year 13.

Deberes: Los alumnos tendrán ejercicios de deberes al menos dos veces por semana para adquirir la agilidad requerida por la asignatura.

Páginas Web: Las siguientes páginas deben ser utilizadas por los alumnos:

- www.uned.es
- www.lasmaticas.es
- Google drive
- Geogebra

Nº de clases cada ciclo de dos semanas: 10

Observaciones: El curso será eminentemente práctico; ejercicios en clase con un claro objetivo: preparación de niveles básicos requeridos en el Selectivo.

Recomendaciones: Es muy importante utilizar el libro de texto: al final de cada tema hay ejercicios de autoevaluación, y en el CD incluido en el libro se encuentra amplio material de especial interés para el alumno. Además en Google Drive el profesor compartirá una carpeta con los alumnos donde a lo largo del curso les subirá material extra de trabajo, exámenes y ejercicios de clase, así como las soluciones del libro conforme vayamos acabando los temas.

MATEMÁTICAS APLICADAS A LAS CIENCIAS SOCIALES Year 13

Coordinadora del Departamento: Isabel Miñana

Profesorado: Eva Lázaro

Contenidos del Curso:

Primer Trimestre	Segundo Trimestre	Tercer Trimestre
Probabilidad	Matrices	Límites y continuidad
Muestreo. Distribuciones binomial y normal	Determinantes	Derivadas
Inferencia Estadística. Estimación	Sistemas de ecuaciones	Aplicaciones de la derivada
	Programación lineal	Representación de funciones
		Integrales

Objetivo de la asignatura: Aplicar a situaciones diversas los contenidos matemáticos para analizar, interpretar y valorar fenómenos sociales, con objeto de comprender los retos que plantea la sociedad actual.

Sistema de Evaluación: Existen 3 trimestres, el primero cuenta un 33,33% de la nota final, el segundo un 33,33% y el tercero otro 33,33%. Un 90% de la nota trimestral corresponderá a pruebas escritas sobre los conocimientos adquiridos (controles de conocimientos, exámenes de evaluación y examen trimestral, el cual corresponderá a un 70% de esa nota) y un 10% a los trabajos realizados en casa y en clase (deberes, dossier de ejercicios, prácticas, mini test...) teniéndose también en cuenta la asistencia y la actitud del alumno en clase. **Para aprobar cada trimestre será necesario obtener un 5 como mínimo.** Para aprobar Year 13, la media ponderada del curso debe ser de 5 o superior, debiendo tener aprobados todos y cada uno de los trimestres. Si al final de curso, el alumno tiene uno o varios trimestres suspendidos, tiene la oportunidad de recuperarlos en la convocatoria extraordinaria de

Suficiencia, en la primera semana de mayo.

Exámenes Internos: La primera semana de octubre los alumnos realizarán un examen recopilatorio de la materia trabajada durante Year 12 y el mes de septiembre de Year 13 que contará un 20% de la nota del primer trimestre. Además se realizarán 3 exámenes trimestrales; algunos exámenes “control” de conocimientos y el examen de suficiencia en mayo (si fuera necesario).

Exámenes Externos: Examen de selectividad (PCE) UNED a mediados de mayo.

Deberes: Los alumnos tendrán ejercicios de deberes al menos dos veces por semana para adquirir la agilidad requerida por la asignatura.

Páginas Web: Las siguientes páginas deben ser utilizadas por los alumnos:

- www.uned.es
- www.lasmaticas.es
- Google Drive
- Geogebra
- Wolframalpha

Nº de clases cada ciclo de dos semanas: 10

Recomendaciones: Es muy importante utilizar el libro de texto y exámenes de Selectividad pertenecientes a cursos anteriores para familiarizarse con el tipo y formulación de las preguntas. Al final de cada tema hay ejercicios de autoevaluación, y en el CD incluido en el libro se encuentra amplio material de especial interés para el alumno. Además en Google Drive el profesor compartirá una carpeta con los alumnos donde a lo largo del curso les subirá material extra de trabajo, exámenes y ejercicios de clase, exámenes de Selectivos pasados y las soluciones del libro conforme vayamos acabando los temas.

MATEMÁTICAS, CIENCIA Y TECNOLOGÍA – Year 12

Coordinadora del Departamento: Isabel Miñana

Profesorado: Ángela Gómez

Contenidos del Curso:

Primer Trimestre	Segundo Trimestre	Tercer Trimestre
Números reales	Funciones	Trigonometría
Ecuaciones y sistemas	Límites y continuidad	Números complejos
SEL (Método de Gauss)	Derivadas	Geometría en el plano
	Aplicaciones derivadas	Probabilidad y distribuciones

Objetivo de la asignatura: Comprender y aplicar los conceptos y procedimientos matemáticos a situaciones diversas que permitan avanzar en el estudio de las propias matemáticas y de otras ciencias, así como en la resolución razonada de problemas procedentes de actividades cotidianas y diferentes ámbitos del saber.

Sistema de Evaluación: Un 80% de la nota de cada trimestre corresponderá a pruebas escritas sobre los conocimientos adquiridos (controles de conocimientos, exámenes de evaluación y examen trimestral, el cual corresponderá entre un 60% y un 70% de esa nota) y un 20% a los trabajos realizados en casa (deberes, dossier de ejercicios, prácticas...) teniéndose también en cuenta la asistencia y la actitud del alumno en clase. En el tercer trimestre se reserva un 10% de la nota final a la asistencia a clase. La nota final del curso corresponderá con la media ponderada de los tres trimestres. **Para aprobar el curso será necesario obtener un 5 como mínimo en la nota final del curso.** En caso de que la media aritmética de todo el curso no supere el 5, el alumno tiene la oportunidad de recuperar la asignatura en la convocatoria extraordinaria de finales de agosto.

Exámenes Internos: Se realizarán 2 exámenes trimestrales, algunos exámenes “control” de conocimientos y el examen de suficiencia (si fuera necesario).

Exámenes Externos: El examen de selectividad (PEC) UNED que se realiza en Year 13.

Deberes: Los alumnos tendrán ejercicios de deberes todos los días para adquirir la agilidad requerida por la asignatura. También se realizarán unos ejercicios puntuables cada 2 semanas de los contenidos vistos en clase.

Páginas Web: Las siguientes páginas deben ser utilizadas por los alumnos:

- www.uned.es.
- <https://www.matematicasonline.es/>
- <http://www.masmates.com/>
- www.lasmaticas.es
- Google drive (página compartida con los alumnos)

Nº de clases cada ciclo de dos semanas: 10

Observaciones: El curso será eminentemente práctico; ejercicios en clase con un claro objetivo: preparación de niveles básicos requeridos en la prueba PEC de la UNED.

Recomendaciones: Es muy importante utilizar el libro de texto: al final de cada tema hay ejercicios de autoevaluación, y en el CD incluido en el libro se encuentra amplio material de especial interés para el alumno. Este año utilizaremos el libro de 2º de Bachiller en Year 12 y Year 13 además del material complementario aportado por la profesora. Visitar asiduamente la página compartida en Google-Drive, donde hay infinidad de exámenes tipo y ejercicios varios.

MATEMÁTICAS, CIENCIA Y TECNOLOGÍA – Year 13

Coordinadora del Departamento: Isabel Miñana

Profesorado: Ángela Gómez

Contenidos del Curso:

Primer Trimestre	Segundo Trimestre	Tercer Trimestre
Derivadas y aplicaciones	Trigonometría	Problemas métricos
Integrales indefinidas	Vectores en el espacio	Probabilidad
Integrales definidas	Rectas y planos en el espacio	Distribuciones de probabilidad

Objetivo de la asignatura: Comprender y aplicar los conceptos y procedimientos matemáticos a situaciones diversas que permitan avanzar en el estudio de las propias matemáticas y de otras ciencias, así como en la resolución razonada de problemas procedentes de actividades cotidianas y diferentes ámbitos del saber.

Sistema de Evaluación: Un 90% de la nota de cada trimestre corresponderá a pruebas escritas sobre los conocimientos adquiridos (controles de conocimientos, exámenes de evaluación y el examen trimestral, el cual corresponderá entre un 60% y un 70% de esa nota) y un 10% a los trabajos realizados en casa (deberes, dossier de ejercicios, prácticas...) teniéndose también en cuenta la asistencia y la actitud del alumno en clase. **Para aprobar cada trimestre será necesario obtener un 5 como mínimo.** La nota final del curso corresponderá a la media aritmética de las notas obtenidas en los tres trimestres. Para aprobar Year 13 se debe tener aprobados todos y cada uno de los trimestres. Si al final de curso, el alumno tiene uno o varios trimestres suspendidos, tiene la oportunidad de recuperarlos en la convocatoria extraordinaria de Suficiencia, en la primera semana de mayo.

Exámenes Internos: La primera semana de octubre los alumnos realizarán un examen recopilatorio de la materia trabajada durante Year 12 y el mes de septiembre de Year 13 que contará entre un 10% y un 30% de la nota del primer trimestre. Además se realizarán 2 exámenes trimestrales; algunos exámenes “control” de conocimientos y el examen de suficiencia en mayo (si fuera necesario).

Exámenes Externos: Examen de selectividad PEC (UNED) a mediados de mayo.

Deberes: Los alumnos tendrán ejercicios de deberes todos los días para adquirir la agilidad requerida por la asignatura. También se realizarán unos ejercicios puntuables cada 2 semanas de los contenidos vistos en clase.

Páginas Web: Las siguientes páginas deben ser utilizadas por los alumnos:

- www.uned.es.
- <https://www.matematicasonline.es/>
- <http://www.masmates.com/>
- www.lasmaticas.es
- Google drive (página compartida con los alumnos)

Nº de clases cada ciclo de dos semanas: 10

Recomendaciones: Es muy importante utilizar el libro de texto y exámenes de Selectividad pertenecientes a cursos anteriores para familiarizarse con el tipo y formulación de las preguntas. Al final de cada tema en el libro de texto hay ejercicios de autoevaluación. Además, los libros de texto incluyen un CD con información muy interesante para el alumno/a. Visitar asiduamente la página compartida en Google-Drive, donde hay infinidad de exámenes tipo y ejercicios varios.

BRITISH SUBJECTS (A LEVEL)

ART & DESIGN

Head of Department: Ms Liz Edwards

Introduction: Is this the right option for me?

If you are open minded about the way you work, enjoy a challenge, thinking creatively, working practically and engaging more deeply with the world of Art and Design, this course could be for you. The approach is the same as at GCSE but we go into a lot more depth. Enthusiasm for the subject and a willingness to think critically is essential.

Years 12 and 13: A Level is a 2 year course, consisting of 2 units: **Coursework** which is completed by January of Year 13 and the **Externally Set Assignment** which involves several weeks of preparatory studies leading up to the final exam, usually in April.

Assessment:

Unit 1 (Coursework) will form 60% of your A Level grade and consists of everything you do from the start of the course to term 2 in Year 13. In addition to the practical work you will produce a critical studies essay of up to 3,000 words.

Unit 2 (The externally set exam theme) forms 40% of your final grade and as it is given out well in advance of the creation of the final piece, under exam conditions, it should hold no surprises. The actual exam time is 15 hours, usually spread over a week.

Exam board: Edexcel

Entry requirements for Year 12: You are expected to achieve at least a grade 5 at GCSE.

Possible future careers:

Digital Web Based Designer; Interior Designer. Architect; Museum Curator. Art Dealer; Film and Theatre Set Designer. Fashion Designer; Special effects

makeup artist. Photographer; Art restoration and conservation. Game Designer; Creative Directo; Theme Park Designer; Commercial Display Planner. Courtroom artist; Gallery Director; Product Designer; Graphic Designer. Illustrator (Medical / Industrial / Book / Art Therapist /Graphic Novels / Signage / Archeological); Layout for Magazines.

Value of the subject for the university:

Dependent on choice of study area; Creative Thinking, Problem Solving, Visual Literacy, Film Studies, History of Art, Fine Art, Marketing, and courses linked to careers listed above.

Subjects that can be complementary:

Maths, Physics, Psychology, ICT, English Literature.

Recommended web pages:

- <http://www.studentartguide.com/> (International examples of GCSE and A Level work and related careers in the industry)
- <https://caxtoncollege.com/en/category/publications/#ancla4> (The Caxton Exam Exhibition catalogue from 2018 showing images of student work)
- <https://www.gold.ac.uk/art/> (Goldsmiths, London, one of many possible future destinations for Art degrees)

BIOLOGY

Head of Department: Dr Bill Kemball

Introduction: Is this the right subject for me?

AS and A Level Biology is suitable if you:

- Have an interest in, and enjoy Biology and want to find out about how things work in the biological world by the application of imaginative, logical thinking
- Want to use Biology to progress onto further studies in Higher Education or support other qualifications or enter Biology-based employment
- Are taking A levels in the other Sciences and/or Mathematics or other relevant courses such as Physical Education or Psychology and want to take another course that will support those studies.

Course information:

Year 12 topics:

Biomolecules, Transport, Health
Membranes, Proteins, DNA Gene Expression
Cell Structure, Reproduction and Development
Plant Structure and Function, Biodiversity and Conservation

Year 13 topics:

Energy Flow, Ecosystems and Environment Microbiology, Immunity,
Forensics Respiration, Muscles, Internal Environment Coordination,
Response, Gene Technology

Assessment: 6 exam papers (3 in each year)

Unit 1: Molecules, Diet, Transport and Health (sat in January)

Unit 2: Cells, Development, Biodiversity and Conservation (sat in May)

Unit 3: Practical Skills in Biology 1 (sat in May)

Unit 4: Energy Environment, Microbiology and Immunity (sat in January)

Unit 5: Respiration, Internal Environment, Coordination and Gene Therapy (sat in May)

Unit 6: Practical Skills in Biology 2 (sat in May)

Exam board: Edexcel

Entry requirements for Year 12: Science Double Award Grade: 66 or IGCSE Biology 6

Possible future careers:

What can I do after I've completed the course?

Biology leads on to a wide range of courses and careers. This could include:

- An undergraduate degree in life sciences, medicine, environmental science, forensic science and related courses
- Employment, for example in the areas of biological testing, biotechnology, independent research and the food industry.

To find out more talk to your Biology teacher and visit your careers office or www.iob.org for further information on careers and courses in Biology. For the full specification check www.edexcel.com.

Value of subject for the University:

Essential for Medicine, Veterinary Science and all Biosciences

Subjects that can be complementary: Maths, Chemistry, Psychology, PE, Physics

Recommended web pages:

www.iob.org

www.edexcel.com

BUSINESS

Head of Department: Ms Jade Lewis-Jones

Introduction: In the first year students will build knowledge of core Business concepts and learn to apply them to business contexts to develop a broad understanding of how businesses work.

In the second year students will develop a greater breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of Business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

The qualification will introduce students to global business, equipping them either to work in or to manage a business in an international context.

Course Contents:

Theme 1	Theme 2
Meeting Customer Needs	Raising Finance
The Market	Financial Planning
Marketing Mix & Strategy	Managing Finance
Managing People	Resource Management
Entrepreneurs & Leaders	External Influences

Theme 3	Theme 4
Business Objectives & Strategy	Globalisation
Business Growth	Global Markets & Business Expansion
Decision-Making Techniques	Global Marketing
Influences on Business Decisions	Local Industries & Companies
Assessing Competitiveness	
Managing Change	

Assessment:

In Year 12 - Two exams worth 80 marks each, one on each Theme. Each exam lasts 1 hour 30 minutes. Students must complete these in order to assess and track student progress, as well as to provide evidence of progress to universities.

In Year 13 - Three exams worth 100 marks each. Each exam is 2 hours long.

- Paper 1 - Theme 1 & 4
- Paper 2 - Theme 2 & 3
- Paper 3 - All four Themes on an industry that is pre-released in November of Year 13. This paper has a pre-release content to enable students to investigate an industry or market in which businesses operate.

In order to obtain the full A Level qualification, students must sit all three exams in Year 13.

Progression Routes: The transferable skills and knowledge you will gain through the study of Business at Caxton College will be invaluable in enabling you to access a wide range of courses at university. Business is a much sought-after qualification for entry to a wide range of courses and will be useful in a variety of career paths:

Banking & Finance; Business Law; Management Consultancy; Teaching & Development; Logistics; Fashion & Retail; Data Analysis; Trading.

Exam Board: Edexcel

Entry requirements for Year 12: Grade 5 or above at IGCSE Business.

If the student has not done IGCSE Business, a grade 6 in English and Grade 6 in Maths.

Remember that A Level is a huge jump from IGCSE and hard work and effort are required from the very first day! You will have to read around the subject and learn to study independently.

Business is particularly complemented by:

Computing/ICT; Ethics; Geography; Maths; Physical Education; English Languages; History

Recommended web pages:

www.tutor2u.net

www.bbc.com/news/business

www.businessed.co.uk/

CHEMISTRY

Head of Department: Ms Stephanie Boyko

Introduction: An A Level in Chemistry will help you get ahead in most STEM (science, technology, engineering and maths) careers and is either an essential or desirable subject for many university courses, e.g. medicine, pharmacy, veterinary science, chemistry, food science, pharmacology or engineering.

Chemistry will help your research, problem solving and analytical skills. It helps you to challenge ideas and show how you worked things out through logic and step by step reasoning.

Chemistry often requires teamwork and communication skills too, which is great for project management.

Course information:

Year 12 topics

Topic 1: Formulae, equations and amount of substance

Topic 2: Atomic structure and the periodic table

Topic 3: Bonding and structure

Topic 4: Introduction to Organic Chemistry and alkanes

Topic 5: Alkenes

Topic 6: Energetics

Topic 7: Intermolecular forces

Topic 8: Redox chemistry and groups 1,2, and 7

Topic 9: Introduction to kinetics and equilibria

Topic 10: Organic chemistry – halogenoalkanes, alcohols and spectra

Year 13 topics

Topic 11: Kinetics

Topic 12: Entropy and energetics

Topic 13: Chemical equilibria

Topic 14: Acid-base equilibria

Topic 15: Organic Chemistry – carbonyls, acids and chirality

Topic 16: Redox equilibria

Topic 17: Transition metals and their chemistry

Topic 18: Organic Chemistry – arenes

Topic 19: Organic nitrogen compounds – amines, amides, amino acids and proteins

Topic 20: Organic synthesis

Assessment:

Year 12

UNIT	EXAM LENGTH	TOPICS	DATE OF EXAM	WEIGHTING
1	1 hr 30 mins	1 - 5	January	40% of AS level
2	1 hr 30 mins	5 - 10	June	40% of AS level
3*	1 hr 20 mins	1 - 10	June	20% of AS level

Year 13

UNIT	EXAM LENGTH	TOPICS	DATE OF EXAM	WEIGHTING
4	1 hr 45 mins	11 - 16	January	40% of A2 level
5	1 hr 45 mins	17 - 20	June	40% of A2 level
6*	1 hr 20 mins	1 - 20	June	20% of A2 level

*Units 3 and 6 are written exams that will assess knowledge and understanding of experimental procedures and techniques that were developed in the taught units (1,2,4 and 5)

Exam board: Edexcel (International Advanced Level)

Entry requirements for Year 12: 6/6 in Double Award Science or 6 in Separate Science Chemistry.

Possible future careers: Medic, dentist, vet, analytical chemist, biotechnologist, chemical engineer, forensic scientist, nanotechnologist, research scientist, toxicologist, geochemist, materials scientist, water chemist.

Value of subject for the University: The study of A Level Chemistry is essential for some degree subjects e.g. medicine, chemistry, biochemistry. It is an A Level that develops high levels of numeracy and so degree courses requiring this will be open to you. An A Level in Chemistry will develop your skills in the following areas: team work, technical ability, problem solving, organisation, communication, attention to detail, discipline and analysis. These skills will prepare you well for any science based degree course.

Subjects that can be complementary: Physics, maths, further maths, biology, geography, psychology

Recommended web pages:

<https://www.ucas.com/job-subjects/chemistry>

<https://eic.rsc.org/opinion/the-7-skills-of-a-good-a-level-chemist/2010012.article>

ENGLISH LITERATURE

Head of Department: Mr Stephen Miller

Which exam specification do we follow? Edexcel International A Level

How is the course assessed? Assessment is by examination only. Two units are assessed in the summer of Year 12 and two units in the summer of Year 13.

Year 12	Year 13
<p>Unit 1: Post-2000 Poetry and Prose. Study of a poetry anthology and a novel.</p> <p>Written examination: 2 hours (open book) 50% of the IAS; 25% of the IA2</p>	<p>Unit 3: Poetry and Prose. Study to answer a question on unseen post-1900 poetry; study of two novels that are thematically linked.</p> <p>Written examination: 2 hours (open book) 25% of the IA2</p>
<p>Unit 2: Drama. Study of one pre-1900 drama text and one post-1900 drama text.</p> <p>Written examination: 2 hours (open book) 50% of the IAS; 25% of the IA2</p>	<p>Unit 4: Shakespeare and Pre-1900 Poetry. Study of one Shakespeare play and a selection of Romantic poetry.</p> <p>Written examination: 2 hours (open book) 25% of the IA2</p>

What skills or interests will help me to do well in English Literature?

- You need to have the motivation to read the texts and prepare before lessons. Ideally, you should enjoy reading.
- It is beneficial if you are good at writing essays and can organise your writing effectively. We do work on improving your skills in this area also.
- An interest in the ways people interact and the influences of relationships, politics and culture upon people and their behaviours is useful for understanding the motivations of characters and writers.
- A willingness to share ideas and work collaboratively is valuable.
- The ability to analyse situations and language and use clues to draw conclusions is very important.

What skills will I develop by studying English Literature?

- Students will develop skills of close analysis through their study of a range of texts.
- Close study will happen in class, modelled by the teacher and will be set for homework so that students can become more independent in their application of these skills.
- Writing clear, well-structured essays is an area of focus in the teaching and assessment of the course.
- Studying English Literature develops and enhances your own abilities in English Language, through exposure to written English and class discussion on a range of topics.

How will teachers help you to make the most of your study of English Literature?

Teachers use a range of strategies to make your study of English Literature fun, challenging and rewarding. Some of the following are methods used to support your study and develop your understanding:

- Demonstrating and collaborating with students on textual analysis
- Recommending and using resources to aid understanding, such as websites, DVDs, additional study materials
- Encouraging students to make contributions and test out ideas and theories in class before writing essays or being assessed
- Providing background information and sources of further information to help students appreciate the value of context in the study of texts
- Delivering dynamic, interesting, well-planned lessons to keep you interested and boost your confidence

How might English Literature AS or A Level be useful in the future?

English Literature AS or A Level is a highly respected course at all English and American Universities. Across Europe, this level of study of English is regarded as an indication of a high level of ability in English as a language. Success in English Literature demonstrates that you have built skills and shown ability in the following general areas, which are useful in many occupations and areas of life:

- Communication in English
- Analysis and interpretation of complex information

- Empathy for people in different cultures and contexts
- Awareness of the development of individuals and groups
- Appreciation of methods used by writers to create meanings and elicit responses
- Understanding of sophisticated concepts

What career paths can English Literature AS / A Level be useful for?

A high level of attainment in English is beneficial in many careers, but the following list outlines some of the key occupations and careers where study of English Literature to AS/A Level is regarded as particularly valuable:

Journalism; Script writing; Education; Civil Service; International Relations; Radio; Translator; Music business; Travel business; Politics; Law; Proof Reader; Advertising / marketing; Historian and related careers; Acting; Curator; Direction / Production (Film & TV); Cultural affairs occupations; Theatre; Personnel (Human Resources)

EXTENDED PROJECT QUALIFICATION (EPQ)

Head of Department: Ms Cate Amsdorf

Exam board: AQA

Introduction: The EPQ is an independent piece of work - students receive some instruction, but most of the project is self-guided. It is an optional extra qualification which is equivalent to half an A Level and is graded A* to E. It can help you to demonstrate to universities and future employers that you are able to work independently. It will also help you to develop essential skills required for study at a higher level:

Working with others

Working to deadlines

Decision making and problem solving

Presentation skills

Communication skills

The skills that you develop through the EPQ are excellent preparation for university study. Another benefit of the EPQ is that you don't have to revise and prepare for an exam, but it will still give points for university. It could also be used to further your knowledge of one of your examination subjects (although it does not have to have any links to your A Levels at all).

The EPQ may be based on a variety of forms – you can produce a written report (an essay of about 5000 words) or make something and submit a shorter report explaining the process. Whichever you choose, you will also have to complete a production logbook and give a presentation. The EPQ can be on any topic you choose, but will need to show evidence of planning, preparation, research and autonomous working.

The project consists of both taught skills (1 timetabled lesson per week) and independent work (approximately 3 hours per week which will not be on your timetable). You will complete the majority of your project in Year 12, and complete it by October of Year 13. The taught skills sessions will

help you develop the range of skills needed for the Extended Project. These include:

- Research methods
- Presentation skills
- Project management skills
- Dealing with ethical issues
- Action planning
- Self- and peer-evaluation skills to aid reflection on learning and personal development

The EPQ is marked internally and sent to AQA for moderation. The four skill areas that are assessed are:

AO1 Manage the project

- Identification of the topic
- Identification of project aims and objectives
- Production of a detailed project plan
- Completion of the work; applying organisational skills and strategies to meet stated objectives

AO2 Use resources

- Obtaining and selection of information from a variety of sources
- Critical analysis of data
- Demonstration of understanding of appropriate links between resources

AO3 Develop and realise

- Demonstration of problem-solving
- Demonstration of decision-making
- Creative thinking to achieve planned outcomes
- Fluent communication of findings in an appropriate format

AO4 Review

- Evaluation of strengths and weaknesses of the project
- Evaluation of own learning and performance
- Clearly communicated findings and conclusions

The topic you choose is entirely up to you. It may be linked to your subject areas, but must not be directly related to your studies. You cannot base your project on material that you will be examined on – this is known as dual accreditation. The EPQ may take one aspect of your A Level course and extend this, but it must significantly depart from the specified course of study. Alternatively, you could explore an area of personal interest outside your study areas.

Some examples of past essay titles:

A critical discussion of the nature and nurture of schizophrenia

What is the most effective treatment of malaria?

An analysis of the role of animals in Shakespeare's plays

Concrete or asphalt for motorway surfaces?

To what extent did Jane Austen's life influence her works?

Is democracy necessary for socio-economic development in Africa?

Some examples of past artefacts:

- Design and make a dress inspired by the development of women's freedom from society's restraints
- Production of a model of a coastline to help Year 8 students to learn about features of a coastline
- Production of 'Winter Ted'; an animation about a teddy bear in winter trying to get a scarf
- Writing a gender neutral story for pre-school children

FRENCH (IAS/IA2)

Head of Department: Ms Cathy Desbois

You have been enjoying your French classes until now and you are very likely to get a grade 7, 8 or even 9 in your IGCSE this summer....

The International A Level French course is for you!

What's the difference between GCSE and AS?

- GCSE is mostly about 'me'. My family, my hobbies, my holidays, etc
- AS is about 'Me as a young person in Modern Society' – you will explore aspects of your life and that of young people in general such as Family relationships, Importance of Leisure, Sports, Technology, Health, Environment or Education ...
- Grammar covered at GCSE is built on and taken to a much higher level so you do need to have the basics right!!!

What's the difference between AS and A2?

- A2 is about 'The Wider Society' and also involves research. You will explore more serious topics like the impact of technology on society, the fight against racism or poverty, equality between men and women or even new topics like transhumanism for example. You will learn to discuss and debate ethical issues such as the death penalty, abortion or euthanasia. You will study a French classical text in depth (Themes, Style and Technique) and learn how to analyse it. So far, we have been studying the very famous play *Le Bourgeois Gentilhomme* by Molière. You do need to enjoy learning about French culture and literature!
- Your knowledge of grammar will grow over the 2 years, and by the end of the A2 course you will be able to speak and write confidently about a wide range of topics, which will be the reward after all those years of learning grammar and vocabulary. Think about it: You will be able to say "I speak French fluently"!

In today's world, speaking one foreign language is not enough!!
Students who speak several languages will increase their chances of finding a job, whether at home or abroad. Learning another language enriches the mind and opens up new horizons, both personal and professional.

Topics you will explore during the two year course:

- Youth matters (family relationships, friendships, peer pressure, music, fashion, technology, communication)
- Lifestyle: health and fitness (food and diet, sport, health issues, urban and rural life)
- The world around us (travel, tourism, transport, environmental issues, natural disasters, weather)
- Education and employment (education systems, types of schooling, student life, volunteering and internships, jobs and employment)
- Technology in the French-speaking world (scientific advances, technological innovations, impact on life and environment)
- Society in the French-speaking world (migration, equality, politics, customs)
- Ethics in the French-speaking world (beliefs, law and order, moral issues)
- Text Study: *Le Bourgeois Gentilhomme* by Molière

Entry requirements for Year 12: Grade 7 at IGCSE (not recommended for grade 6 although will be considered)

Examination board: Edexcel

Assessment:

Year 12 - International Advanced Subsidiary	
Unit 1: Spoken expression and response (8-10 minutes) Section A: Spoken response 4 Questions on a stimulus (short text) Section B: Discussion on a theme e.g. Youth Matters	30%
Unit 2: Understanding and written response (2h30) Section A: Listening (20 marks) Section B: Reading and Grammar (30 marks) Section C: Writing 240-280 words (40 marks)	70%
Year 13- International Advanced Level	
Year 13- International Advanced Level Unit 3: Understanding and spoken response (11-13 minutes) Section A: Presentation and debate justify views for 4 mins Section B: Discussion 2 themes e.g. Technology & Society	30%
Unit 4: Research, understanding and written response (2h30) Section A: Listening (20 marks) Section B: Reading and Grammar(reformulation) (30 marks) Section C: Writing 300-400 words about the literature text (40 marks)	70%

French as an asset to your studies:

'Universities favour students who have studied a second language in the Sixth Form.'

Universities value students who have studied French at A Level since it is well known as an analytical language that structures thought and develops critical thinking.

French is also considered the language of culture and students of French will have had cultural journeys into the worlds of fashion, gastronomy and architecture just by studying the language.

A Level French offers a great opportunity to go on exchange programmes in France, Canada, Switzerland, Belgium and at least another 30 countries where French is the official language!

Speaking French opens up opportunities for higher education at some of France's best-known universities or elite grandes écoles (HEC, Sciences Politiques,...)

French as an asset to future careers:

French is one of the working languages of many world organisations, so whatever career you choose, business and trade, law and justice, European and International politics, health and welfare, food and agriculture, science and technology, media, tourism, sport, and many more.....you may well need to work and communicate with French speakers or have to read reports written in French:

the United Nations

the European Union the Court of Justice of the European Union Organisation for Economic Cooperation and Development (OECD) Scientific and Cultural Organization (UNESCO),

United Nations Conference on Trade and Development (UNCTAD)

United Nations Economic and Social Council (ECOSOC)

Food and Agriculture Organization of the United Nations (FAO)

the North Atlantic Treaty Organization (NATO) World Health Organization (WHO)

World Trade Organization (WTO)

World Intellectual Property Organization (WIPO) United Nations Children's Fund (UNICEF)

World Anti-Doping Agency (WADA)

International Federation of Association Football (FIFA) United Nations Economic Commission for Africa (UNECA)

International Olympic Committee (IOC) and the Olympic Games

MATHEMATICS

Head of Department: Ms Christine Bruce

Mathematics A Level is a course worth studying not only as a support for other subjects but also in its own right. The course builds on work you have met in IGCSE but also introduces some completely new topics and focuses on problem solving and analytical skills by using mathematical arguments and logic.

Course content:

In Year 12 all students take units Pure Mathematics 1, Pure Mathematics 2 and Statistics 1.

In Year 13 all students take units Pure Mathematics 3, Pure Mathematics 4 and either Mechanics 1 or Decision 1.

Year 12 topics	Year 13 topics
<ul style="list-style-type: none"> • Pure mathematics: Algebra and functions equations and inequalities curve sketching coordinate geometry, differentiation integration binomial expansion radians and applications advanced trigonometry sequences and series. • Statistics: Analysing data discrete random variables the normal distribution correlation regression probability 	<ul style="list-style-type: none"> • Pure mathematics: Algebraic division partial fractions exponential functions and logarithms reciprocal trigonometrical functions trigonometrical identities parametric equations binomial expansions integration vectors • Decision Mathematics: algorithms graphs and networks route inspection critical path analysis linear programming • Mechanics: modelling vectors kinematics statics moments dynamics of a particle

Those who choose to study Further Mathematics A Level will take three units of Further Pure Mathematics and three additional units from Mechanics and Statistics.

Further Pure Mathematics topics include: complex numbers, matrix algebra, proof by induction, differential equations, Maclaurin and Taylor series, polar coordinates, hyperbolic functions, hyperbolic integration and differentiation and vectors.

Assessment:

Every unit is assessed by an exam lasting 1 hour and 30 minutes. All exams have equal weighting in terms of the final grade.

Usually students take one unit in January (in both years 12 and 13) and the remaining two units in June.

Exam board: Edexcel

Entry requirements for year 12:

An A is needed in IGCSE mathematics to study mathematics at A Level.

An A* is needed at IGCSE mathematics to study Further Mathematics at A Level.

Possible future careers:

Engineering, medicine, architecture, economics, accountancy, business, electronics, computing, psychology, physics, chemistry, robotics, geography, social sciences.

Value of subject for university:

A Level Mathematics is a valuable qualification for entry to a wide variety of courses in higher education. It is particularly useful, and often necessary, if you wish to study mathematics, economics, computing, accountancy, electronics, engineering or physics.

Further Mathematics is extremely useful if you wish to study mathematics or engineering.

Subjects that can be complementary:

Physics, Business, Psychology, Chemistry

Recommended web pages:

www.physicsandmathstutor.com

www.mathsrevision.net

www.examsolutions.co.uk

GEOGRAPHY

Head of Department: Mr Simon Chandler

The world is currently undergoing more rapid changes than arguably any time in human history. Climate change, the globalised economy, global immigration, resource depletion, habitat destruction, the competition for global super power status: these are all issues which you shall be facing in your lifetime. Geography helps us understand these global themes so that we can make informed decisions and act in a way that may aid the survival of our fragile world.

Year 12	Year 13
<p>Unit 1: 60% of Year 12, 30% of the total A Level</p> <ul style="list-style-type: none"> - Going Global - the globalised economy, global migration patterns and our urbanised world. - World at Risk - global meteorological and tectonic hazards <p>Unit 2: 40% of AS Level, 20% of the total A Level</p> <ul style="list-style-type: none"> - Urban Problems, planning and regeneration - comparing urban problems and sustainable development projects in the developed and developing world. - Crowded Coasts- problems with coastal development, fragility and sustainable management. 	<p>Unit 3: 60% of Year 13, 30% of the total A Level</p> <ul style="list-style-type: none"> - Energy Security or Water Conflicts - Superpower Geographies or Bridging the Development Gap - Biodiversity under Threat - Atmosphere and Weather Systems <p>Unit 4: 40% of Year 13, 20% of the total A Level</p> <p>Choice of 1 topic out of:</p> <ul style="list-style-type: none"> - Feeding the World's People - Human Health and Disease - Cultural Diversity - Tectonic Activity and Landscapes

Entry Requirements: Minimum of a 6 in Geography or 7 in English with the completion of a summer project.

It is important to understand that the people who do well in A level Geography are those who have a real passion for the subject. If you already enjoy reading about global affairs, watching Geographical documentaries and TED talks and debating topical issues, then this is the subject for you.

Future Careers:

Quote by *The Guardian* newspaper from a report about why Geography graduates are among the most employable:

Studying geography arms graduates with a mix of skills employers want to see: Geography students do well in terms of their low unemployment rates. You could attribute this to the fact that the subject helps develop a whole range of employability skills including numeracy, teamwork through regular field trips, analytical skills in the laboratory and a certain technical savviness through using various specialist computing applications. Also, the subject area in itself cultivates a world view and a certain cultural sensitivity. These all potentially help a geographer to stand out in the labour market.

Geography forms an entry point into many careers including:

- International business law
- Surveying
- Environmental organisations
- Charities
- Intergovernmental organisations
- Tourism
- Politics
- Journalism

Complementary subjects:

As Geography forms a bridge between the social sciences and environmental sciences, it is an ideal subject to take to complement either the humanities or the sciences.

Students who have studied Business, Sociology, History, Physics or Biology have found Geography complements their other studies.

Recommended web pages:

Edexcel International A Level Geography:

<https://qualifications.pearson.com/en/qualifications/edexcelinternational-advanced-levels/geography-2016.html>

GERMAN DEPARTMENT

Head of Department: Ms Louise Parmenter

The A Level course in German is for those who have successfully completed the IGCSE course and who have obtained a strong Grade 7-9. The advanced specifications are designed to follow on naturally from the IGCSE course. Great emphasis is placed on the practical application of language skills and to this end, tasks and authentic materials, i.e. newspapers, podcasts, audio and videos are used which encourage the acquisition of key skills.

Cultural awareness and research skills: You have the chance to delve into the culture and society of the countries where German is spoken. You could choose to find out more about events leading up to the fall of the Berlin Wall or you could even study important works of literature or international cinema.

What other A Level subject allows you to explore views on such a wide range of topics relevant in today's society, from racism to genetic engineering, and from equality issues to film studies?

Independent study skills: Students are expected to extend their knowledge beyond the work covered in class by personal study of listening material, books, magazines and internet sites. Of course, there is no substitute for spending time independently in a country where German is spoken, and your teachers can advise you on arranging trips abroad.

Debating / arguing and persuading skills: Developing and debating ideas in German will give students the confidence to communicate. They will learn to organise thoughts and present themselves with self- assurance and clarity. Universities and employers want candidates who can think independently, have original ideas and who cope under pressure in foreign situations.

Other key skills developed:

- Attention to detail
- Listening and responding to others
- Problem solving
- Researching, evaluating and interpreting information
- Presentation skills

You'll enjoy this course if....

- you have a passion for the language and want to learn more.
- you are motivated to spend time watching films, reading newspapers and learning more about other cultures and societies.

Examination Board: Pearson Edexcel International Advanced Level

Topics covered:

- **International Advanced Subsidiary Level**
Youth matters
Lifestyle, health and fitness
Environment and travel
Education and employment
- **International Advanced Level**
Youth matters
Lifestyle, health and fitness
Environment and travel
Education and employment
Technology in the German-speaking world
Society in the German-speaking world
Ethics in the German-speaking world

Assessment:

Year 12 - International Advanced Subsidiary Level	
Unit 1: Spoken expression and response Section A: Spoken response 4 Questions on a stimulus Section B: Discussion on a theme e.g. Youth Matters	30%
Unit 2: Understanding and written response Section A: Listening Section B: Reading and Grammar Section C: Writing 240-280 words	70%

Year 13- International Advanced Level	
Unit 3: Understanding and spoken response Section A: Presentation and debate justify views for 4 mins Section B: Discussion on 2 themes e.g. Technology & Society	30%
Unit 4: Research, understanding and written response Section A: Listening Section B: Reading and Grammar Section C: Writing 300-400 words	70%

Future Pathways: Languages such as German open doors to new cultures, friendships, travel, and jobs. From a career point of view, German has great usefulness, especially in Commerce, Law Diplomacy, Engineering and Technology. The value of a language is today widely recognised. Past students of German have gone on to a wide variety of careers – not only in publishing, translating and teaching but also working with major firms, automotive, car design and aerospace engineering, and some have found careers in European administration. Employers welcome people who combine language skills with lively minds and broad cultural awareness. The increased opportunities within the European Union are likely to offer openings in continental Europe, as well as creating a need for more linguistically qualified public servants and language teachers across the world. Companies in Spain are even trying to attract more German speakers and offering lucrative salaries for those who can speak German.

HISTORY

Head of Department: Ms Jeanette Nugent

Why study history?

BECAUSE HISTORY MATTERS! We cannot understand the world we live in without understanding the catastrophic background of Germany in the 1920s and 30s, the Soviet Union 1917-1991, World War Two and the Cold War. We cannot even begin to predict our future without understanding the histories of the key protagonists China, Germany, America and Russia (the USSR). We will focus on the 20th century because it matters to us now. However, the forces that drive and change societies are important on a day to day basis. We will look at the treatment of Afro-Americans from the 1800s to Obama. We will look at how the policy of segregation was challenged, defended and ultimately ended.

BECAUSE HISTORY MATTERS! History fosters a skill set that is highly beneficial to the studies of other subject areas such as Business Studies, Geography and Psychology. A good historian can put a convincing argument together, write in a coherent and intelligent manner and knows much about the world we live in. These are key skills which are required in a vast array of professions such as law and journalism. Equally, professions such as Medicine or Engineering value it as a third subject at A level. History graduates can therefore be found in a wide range of fields from politics to business. John F Kennedy, Woodrow Wilson and Annita Roddick, the founder of 'Body Shop', are only a few examples of highly successful and influential History graduates.

BECAUSE HISTORY MATTERS! Employers and universities know what good historians can do and look favourably on those who studied it successfully even when outside the traditional areas associated with the subject. History is rightfully regarded as a highly academic and demanding subject and a History IGCSE qualification is therefore a very useful asset for future employees and degree courses. They will know that a History qualification means that you can write, can use complex sources to draw

conclusions and argue backed with evidence and explanation. We are one of the 'facilitating' subjects identified by the top British universities. This means that we are one of the most popular subjects named by universities as being a preferred subject.

Useful websites:

- Historical Association <https://www.history.org.uk/student>
- Alpha History <https://alphahistory.com/>

What do we explore?:

- France in Revolution 1774-1799 (Year12)
- Russia Lenin- Yeltsin 1917-91
- Germany United, Divided and Re-united 1870-1990
- The World Divided Super power relations 1943-90

Exam board: Edexcel Pearson International AS and A Level History

Types of assessment: Four papers. Two in May of Year 12 and two in June of Year 13

- Paper 1
- Paper 2 Depth Studies -1hour 30 minutes
- Paper 3
- Paper 4 Historical Investigations and Breadth Studies -1hour 30 minutes

Course requirements: Level 5 in English or History

Possible future careers: Lawyer, Journalist, Archaeologist, Trade Unionist, Economist, Politician, Immigration Officer, Town Planner, Accountancy, Social Services Manager, Archivist, Broadcaster, Foreign Services Officer, Police Officer, Teacher, Archivist, Museum curator. Employers highly respect the knowledge, approaches and skills that form part of a history degree, making History an especially flexible IGCSE and A Level choice for future career choices.

SPANISH

Head of Department: Ms Pilar Tortonda

Introduction: Learning Spanish is more advantageous than ever, because it is the second most spoken native language in the world. In fact, there are nearly 330 million native Spanish speakers on the planet. There are currently 44 countries that have at least 3 million Spanish speakers. Anybody looking to increase their travel opportunities, social life and job opportunities will find learning Spanish beneficial.

Course information: The International Advanced Level in Spanish is designed primarily as a qualification for students who are studying Spanish in order to enhance their future educational or employment prospects. Achievement is broadly equivalent to level B2 of the CEFR.

Year 12 general topic areas

- Youth matters
- Lifestyle, health and fitness
- Environment and travel
- Education and employment

Year 13

Year 12 topic areas plus:

- Technology in the Spanish-speaking world (scientific advances, technological innovations, impact on life and environment)
- Society in the Spanish-speaking world (migration, equality, politics, customs)
- Ethics in the Spanish-speaking world (beliefs, law and order, moral issues)

Assessment: Speaking, listening, reading and writing skills are tested through four examination papers:

- Unit 1: Spoken Expression and Response (end of Year 12)
- Unit 2: Understanding and Written Response (end of Year 12)

- Unit 3: Understanding and Spoken Response (end of Year 13)
- Unit 4: Research, Understanding and Written Response (end of Year 13)

Exam board: Edexcel.

Entry requirements for Year 12: At least a grade B in IGCSE Spanish.

Possible future careers: Graduates in this subject go on to specialise as translators and interpreters, as well as working as language and English as a Second Language teachers, working in travel and tourism and in the wider fields of international business, law, journalism, finance and the civil service.

Subjects that can be complementary: It is very common to study Spanish alongside another European language, typically French, German or Italian. Spanish can also be studied as part of a wider degree such as modern languages, or Hispanic studies (a concentrated study of Spanish language and culture worldwide). You can also study Spanish alongside an unrelated subject, usually in the humanities, like history, sociology or even politics.

Recommended web pages:

www.qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/spanish-2016.html

“It is not difficult to write in Spanish; the Spanish language is a gift from the gods which we Spaniards take for granted.”

Camilo Jose Cela, Nobel Prize winner

PHYSICAL EDUCATION

Head of Department: Mr Bleddyn Lewis-Jones

Introduction: Many of you will be thinking whether A Level PE is the right course for you, so read on!.....

- 1) Are you interested in anatomy & physiology, health & fitness, drugs, diet, sports psychology, designing a training programme and much more?
- 2) Sport!! You are assessed in ONE sport it can be a team or individual sport but one you practise regularly
- 3) Are you determined, keen to succeed, motivated...? If so, this could be the course for you!

Year 12	
Theory	Practical
Applied anatomy and physiology	One team or individual sport
Exercise physiology and applied movement analysis	Performance analysis coursework
Skill acquisition	
Sport psychology	
Sport and society	

Year 13	
Theory	Practical
Applied anatomy and physiology	One team or individual sport
Exercise physiology and applied movement analysis	Performance analysis and personal development programme coursework
Skill acquisition	
Sport psychology	
Sport and society	

PE and the future:

The beauty about PE is that it keeps many doors open. It complements nearly every subject and it can be studied with anything. It has a biology, psychology and sociology component and will be perfect for anyone looking at university degrees in these areas as well as the traditional sports based courses:

Sports medicine; Physiotherapy; PE teacher; Sports psychologist; Nutritionist; Sports Journalism; Fitness instructor; Leisure management

PE goes particularly well with: Biology; Chemistry; Psychology; Sociology; Business Studies; any language; and practically any subject!

It would be recommended that you achieve: a grade 6 at KS4 PE. Along with that we would ask for a grade 5 in Maths, English and Science.

Recommended web pages:

www.bbc.com/Bitesize/examspecs/zxbg39q

www.qualifications.pearson.com

www.bbc sport.co.uk

INTERNATIONAL A LEVEL IN PHYSICS (IAL)

Head of Department: Mr Stuart Ogilvie

Introduction: The qualification builds on the knowledge, understanding and process skills that students have achieved in IGCSE Physics. The International A Level (IAL) in Physics is suitable for students who wish to study Physics to a higher level and the qualification is the next step in the preparation for a future career in a technology, engineering or physics related field.

Course information which includes a brief overview of Year 12 and Year 13: The Physics theory that is covered over the course of the two years is as follows:

Unit 1: Mechanics and Materials

Unit 2: Waves and Electricity

Unit 3: Practical Skills in Physics I

Unit 4: Further Mechanics, Fields and Particles

Unit 5: Thermodynamics, Radiation, Oscillations and Cosmology

Unit 6: Practical Skills in Physics II

Students are expected to demonstrate and apply the knowledge, understanding and skills described in the content. They are also expected to analyse, interpret and evaluate a range of scientific information, ideas and evidence using their knowledge, understanding and skills.

Practical work is central to any study of Physics. For this reason, the specification includes 16 core practical activities that form a thread linking theoretical knowledge and understanding to practical scenarios. In following this thread, students will build on practical skills learned at IGCSE (or equivalent), becoming confident practical physicists, handling apparatus competently and safely. Using a variety of apparatus and techniques, they should be able to design and carry out both the core practical activities and their own investigations, collecting data that can be analysed and used to draw valid conclusions.

Assessment: The International Advanced Level consists of the three IAS units (Units 1, 2 and 3) plus three IA2 units (Units 4, 5 and 6).

This means that there are 6 exams in total that students complete over the duration of the two year IAL.

Three exams are completed in Year 12 (IAS) and three in Year 13 (IA2).

The system is modular which means that exams are sat in both January and June of each year.

Students also have the option to repeat exams in order to improve their overall grade.

Exam board: Edexcel

Entry requirements for Year 12: A minimum of a grade “6/6” must be obtained in IGCSE Double Award Science. A minimum of a level “6” must be obtained in Mathematics.

Possible future careers: Engineering, Astronomy, Robotics, Renewable energies, Computer science, Telecommunications, Space exploration, Science writing, Sports and games technology, Research and nanotechnology, Medicine and Dentistry.

Value of the subject for the university: Studying Physics at A Level is essential if you wish to follow study any Physics/Engineering/Technology related field at university. It is also worth remembering that Physics is considered to be a facilitating subject which means that its can be used to gain access to wide range of non-Physics related degrees within the British University system.

Subjects that can be complementary: Mathematics, Further Mathematics, Chemistry, Biology

Recommended web pages:

- <https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/physics-2018.html>
- http://www.iop.org/careers/undergrad--postgrad/your-future/page_64487.html

PHILOSOPHY

Head of Department: Mr Bernard Andrews

Introduction: Philosophy is the study of the fundamental questions: what is the purpose of life? What is a good life? What does it mean to know something? Does God exist? What makes an action right or wrong? Is there such a thing as consciousness? What is value?

Philosophy is the study of logic, the structure of arguments, and the nature of evidence. It is the oldest academic discipline, and all other subjects grew from the questions it asks. Given its history, it is extremely well respected by Universities, and is perhaps the only subject that is an equally good complement to both the sciences (and mathematics) and arts.

Philosophy A Level is an opportunity to learn about some of the most important ideas and arguments that have shaped history. In the process, you will improve your own abilities to reason, argue, and express yourself. One article in the Times described it as ‘the ultimate transferable work skill’.

Philosophy graduates consistently achieve the highest scores on admissions tests for post-graduate study and earn well-above average salaries.

Course information and a brief overview of Year 12 and Year 13:

The course is made up of four topics, two of which are studied in Year 12 and two in Year 13.

In Year 12, we study Epistemology (‘what is knowledge?’ ‘What counts as a good justification for knowing something?’) and Moral Philosophy (‘what makes an action right or wrong?’).

In Year 13, we study Metaphysics of God (‘does God exist?’ ‘Can we prove God’s existence?’) and Metaphysics of Mind (‘are the mind and the body separate things?’ ‘What is consciousness?’)

During the course we will learn and discuss the ideas of many of the most famous philosophers, both ancient and modern, for example Plato, Aristotle, Descartes, Locke, Hume, Kant, Anscombe, Foot, Diamond, Zagzebski, and Dennett.

Assessment:

The course is examined in two 3 hour exams at the end of Year 13. There is one exam on Epistemology and Moral Philosophy, and one on the Metaphysics of God and the Metaphysics of Mind.

Exam board: AQA

Entry requirements for Year 12: A good level of English and Maths will help, but most important is a willingness to engage with the ideas and do the work.

Possible future careers: Law, Politics, Business

Value of the subject for University: Philosophy is very highly respected by universities. Many universities also offer joint-honours courses where it is possible to study, for example, Philosophy and Maths, Philosophy and Law, Philosophy and Politics.

Subjects that can be complementary: All subjects are complementary to Philosophy.

Recommended web pages:

<https://bigthink.com/paul-ratner/why-silicon-valley-titans-learn-and-recommend-philosophy>

<https://www.forbes.com/sites/sallypercy/2018/03/09/why-your-board-needs-a-chief-philosophy-officer/>

<http://dailynous.com/value-of-philosophy/charts-and-graphs/>

<https://en.wikipedia.org/wiki/Philosophy>

PSYCHOLOGY

Head of Department: Mrs Claire Brunell

Introduction:

Why do people behave as they do in groups?

What makes people aggressive?

Can we trust the memory of witnesses to a crime?

What did Freud say about the causes of our behaviour?

What is Schizophrenia?

If these kinds of questions interest you, then Psychology A Level is for you.

Course information:

This course will build on the GCSE to extend your knowledge of how to conduct the best research on human participants as well as building on your understanding of many different behaviours:

Year 12

- Social Psychology
- Memory
- Biological Psychology
- Learning and Development

Year 13

- Criminological psychology
- Developmental Psychology
- Clinical Psychology
- Issues and Debates

In each of the these topics you will look at different theories that try to explain behaviour.

Throughout all of these units you will learn about the different ways that psychologists conduct research on people, and you will be able to offer detailed analysis of the advantages and disadvantages of each method.

You will also learn more detailed data analysis techniques including some statistics.

Assessment: This subject is modular meaning there are 4 exams taken over Year 12 and Year 13 (January and Summer) and these are added together for the final A Level grade

There will be a mixture of short answer questions and different lengths of extended response question (from 8 to 20 marks)

Exam board: Edexcel IAL

Entry requirements for Year 12: If you have taken the GCSE you will need a 5 in the GCSE course and also a 6-6 in IGCSE Science.

You can choose Psychology if you have not studied it at GCSE but you must:

- Complete a project before starting the course in the summer after your year 11 exams.
- Achieved at least a 6-6 in dual award IGCSE Science,
- Achieved a 5 in GCSE English and Maths.

Possible future careers:

Psychology is useful for any job that requires lots of interaction or an understanding of human behaviour and development.

People with skills in Psychology are sought after in business, management, teaching, research, social work and careers in medicine and healthcare.

Value of subject for the University: Many degree courses will have some elements of Psychology in them; teaching, marketing, sports science. The skills you learn in Psychology can also be useful for other courses; for example, past Caxton students who have gone on to study medicine have said that Psychology was useful for helping them to understand medical research.

Subjects that can be complementary: Psychology is one of the most popular subject choices at A Level in the UK. It gives you experience of scientific theory, maths & research skills, history and essay writing, so it can complement a range of subjects.

Psychology goes particularly well with: biology, maths, PE or sociology.

Recommended web pages:

<https://digest.bps.org.uk/> for up to date information about Psychology

<https://psychologyrocksblog.wordpress.com/> for information about the course

SOCIOLOGY

Head of Department: Ms J.J Wisden

Aims of the Subject:

Sociology is the study of societies and the way in which they shape people's behaviour, beliefs and identity. Probably the most important thing about Sociology is that it enables us to make sense of the rapidly changing world that we live in. If you are interested in why some people choose to join groups such as scientology, whether the health industry creates cures or 'customers', why most of us are law-abiding but some people commit crime, or why people join anti-school subcultures, this is the course for you. It will require you to challenge your own assumptions and beliefs to be critical and evaluative and ultimately even change the way you see the world!

This course provides students with the ability to:

- Acquire knowledge and a critical understanding of contemporary social issues and structures
- Appreciate the significance of theoretical and conceptual issues in sociological debate
- Reflect on their own experience of the social world in which they live

Course Description:

This is a linear course, you will be examined in 3 papers at the end of the two year course.

Paper 1: The Sociology of Education and Methods in context.

Paper 2: Topics in Sociology: Health and Beliefs in Society.

Paper 3: Crime and Deviance with Theory and Methods.

Study Requirements: Essays, test questions and research tasks will be set on a regular basis. Students will be expected to **actively participate** in class discussions and debate.

Additional Information: The course is central to the prospects of any student looking to pursue a career which involves dealing with social groups, e.g. nursing, teaching, police, human resources, journalism, mass media, law, public relations etc.

