Spring Concert
7:30pm on Friday 6th March 2015 • Nottingham
Albert Hall
This annual event is the highlight of Trent College's musical calendar, showing off the instrumental and choral talents of the whole Trent community, from pupils and staff to parents and alumni. A great event to tempt budding musicians. Tickets are free but need to be booked in advance.

Sporting Fixtures
Various 2015/2016 • Trent College Campus
Please feel free to come along to any of the Trent College sports fixtures and watch our teams in action. The details of matches, times and locations can be found on the calendar on the Trent website.

Open Day
9:30am Saturday 13th June 2015 • Trent College Campus
A Trent College Open Day packs lots of information and activity all into one morning. There are presentations from staff and pupils, giving you a great summary of what you can expect at our school. Then you and your parents can get ‘hands on’ as you visit some of our teaching departments. Most importantly, the Open Day gives you plenty of time to chat to, and ask questions of, our current pupils.
10 Reasons to Choose Trent

1. **A track record of academic success**
   2018 A Level Results: the school’s overall pass rate is 99% with over a third of all entries at A* or A grade and almost 60% at A* to B.

2. **Passionate and highly rated teachers**
   “Pupils’ good progress is supported by consistently good and increasingly excellent teaching. This is characterised by excellent subject knowledge and classroom management.” ISI inspection 2015.

3. **The Wortley Centre for dedicated Sixth Form use**
   With small class sizes and excellent facilities for both learning and socialising this is a fantastic place as an older student for you to study and socialise.

4. **A wide range of academic course choices and a broad curriculum**
   As an individual you can tailor your time with us to best develop and stretch yourselves; from taking part in the Oxbridge programme studying for an Extended Project Qualification to learning the skills of Debating. The choice is yours.

5. **Specialist careers support through all stages of the Sixth Form journey**
   In a purpose-built inspiring Careers and Higher Education Centre, with dedicated careers staff, you will be guided to make and achieve your career goals.
10 Reasons to Choose Trent College for Sixth Form

6 Individual support, encouragement and guidance both in and out of the classroom
Strong pastoral care delivered by personal Tutors, Heads of Year, a Head of Sixth Form and specialist teachers ensure that you will be happy and flourishing.

7 A broad, well-developed range of co-curricular opportunities enable you to explore your passions
From the Duke of Edinburgh’s Award to Community Service and a wealth of choice in Sport, Art and Music, there is something for everyone outside the classroom.

8 A vibrant, welcoming and energising atmosphere
Belonging to the Trent College community is about much more than lessons and learning; the people, facilities and large, green campus make membership feel special.

9 Outstanding facilities and coaching for sport and the arts
Whether you are a novice enthusiast or elite sports person, you will have excellent support and opportunities.

10 Varied positions of responsibility to aid in the development of skills such as leadership and management
With us you will gain practical experience that will really help you to grow in confidence and stand out from the crowd.
Welcome to the Sixth Form at Trent College

The Sixth Form at Trent is a high achieving, hardworking and collaborative community of well-motivated students who are ambitious and keen to embrace the wonderful opportunities available at this school.

Each student is given the individual support, encouragement and guidance required for them to achieve their very best. For some their academic goal is the A* and A grades that will mean they study languages at Cambridge, or Medicine at Manchester, or Physics at King’s, but we determine success against each individual student’s ambitions and goals and we work to ensure that each student has the right qualifications pathway.

Alongside this carefully chosen academic pathway is a broad range of co-curricular opportunities which support and encourage the development of each student’s unique character and those ‘soft skills’ which are so valued and important in the world beyond school.

It is this breadth of opportunity, set on a beautiful campus, in a fully integrated and co-educational school which makes Trent stand out and our students outstanding. Your time in the Sixth Form at Trent may be short but its legacy will last a lifetime.

Mr Paul Mayfield
Head of Sixth Form

Key Sixth Form Staff:

Miss Sarah Hough,
Head of Year 12, 2019

Mr Geoff Butler,
Head of Year 13, 2019

Mrs Fiona Starbuck,
Head of Careers
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Life in the Sixth Form

We believe that Trent College provides an idyllic and purposeful environment which is second to none in meeting the needs of our students.

Your welcome into the Trent Sixth Form will be a warm one. We have over 200 students in Key Stage 5 with approximately 40 students new to Trent. Our home is the Wortley Sixth Form Centre equipped with dedicated silent working areas, excellent IT facilities, collaborative working zones, common rooms, locker rooms and the Ivy Café.

Strong bonds of friendship are forged in the Sixth Form at Trent College. Boarding is popular with approximately 40% of the Sixth Form who live in our four boarding houses for a few nights each week (flexi-boarding) as weekly or full boarders. Flexi and weekly boarding provides independence, with more time for studies and reduced time spent travelling to school.

The day students thrive in the Wortley Centre where shared interests and activities lead to adventures and pursuits beyond the walls of our beautiful campus.

Nearly all students at Trent College will study three A Level courses. A few students take on four A Levels whilst others pursue a Btec course in Sport. All our students also have access to a broader academic, active and enriching co-curriculum designed to develop the whole person and to evidence their passions beyond the classroom.

The dress code for our Sixth Form is professional business dress. Students are expected to be smartly presented and to set an excellent example to all of those around you.

In the Sixth Form Academic Scholarships are awarded on the basis of GCSE results and the expectation is that recipients will have gained a minimum of eight A* to A (7, 8 or 9 for Maths & English) with at least four being A*/8-9 grades at GCSE.

Sixth Form Academic Scholarships are normally tenable for the duration of Sixth Form and the names of proud recipients are prominently displayed on our Scholarship Boards.
Your two year experience at Trent is a journey that will pass by quickly so our aim is to help each individual shape their own goals and to then support you in making these dreams a reality.

In the Sixth Form each student has a personal Tutor who is at the heart of the support network which guides, encourages and monitors your journey through these vital two years.

In Year 12 your Tutor will help ensure that you are on the right course for you. This is very important in the new world of linear A Levels.

Year 12 is a special and busy year however. You will be encouraged to research, shape and identify your future goals, making good use of our new Careers and Higher Education Centre. You will be required to write a proposal for an EPQ project to evidence your interests and passions beyond the classroom when applying for Universities or Higher Apprenticeships.

In Year 13 our focus is firmly on supporting each student in your drive to achieve your academic best. Academic success for each individual student lies at the heart of what we offer at Trent. The development of the whole person and your character is to empower each with the skills to meet the challenges of the new linear A Levels, to achieve your academic best and to flourish in your lives after Trent. In Year 13 therefore each student is encouraged to focus on your own passions, interests and commitments in pursuit of this academic success and in preparation for the next steps in your learning journey.
Establishing clear goals and making explicit the relevance of learning to your future success and wellbeing is an important ingredient in the development of key character strengths. Resilience, tenacity, hope and organisation are vital to overcoming and flourishing amongst the challenges of A Level. Our formal and broader academic curriculum is therefore supported by an excellent Careers Inspiration Programme based in our inspiring Careers and Higher Education Centre. Our role is to help you decide what route is best for you and ensure you are fully prepared and in the best place to achieve your goals.

**Choices:** From Year 12 our PSHE programme is dedicated to delivering essential skills from study preparation, target setting, the UCAS application process and taking a gap year. Students have the opportunity of acquiring further guidance by taking part in an online questionnaire (‘Centigrade’), which helps to reduce the problem of choice, to focus attention on suitable course areas and to generally encourage informed choices.

**Oxbridge:** Students who have achieved highly are encouraged to take part in our Oxbridge programme, designed to prepare for application to the country’s most selective institutions. The programme includes visits to Oxford and Cambridge, debating, interview practice, specialist academic support, an applications conference and meeting current students from both institutions.

**Visiting universities:** As part of the Induction week in Year 12 we visit a local university in order to attend sessions on university life, student finance and a question and answer session with current students, along with a tour of the campus and halls. Trinity term of Year 12 provides an ideal opportunity to start visiting universities as the beginning of the process of investigating the next step beyond Trent College. Guest speakers from national and international universities are also invited into Trent College to provide information and inspiration.

**UCAS support:** Trent College supports you through the maze that can be UCAS, from parent and student information sessions in Year 12 through to completing the UCAS application forms in Year 13. Guidance, support and advice is available at every stage. You will be tutored in personal statement writing, how and where to access information about higher education and careers, interview skills, CV writing and peer mentoring.

**Other pathways:** The Careers Department also provide a series of opportunities to understand alternative routes beyond A Level, such as Degree Level Apprenticeships.

**Futures Conference and Careers Fair:** At the end of the Trinity term students attend a ‘Futures Conference’, geared to focusing you on university choices and applications. We regularly host a Careers Fair, inviting a huge range of employers, education providers and speakers to talk you through the careers available in the UK and beyond.
Our full formal academic curriculum is detailed in this booklet. Beyond this formal academic curriculum all our students have access to a broader academic curriculum designed to develop and evidence your passions beyond the classroom.

The Sixth Form programme: As part of the Trent College ‘Whole School Programme’ a diary of events includes visiting speakers, politicians, leading figures, Old Tridents, careers advisors and business professionals to open your mind to new opportunities.

EPQ (Extended Project Qualification): An EPQ is an individual project designed to develop and enhance undergraduate skills, which leads to an A Level qualification which is recognised and highly valued by universities. Sitting beside the A Level portfolio, the EPQ is an original piece of work where all ideas – and a wide variety of outcomes – are possible. Whether it is the design of a golf course, an investigation into the hierarchy of chickens or the research into the psychology of body language, the range of projects is very much down to you and your enthusiasms. The EPQ is also fantastic subject matter for your personal statement, CV and university or job interview.

Academic Forum: Run by students, the Academic Forum combines a series of events with the aim of stimulating academic discussion. It is an opportunity for academically curious students to meet and explore ideas.

Debating Society: The Trent College Debating Society has gone from strength to strength, securing finalist places in the Nottingham and Warwick Schools Competitions in the last academic year alone. The group also enjoyed their time at the Durham Schools Competition, the biggest annual residential schools debating competition in Europe. The group meets weekly to prepare for competitions and chooses motions based on the interests of the group, including issues such as education, gender equality and nuclear weapons.
Developing the whole person

Although academic success and positive accomplishment are at the heart of our Sixth Form provision and experience, we firmly believe that for a student to fully flourish you must have the opportunities and experiences which shape your character and develop those ‘soft skills’ so valued in the world beyond school.

As a result there is a range of excellent and exciting co-curricular opportunities at Trent for students to enjoy.

Positions of Responsibility: The development of leadership and management skills and experience is an important aspect of the Sixth Form, as is giving students the opportunity to take positions of responsibility. These have grown over the last few years to include a hugely varied range of opportunities – and this in turn means that whatever your particular skill or talent, we should be able to match your potential to a role which will benefit not just you but the school as a wider community.

Service Activities: All Year 12 students are required to commit to a service activity. Examples of the options available are:

- Combined Cadet Force (CCF)
- Lifesaving
- Trent Environmental Team
- Community Service
- Community Leadership
- Model United Nations General Assembly (MUNGA)
- Amnesty International
- Peer Coaching

Sport: Trent College has a strong sporting tradition and an enviable record of sporting achievement. All of our Sixth Formers are able to benefit from our experience, coaching and facilities and we believe that a healthy, successful lifestyle is one that embraces regular exercise. Many Trent Sixth Form students are involved in sports activities and the programme is extensive, covering all levels from elite performers to enthusiasts and beginners.

Opportunities include:

- Rugby
- Hockey
- Tennis
- Gym
- Aerobics
- Swimming
- Netball
- Cricket
- Adventure Training
- Dance
- Football
- Badminton

Music: The breadth and variety of music at Trent means there is something for you, whether you perform at national standard or simply enjoy taking part.

Opportunities include:

- Symphony Orchestra
- Swing Band
- Schola Cantorum
- Jazz Combo
- String Quartet
- A Capella vocal group

Drama: We strongly believe that being involved in Drama provides students with experiences that develop not only theatre skills but essential life skills. Our productions range in scale and style, and offer you the chance to work with professional theatre practitioners, to enhance performance skills, learn stage and costume design, stage management and how to become fully competent theatre technicians. From students who want to join in for fun to aspiring actors, we cater for all our your needs.
Choosing your A Level options

The Sixth Form is the most exciting stage of your school career. For the first time, you have total control over which subjects you want to study and success in those subjects will determine the next stage of your career.

Since the Government introduced its reforms to the A Level system in September 2015, schools have needed to adapt their provision to meet the additional needs of the new qualifications. The new A Levels are linear in nature, with all examinations taking place at the end of the two year course.

There is no longer an AS Level contributing half the qualification taken at the end of Year 12. Now all content, including that learnt in Year 12, is tested at the end of Year 13. The level of mathematical content has been enhanced in many subjects and coursework has either been reduced or removed entirely.

As a consequence of the reforms, at Trent we have decided that most students will follow three A Levels. However, narrowing your timetable down to just three subjects will involve some very difficult decisions. Questions that you might want to ask yourself - and seek advice on - include:

What am I good at?
One of the main aims of your time in the Sixth Form is to gain the best grades you can to open up as many opportunities as possible in your future career. You should be thinking about which subjects will allow you to get the best A Level grades. For most subjects, you need a 6 grade in the GCSE in order to study it at A Level. Some subjects, notably Maths and languages, recommend that you achieve an 7 or above. There are some subjects that require good skills in other areas. For example, you should be gaining 6 grades in Maths and English Language if you are to succeed in A Level Economics.

What do I enjoy?
You will be studying your subjects for thirteen 50 minute periods each fortnight and sometimes the content will be really tough. You will also receive up to 5 hours of independent learning (prep) per subject each week. It is important, therefore, that you enjoy the subject and will remain motivated throughout the course.

What do I need?
You may already have some thoughts about your future career. Some university courses will require certain A Level subjects. For example, most medical schools will want Chemistry and Biology and maybe even Maths or Physics. A really good guide on which subjects are required for a particular course can be found at www.russellgroup.ac.uk/media/5272/informedchoices-print.pdf

What new subjects are available?
A Level subjects not requiring the equivalent GCSE are Business Studies, Classics, Combined English, Computer Science, Economics, Photography, PE, Politics and Psychology. We also offer the Btec in Sport as the equivalent of one or two A Levels.

To conclude, don’t take any uninformed risks - if you are in any doubt as to what a subject might involve, make sure you contact the relevant Head of Department.
Art (Fine Art)

A Level Exam Board: AQA
Contact: Mrs K O’Hare

Students considering Art A Level are encouraged to develop a curiosity about the visual world; to explore a wide range of artists, designers, media and techniques, including photographic darkroom techniques and to become independent, creative learners. Personality and individuality are highly valued and students and staff work closely together to create challenging, exciting and thought-provoking work. Sixth Form Art students are based in the Sprakes’ Studio – a self-contained studio space exclusively for our A Level students. Our courses are commended by AQA for being highly structured, yet allowing for individual creative development and personal expression. Yearly visits to the major London galleries allow students to experience artwork first hand. Life drawing workshops are also part of the course.

Entry requirements:
Students are expected to achieve a Grade 6 or more in GCSE Art.

Where can Art take me?
Many of our students have used the high grade which they achieved to go on to study a wide range of different courses including Maths, History and Sciences at top universities. It is also a vital course for those students specifically aiming for a career in Art or Design or a further education Foundation Art and Design course or degree courses such as BA degrees in Art and Design, Architecture, Engineering, Fashion, Graphic Design, Interior Design, 3D Design, Multi-Media Courses (for example Film and Television Studies).

What do our students say?
“Art has made me see the world in a different way. It’s an exciting subject because it allows you to express yourself using lots of different media and it opens up a lot of new ways of working. I can create work which is analytical and/or expressive but it also develops your research skills too. I’ve been able to learn a lot but also to find the style which really interests me and makes my work personal.”

Assessment:
In Year 12 students will produce two major units of work aimed at developing both practical and written skills. Each of the projects will follow a structure based on the Assessment Objectives of the Year 13 course, preparing you for your later project work. Students will take increasing responsibility for developing their own lines of inquiry, researching independently and making creative, personal responses to their theme. In Year 13 students will study Unit 1 - ‘The Self-Identified Project’ which involves a 1,000-3,000 word essay, and this is followed by an exam unit which involves a 15 hour exam taken over three days. This unit is marked as a whole, not just the exam piece.
1st year of study in Year 12:

2nd year of study in Year 13:
5. Energy transfers in and between organisms; 6. Responses made to changes in internal and external environments; 7. Genetics, populations, evolution and ecosystems; 8. Control of gene expression.

A strong liking for Biology, a willingness to work hard, an interest in all living things, current biological sciences, the application of knowledge to unfamiliar concepts and an ability in Mathematics and English are expected.

Entry requirements:
Grade 6-9 in Biology and Chemistry or 7-9 in Double Award Science, together with a Grade 6 or higher in GCSE Mathematics.

Possible subject combinations:
Biology with Chemistry, Physics, Maths, Psychology, PE or Geography make good combinations.

Biology can also be a popular subject to combine with English, History and languages because it develops skills in critical analysis.

Where can Biology take me?
Many biological and non-biological careers value high grades in Biology. They include advisory work, agriculture, animal technician, broadcasting, conservation, dentistry, environmental management, fisheries, food and drink industries, forestry, health care including medicine, genetics, horticulture, immunology, journalism, laboratory work, management, marketing, medicine, microbiology, museums, physiology, publishing, research, selling, sport, teaching, veterinary work, and the water industry.

What do our students say?
“I’m studying Biology because I need it to go on to read Medicine.” … “I really enjoy it because you’re learning about the living world.” … “In Year 12 it really builds on what you’ve covered at GCSE and I really like that.” … “I like all the practical work which helps me understand some of the work we cover.”

Assessment:
Assessment from September 2016: AQA Biology A Level (7402) will be taught.

Examinations:
Students will be assessed through three written papers (each of 2 hours), covering material from Sections 1 – 8, including relevant practical skills.

Investigative and practical skills:
Students will carry out a wide range of practical investigations and required practical assessments throughout the course. The investigative work (Common Practical Assessment Criteria) will enable students to develop the required practical skills, knowledge and application of the concepts being studied. On successful completion of the required practical work, students will be awarded a pass at CPAC in addition to their A Level grade. There will be a short residential field course in Wales at the start of the Michaelmas term of Year 13. This course will cover a range of ecological field techniques and consolidate other practical skills. There will be no additional charge for these days.
Business is a very popular and successful subject at Trent College. It is extremely useful, even if it will not automatically lead to massive pay cheques or one’s own business empire!

Business is based on the role of organisations in society. The course aims to enable pupils to examine critically the aims, objectives and strategies of business organisations. Topics are studied in the context of decision-making and problem-solving; students are expected to find their own solutions and support them with well-reasoned arguments.

Entry requirements:
Students opting for this subject should feel confident in the use of figures, and must be able to produce pieces of extended writing.

Possible subject combinations:
Business combines well with all other A Level subjects, in particular Politics, Design and Technology and Modern Languages.

Where can Business take me?
Combining aspects of marketing, finance, human resource management and operations management, as well an introduction to economics, industrial psychology, and sociology and business law, there is a good case to be made for this being a vital subject for any student to study, whatever your future career.

Business also offers a range of opportunities including Shares4Schools, Student Investor and other national competitions. We run a Business Club to encourage a greater understanding of the subject and extend the depth and breadth of students’ knowledge.

What do our students say?
“Business at Trent College is contemporary and rooted in the real world, but at the same time it is related to a clearly explained set of business concepts and theories.”

Assessment:

Paper 1: Marketing, people and global businesses
(2 hour examination, 100 marks).
This unit examines issues such as how businesses meet customer needs, managing people and the role of entrepreneurs and leaders. It also considers globalisation, global markets, and companies.
33.3% weighting of final qualification.

Paper 2: Business activities, decisions and strategy
(2 hour examination, 100 marks)
This unit examines topics such as managing finance, objectives and strategy and managing change.
33.3% weighting of final qualification.

Paper 3: Investigating business in a competitive environment
(2 hour examination, 100 marks)
This is a synoptic paper that covers all themes introduced in the previous two units. There is a pre-release industry sector to study and students then respond to unseen stimulus material in the examination.
33.3% weighting of final qualification.
A Level Exam Board: AQA
Contact: Dr C Wakerley


Students also take part in a spectroscopy workshop as part of this course.

Entry requirements:
To take Chemistry at A Level it is essential that you have studied GCSE Chemistry or Double Award and obtained a Grade 6 or more in the Higher Tier.

A good ability with GCSE Mathematics (Higher tier) is essential as a large proportion of the questions at A Level involve calculations. A Level Mathematics is not essential but would help give pupils extra confidence in dealing with these calculations.

Possible subject combinations:
Chemistry, Physics, Biology, Mathematics, Design Technology, Geography.

Where can Chemistry take me?
A qualification in Chemistry is useful for most courses in Higher Education as it demonstrates an ability to use data, analyse problems logically, and handle chemicals and apparatus safely. It also gives an awareness of the massive role that Chemistry plays in everyday issues such as the environment and industry.

For certain vocations/courses Chemistry at A Level standard is a requirement. These include medicine, veterinary science, pharmacy, chemical engineering and most biological subjects.

What do our students say?
“Everything is Chemistry – our food, clothes, water and medicine. The A Level course shows how Chemistry applies to the environment from energy, atomic structure and climate change. Practical work is a strong part of the course and the theory is backed up by experiments.” ... “It is challenging but interesting.”

Assessment:
Practical work forms part of the course. It is assessed during the written exams at the end of the course and practical skills are assessed continually throughout the two years. A pass or fail is recorded.

Paper 1
Physical and Inorganic Chemistry and practical skills (120 minutes).
35% weighting of final qualification

Paper 2
Organic Chemistry and practical skills (120 minutes).
35% weighting of final qualification

Paper 3
Covers any content and practical skills (120 minutes).
30% weighting of final qualification
By taking A Level Classical Civilisation you will be able to develop your interest in the Classical world whilst increasing your awareness of the continued influence of Roman and Greek society and culture on our own. We consider a variety of forms of evidence and sources, to which you will be encouraged to make an informed and personal response.

Units taken in Year 12 are as follows:

**The World of the Hero:** we use Homer’s Odyssey and Virgil’s Aeneid to consider the nature of epic poetry, themes and characterisation alongside developing our knowledge of society and religion in the ancient world.

**Culture and the Arts:** we use a range of sources from plays and histories to vase painting, sculpture and buildings to explore themes such as the Greek theatre or the Greek view of their Persian neighbours.

The unit taken in Year 13 is:

**Beliefs and Ideas:** we continue to experience a range of literary and artistic sources in considering classical thought, either through studying the Greeks’ attitudes towards religion or their democratic organisation.

All units seek to explore their context, culture and society through the use of literature and archaeological evidence. All literature is read in English translation.

**Entry requirements:**
Classical Civilisation at A Level does not require prior knowledge. You do not need to have taken the subject at GCSE.

**Possible subject combinations:**
Classical Civilisation as a subject covers a number of disciplines: historical enquiry, art history and literature to name a few. It therefore complements many other Humanities subjects such as English, Drama, Art, Geography, Politics and History.

Where can Classical Civilisation take me?
This subject develops a variety of skills: analysis and interpretation of evidence, organisation of argument, appreciation of literature in its historical context and essay writing, to give a few examples.

Taking the subject at A Level will open the door to related degree courses in Classics and Classical Studies, Ancient History, Archaeology and Egyptology.

If you do not wish to further your study of the Classical world at university, you will at least have developed skills which are transferable across a number of Humanities subject areas.

**What do our students say?**
“Classical Civilisation really helps me with skills I need in English and History.” ... “I really enjoy Greek tragedy: the stories might be from many years ago but the situations are still around today.”

**Assessment:**
- **The World of the Hero:** (2 hours 30 minutes). Short answer and essay questions. 40% weighting of final qualification
- **Culture and the Arts:** (1 hour 45 minutes). Short answer and essay questions. 30% weighting of final qualification
- **Beliefs and Ideas:** (1 hour 45 minutes). Short answer and essay questions. 30% weighting of final qualification
Computing is really just problem-solving and it pre-dates the computer by at least 2,000 years. It is about so much more than using Microsoft Office products. In the modern world, whether in industry, research or even in everyday life, an understanding of computers, the internet and programming is vital. All scientists, mathematicians and engineers will at some point have to produce a program as part of their studies and the ability to theoretically model situations will open up career pathways that are otherwise closed. Also, the software design industry is booming. The gaming industry alone is now bigger than Hollywood and, with the rise of mobile technology, the software industry will only increase in size. Programmers are highly sought after for the unique mix of logical reasoning, creativity and (above all) problem-solving skills that they possess.

The Government has recently stated that the country must produce more programmers as there simply aren’t enough for the jobs that are available. As such, computer scientists are in high demand. The Computer Science A Level caters for those students with a more scientific/mathematical interest in computing and those who may see themselves in a technical profession in the future. The self-selected project gives students a chance to do something truly unique to set themselves apart from the crowd at university interviews.

Entry requirements:
A Grade 6 in Mathematics at GCSE as a minimum. The more Mathematics students have studied, the more they will gain from Computer Science. Many of our Computer Science students have already completed GCSE Further Mathematics before joining the course.

Possible subject combinations:
Computer Science is mathematical in nature and would work particularly well with students who are also taking Mathematics and/or Physics or Chemistry.

Where can Computing take me?
Computing forms a crucial component of the following industries:
- Engineering
- Technology & Communications
- Mathematics
- Physics
- Chemistry
- Economic Forecasting
- Software Design
- Biomedical Science
- Meteorology

What do our students say?
“Computer Science is definitely the most interesting course I do.” ... “It takes the logical thinking found in Maths and combines this with problem-solving and a fair bit of creativity to overcome real world problems.” ... “I can also use all the programming skills that I learn in the lessons to build my own fun and complex projects!”

Assessment:
There are two final exams at the end of Year 13, one re-examines the first year content (40% weighting of final qualification), the other is a Year 13 theory exam (40% weighting of final qualification). There is also an assessed coursework project in which students write a program based on a subject of personal interest (20% weighting of final qualification).
‘Design and Technology in our schools is a vital requirement for the country’s future in the 21st Century.’ James Dyson, inventor and manufacturer of the world’s first bagless vacuum cleaner.

Design and Technology (D&T) helps to equip students with the essential skills required to participate effectively in the highly technological world in which we live today. An important feature of D&T is that it makes immediate and practical use of knowledge and skills from other subjects. The core skills of innovation, creative problem-solving, a thorough understanding of aesthetics, social and environmental issues, industrial practices and the effective use of ICT make D&T students a highly attractive proposition for employers and universities alike.

Entry requirements:
This course is open to all students who have gained a 6 or above at GCSE in Design and Technology (Resistant Materials, Electronic Products or Graphic Products).

Candidates who have studied other Design and Technology disciplines may be considered for this course but consultation with the Head of Department is advised to determine suitability.

Possible subject combinations:
A Level Design and Technology would provide a complementary subject for students studying Art, Mathematics or Science-based subjects at A Level and offers a contrasting subject with the Arts, Modern Languages and Social Sciences.

Where can Design and Technology take me?
In recent years, Trent College D&T students have gained positions at prestigious companies such as Dyson, Hozelock and BAE systems, as a result of their A Level studies. Trent College D&T students have received top awards for their A Level work in national competitions including the Young Engineer for Britain, Young Electronic Designer, Crest Award and the Engineering Education Scheme.

Pupils who are considering a career in any design related area, from Architecture and Engineering to Product and Environmental Design, should view Design and Technology as a desirable A Level.

What do our students say?
“Product Design is about learning to use a broad range of practical and theoretical skills to turn your ideas into physical reality.”

Assessment:
Paper 1: Written paper; Core technical principles and core designing and making principles (2 hours, 100 marks).
A mixture of short answer, multiple choice and extended response questions. 25% weighting of final qualification.

Paper 2: Written paper; A mixture of short answer, multiple choice and extended response questions (2 hours, 100 marks). 25% weighting of final qualification.

Section A – Product analysis and six short answer questions based on pictures of products.
Section B – Commercial manufacture – Short and extended response questions.

Non-Exam Assessment: Design and Making Practice (45 hours, 100 marks).
Practical application of technical principles and specialist knowledge through a design and make project.

A digital design portfolio and final product prototype. 50% weighting of final qualification.
Component 1: Devising Coursework

**40% of the qualification**

In this component students will develop their creative and exploratory skills to devise an original performance. The starting point for this devising process will be an extract from a performance text and an influential theatre practitioner.

In their creative explorations, students will learn how text can be manipulated to communicate meaning to audiences and they will begin the process of interpretation. They will gain an understanding of how a new performance could be developed through the practical exploration of the theatrical style and use of conventions of the chosen practitioner.

There are three main areas of focus:
1) Interpreting, creating and developing a devised piece from one key extract from a performance text and applying the methods of one practitioner.
2) A group performance/design realisation of the devised piece.
3) Analysing and evaluating the creative process and devised performance. Students may complete this component either as a performer or as a designer.

Component 2: Text in Performance Coursework

**20% of the qualification**

Students will develop and demonstrate theatre-making skills, appropriate to their role as a performer or designer. They will explore how they realise artistic intentions in performance.

The knowledge and understanding acquired though the study of one key extract from a performance text in Component 1 can be applied to assist in the interpretation, development and realisation of key extracts from performance texts.

Teaching and wider reading should address the significance and influence of social, historical and cultural contexts on the chosen texts and extracts.

There are two areas of focus:
1) A monologue or a duologue performance/design realisation from one key extract from one performance text.
2) A group performance/design realisation of one key extract from a different performance text.

Students may complete this component either as a performer or as a designer or combine these roles.

Component 3: Theatre Makers in Practice

**Written examination: 2 hours 30 minutes**

**40% of the qualification**

This component requires students to consider, analyse and evaluate how different theatre makers create impact.

Throughout this component, students will consider how production ideas and dramatic elements are communicated to an audience from the perspective of a director, a performer and a designer.

Students will critically analyse and evaluate their experience of live performance. As an informed member of the audience they will deconstruct theatrical elements which will help inform their own production choices and develop their own ideas as potential theatre makers.

Students will practically explore texts in order to demonstrate how ideas for performance and production might be realised from page to stage. They will also consider the methodologies of practitioners and interpret texts in order to justify their own ideas for a production concept. Students will research the original performance conditions and gain an understanding of how social, historical and cultural contexts have informed their decisions as theatre makers.

There are three areas to be covered:
1) A live theatre evaluation.
2) Page to stage: realisation of a complete performance text.
3) Interpreting one complete performance text, in light of one practitioner for a contemporary audience.
ECONOMICS

A Level Exam Board: Edexcel
Contact: Mrs E Bolu

Economics at Trent College is contemporary and rooted in the real world, but at the same time closely related to a clearly explained set of economic theory. The course aims to provide a critical understanding of the economic world and helps to prepare students for effective participation in society as consumers, producers and citizens. It explains what happens in the world, helping students to adapt and thrive in an ever-changing economic environment.

Theme 1. Markets and Market Failure: This unit gives an introduction to micro-economics; concepts such as demand and supply, the Production Possibility Frontier, economic thought, market failure and government intervention are covered.

Theme 2. The UK Economy – performance & policies: This unit gives an introduction to macro-economics; concepts such as aggregate demand and aggregate supply, measures of economic performance, national income and economic growth and macro objectives and policy are included.

Theme 3. Business behaviour & labour market: This unit considers business growth and objectives, revenues, costs and profits, market structures, the labour market and government intervention.

Theme 4. A global perspective: In this unit international economics is studied. The topics are poverty and inequality; emerging and developing economies; the financial sector; and the role of the state in the macro-economy.

Entry requirements:
Grade 6 at GCSE Maths and English.
Students are encouraged to read extensively from journals, newspapers and non-fiction books.

Possible subject combinations:
Economics combines well with all other A Level subjects including Physics, History, Mathematics, Politics and Modern Languages.

Where can Economics take me?
Economics is a highly respected A Level subject. To study it further at university may require Maths A Level, so it is worth doing some research before making your choices.

We also run an internal essay competition each term for the Year 12 students to encourage wider research. There is also a flourishing Economics Society run by Sixth Form economists who arrange for talks at school as well as the live-streaming of lectures from such institutions as the London School of Economics (LSE) and The Bank of England.

What do our students say?
“Economics lessons are focused on student input – our examples, ideas and arguments are a huge part of the course.” ... “The support sessions and individual attention really works for me.”

Assessment:
Paper 1. Markets and Business Behaviour
(2 hour examination, 100 marks).
35% weighting of final qualification.

Paper 2. The National and Global Economy
(2 hour examination, 100 marks).
35% weighting of final qualification.

Paper 3. Microeconomics and Macroeconomics
(2 hour examination, 100 marks).
30% of final qualification.
ENGLISH LITERATURE OR COMBINED ENGLISH LITERATURE AND LANGUAGE

Students can choose between a straight English Literature course or a combined English Language and Literature course. The range of interpretive styles is extensive and is discussed openly so that students may choose their own approach to the texts they study. Emphasis is placed on exploring individual responses to language and text, rather than teaching a supposedly ‘correct’ view of literature and source material.

The new specification for English Literature provides the opportunity for wider reading through the two year course; the theme studied is “Love Through the Ages”. In Year 12 it offers the chance to explore novels from writers such as the Brontës, George Eliot and Ian McEwan as well as a Shakespeare play and an anthology of poetry. Year 13 students will study a novel written before 1900 as well as more modern literature, a Shakespeare play and some poetry. Authors include F. Scott Fitzgerald, Jane Austen and Daphne du Maurier.

The Combined Language and Literature course focuses largely on the way the language of a text – both what is traditionally thought of as Literature and non-Literary – reflects the circumstances under which it is written. Candidates will study novels selected from a range including Dracula, Frankenstein, The Lovely Bones and The Handmaid’s Tale. They will also have the chance to study a range of poetry from poets as diverse as John Donne and Carol Ann Duffy and an anthology about remembered places entitled Paris.

Where can English Literature take me?
The study of English can give you a deep insight into why writers write and how they achieve their effect upon the reader. This may lead you into a lifelong love of the written word and you may wish to study English Literature at a higher level. English Literature is widely regarded by top universities as a very good qualification to show depth of knowledge and excellent application to learning. It also allows you to access careers in journalism, media, drama, publishing, editing, law, history, television, teaching; the field really is wide open when you have a qualification in English Literature.

Entry requirements:
Grade 6 or above at GCSE is required. An enjoyment of reading, an understanding of analysis, and a desire to make sense of the nonsensical are all useful.

Possible subject combinations:
The writing skills developed in English Literature or the combined course mean they work well alongside other subjects that require similar writing skills such as History, Politics and Psychology.

What do our students say?
“I decided to study English Literature at A Level because I love reading and I enjoy finding deeper meanings in texts. Obviously, it goes without saying that you will need to be prepared to read books in your own time, on top of your set texts, but there is a lot of flexibility as to what you can read.”

Assessment:
Students will do one piece of coursework and sit two exams on:
1) Shakespeare, poetry, and comparison of two texts.
2) One essay question on the set text, a question on an unseen text, and an essay question linking two texts.
Geography fascinates and inspires. It is everywhere, it is the beauty of the earth, the terrible power of earth-shaping forces, viewed on the news that nourishes our curiosity and draws upon our empathy. Geography takes us out of ourselves. The subject attracts an enthusiastic and diverse group of students each year, who respond to the contemporary, real life nature of the subject and the academic issues that arise from them.

The topics are interesting, varied and directly relevant to the real world. Indeed, many of the major issues facing the world today, particularly young people in the coming decades, are explicitly covered within the Geography specification. The causes, problems and solutions of both rapid population growth and urbanisation, along with the impacts of natural hazards such as tsunamis, are just two of the topics covered. Geography at this level includes a high level of problem-solving and evaluation, and engages the theoretical, the real and the practical.

There are two residential field trips – one in Year 12 and another in Year 13, normally to Snowdonia and Malham, although these destinations are flexible depending on both current specification and interest. Students will carry out fieldwork investigations relating to the topics we study, gaining first-hand experience of fieldwork techniques. In addition, extra-curricular trips to locations such as Italy and Iceland form part of the course.

Possible subject combinations:
Geography can be studied in combination with most other subjects, making it suitable for all at A Level. It is also a good opportunity for students to broaden their A Level studies to cover both ‘Sciences’ and ‘Humanities’.

Entry requirements:
Grade 6 or above at GCSE. The study of Geography at A Level does require the ability to write clear, well organised, extended answers. Therefore, a sound command of English grammar is an advantage.

What do our students say?
“Geography students are students of the world. We have studied new exciting topics that have broadened our horizons not only geographically but academically as well. What has struck us about the Geography department is the energetic and stimulating atmosphere. When we enter the Geography classroom we are always tested and challenged to develop our own global perspective.”

Assessment:
Component 1: Physical Geography (includes topics from Component 1) (2.5 hours).
40% weighting of final qualification.

Component 2: Human Geography (includes topics from Component 2) (2.5 hours).
40% weighting of final qualification.

Component 3: Geographical Investigation: 3,000-4,000 words.
20% weighting of final qualification.

All students will complete a minimum of four days of fieldwork.
A Level Exam Board: Edexcel
Contact: Dr H Johnson

History is an intellectually satisfying discipline. You will be required to think for yourself and to be questioning, not merely to be lamely absorbent of information and knowledge. There are no right or wrong answers in History; all answers can in their own way have a measure of truth in them, but the best ones demonstrate real understanding and are convincingly argued. You will be expected to arrive at your own conclusions.

A good History essay is a clear, logical, well-organised and persuasive statement about a highly complex situation. If you can achieve this, not only have you an accomplishment to be proud of, you have a skill which will be of service in almost any walk of life.

The study of History will develop your communication skills, planning and organisational skills, team work and problem-solving skills.

At the heart of your A Level you will study The Weimar and Nazi Germany in depth, Britain during the Tudors and Europe 1855-1955.

Entry requirements:
Grade 6 or above at GCSE History.

Where can History take me?
History is a well-respected degree that opens up a variety of career options. If students did not want to go on to study History at University, a History A Level is excellent preparation for a law degree or any subject where analytical and/or essay writing skills are important.

Studying History is also a great pathway to the study of Politics, International Relations, Sociology, Journalism or History. Many careers require the skill of writing and presenting reports and prospective employers consider historians particularly accomplished in these areas.

Possible subject combinations:
History works well with a large number of subjects. It can complement subjects such as Politics, English and Economics, although often students who take History do so alongside Sciences to maintain one essay-based subject.

What do our students say?
“History is not just a subject; it is a series of fascinating stories and connections which affect the world around us today. At A Level, History is not only more interesting and in-depth than it was at GCSE but it provides you with great skills such as analysis and debating skills, as well as the ability to construct a well-written essay. It complements most subjects, including Sciences, but especially English, Politics and other essay-based subjects. I would whole-heartedly recommend it to anyone!”

Assessment:
Coursework on the development of Germany or Russia in the hundred years before the First World War makes up 20% of the A Level.

There is an exam on each of the other topics for A Level qualifications.
MATHEMATICS

A Level Exam Board: Edexcel
Contact: Mr T Finley

The Department offers the choice of two different programmes of study: “Mathematics” or “Mathematics and Further Mathematics”. All students in both programmes follow the same curriculum throughout the two-year course, with A Level exams sat at the end of Year 13. The Further Mathematics course is a second A Level that is available for very strong mathematicians and involves extra lessons throughout Year 12 and Year 13.

Broadly, the Maths and Further Maths courses aim to:

• Extend knowledge and ideas, introduce new techniques and develop and practise mathematical skills
• Introduce some of the applications of Mathematics in Mechanics and Statistics
• Provide an opportunity for students to develop a further interest in the subject.

Further Mathematics is rather more challenging than the single A Level and a genuine interest is necessary to follow Mathematics very intensively over each of the two years. The course further develops ideas met in Mathematics A Level and also brings in new compulsory elements of Mathematics such as Matrices and Complex Numbers. Further optional units in either Pure or Applied Mathematics are also available but the exact combination of units will be decided based on the make-up of students on the course and the expertise of teaching staff. It is an excellent grounding for a university course featuring higher mathematical content (e.g. Mathematics, Engineering, Physics, Natural Sciences, Economics and Computer Science), and some universities see it as a significant advantage to have followed this course.

Entry requirements:
GCSE Maths 7 or above is strongly recommended. A student with a Grade 6 is advised to discuss the decision with the Head of Maths. A Grade 8 or 9 would be essential for Further Maths.

Possible subject combinations:
Maths sits well with almost all other subjects across all disciplines. It is the language of most sciences and gives an excellent combination with Art, Music, Languages, Economics, Geography and History.

Where can Maths take me?
Developing your mathematical literacy is always a worthwhile activity but, perhaps more importantly, A Level Mathematics may be helpful for entry to a wide variety of degree courses. Mathematics at A Level may be highly desirable or even essential for admission to Computer Science, Engineering, Mathematics, Physics, Statistics, Product Design, and some Economics courses. It can also be recommended for entry into the fields of Accountancy and Finance, Architecture, Biological Sciences, Chemistry, Business, Geophysics, Psychology, Quantity-Surveying, among many others.

What do our students say?
“I like the satisfaction of achieving a solution and love algebraic problems and with a desire to get into Engineering it’s a great fit with my other subjects.”

Assessment:
Mathematics:
The A Level course is assessed by means of three two-hour assessments. The first two of these assess the Pure Mathematics elements of the course and the third assesses the Applied Mathematics elements. All AS Level content can also be examined in the A Level assessments. Calculators are permitted in all examinations and our suggested model is the CASIO fx-991EX.

Further Mathematics:
Students will be given the option of entering AS Further Mathematics at the end of Year 12 if they do not want to enter the full A Level course. Students in Further Mathematics classes also enter the Mathematics exams above. AS Further Mathematics involves two additional assessments; the first is 100 minutes long and covers the prescribed Pure Mathematics content; the second paper is also 100 minutes long and covers the optional element. For A Level Further Mathematics there are four papers; two 1.5 hour papers cover Pure Mathematics and another two papers of the same length cover the optional elements. As with Mathematics, all AS content could be examined in A Level assessments.
Solid language skills are crucial for enterprises’ ability to remain competitive in an increasingly globalised and mobile economy. Those who speak modern foreign languages are liable to be key players. Already, language graduates have one of the highest employment rates of any subject, as the ability to communicate in a foreign language and understand foreign cultures is highly prized by employers.

In addition to these arguments for pursuing language learning to the limit of one’s ability, are the more traditional – but no less valid – attractions of language learning: communication with others on a personal and social level; the exploration of foreign cultures, their literature and their philosophy; the greater rewards to be had from foreign travel when you speak the language.

Entry requirements:
GCSE Grade 7 in the appropriate language is strongly advised.

Possible subject combinations:
An A Level language complements well all Arts and Social science subjects (e.g. English, History, Business Studies, and Politics) and are an equally sensible choice to contrast with subjects of a scientific or technological nature.

What do our students say?
“Stick with it! It’s a challenge.” ... “Big step up, but bigger reward.” ... “You get a much better insight into the culture than at GCSE.” ... “You get to appreciate the language more rather that rote learning.” ... “It helps with other subjects and helps you understand your own language.”

Assessment:
Paper 1: Listening, Reading and Writing.
40% weighting of final qualification.

Paper 2: Writing.
30% weighting of final qualification.

Paper 3: Speaking.
30% weighting of final qualification.
Music performance: An expressive arts subject, the ability to express ideas and convey them to other people is of obvious value in later life. Performing forms an integral part of the A Level Music course, and students have the opportunity to perform a short recital (A Level minimum eight minutes) at a minimum of Grade 6 standard on any instrument.

Music composition: Music A Level demonstrates a student’s creative side, manipulating a listener’s emotions and telling stories through the development of original ideas. Students will compose a minimum of six minutes’ music at A Level, which includes composition to a brief set by the exam board, and a techniques paper, featuring a choice of Bach chorales, 2-part counterpoint, arranging and remixing.

Music as a science: The analysis of set works taken from a wide range of musical traditions as set by the exam board are assessed in listening examinations. Composers include J.S. Bach, Clara Schumann, John Cage, Bernard Herrmann, Courtney Pine, and The Beatles, so there is something for everybody to enjoy. As well as developing extended writing techniques, data analysis and synthesis skills are demonstrated, alongside a study of the historical, sociological and political landscapes that surround composers and their music.

Entry requirements:
Grade 5 practical ability (or the equivalent), and a good working knowledge of musical notation. GCSE study is not specifically required, although a theoretical qualification the equivalent of Grade 5 Theory would be expected as a substitute.

Possible subject combinations:
Music is a complementary subject regardless of your option choices. There is a tradition of musical study amongst medical and law graduates. However, Music and Languages (both foreign and English), Music and Maths, Physical and Social Sciences, and Humanities subjects are all very solid combinations. Music Psychology is a burgeoning area of research at the moment, as the power of music on the developing mind is explored further.

Where can Music take me?
Music is very highly regarded by higher education institutions and employers alike; this is due to the myriad of skills you have to demonstrate, and other than further musical study musicians go on to be successful in an exciting range of professions, including Law and Medicine. Music Education is a popular field, but Music Psychology, Music in combination with Languages, Philosophy and other Humanities disciplines, as well as more obscure courses to do with instrument design are becoming ever more popular. Music is also an important part of extra-curricular life at university and in the wider adult community, with A Level Music giving a firm foundation for years of enjoyment after school. Several A Level musicians have received scholarships for their further study at top level institutions in recent years, including the prestigious organ scholarship at Queen’s College, Oxford University.

What do our students say?
“Music sits really well with my other subject choices and I have found out ‘how music works’. The performing and composing aspects have given me the chance to show my creativity.”

Assessment:
Performing – Non-examined assessment: externally assessed. Minimum of eight minutes of public performance, recorded on or after 1st March in the year of submission. 30% weighting of final qualification.

Composition – Non-examined assessment: externally assessed. Two compositions, with at least one set to a brief by the examination board. Minimum duration six minutes. 30% weighting of final qualification.

Appraising – Written examination (two hours) covering areas of study, dictation, and two essays. 40% weighting of final qualification.
PHOTOGRAPHY

A Level Exam Board: AQA
Contact: Mrs K O’Hare

Students considering Photography A Level are encouraged to develop an appreciation of the visual world, and to record what they see using a variety of lens-based and camera-less techniques. Students will carry out both theoretical and practical investigations. Students will develop a specialist vocabulary, learn about the visual elements and their integral part in good photography, carrying out research into artists and photographers, to inform the development of their own ideas. Technical aspects such as full use of digital and film cameras are part of the course. Students will learn how to develop their ideas and to create sophisticated and well-informed outcomes.

Personality, drive, resourcefulness, a strong work ethic and individuality are highly valued and staff will work closely with each student to create challenging, exciting and thought-provoking work. The course is highly structured, yet allows for individual creative development and personal expression. Yearly visits to the major London galleries allow students to experience both traditional and contemporary photography first hand.

Where can Photography take me?
Many of our Art and Photography students have used the high grade which they achieved to go on to study a wide range of different courses including Maths, History and Sciences at top universities. The A Level course in Photography is popular with students who enjoy Photography and who are looking for a course which allows them to learn quickly and be creative. It would also be an ideal complement to A Level Art, for those students aiming for a career in any aspect of Art and Design and Media.

Possible subject combinations:
Photography will combine well with all subjects, either to add breadth to A Level study or alongside A Level Art, to allow students to go on to further specialised Art and Design courses.

Assessment:
Year 12
Year 12 will be spent learning the technical aspect of photography and then producing two creative projects.

Year 13
Year 13 students will begin Component/Unit 1: The Self-Identified Brief, which is a practical body of work supported by a 1,000–3,000 word essay. In February, students will receive their Component 2 exam paper and select a starting point, creating a body of work which leads towards a ten-hour exam in which to create a final outcome. Each of these projects is marked as a whole, with Component 1 worth 60% and Component 2 worth 40%.
The focus of the A Level Physical Education (PE) course is on participation and performance in physical activity as part of a balanced, active and healthy lifestyle. Students who have an interest in Sport Science and health will find A Level PE to be both fascinating and challenging.

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

Entry requirements:
GCSE PE is not required. It is anticipated that students applying to join the course will be able to offer a high level of performance of ONE sport, as part of the assessment is based upon practical ability.

Possible subject combinations:
Any combination of subjects are suitable – PE sits well with both Humanities and Science; Biology, Geography, Business, Psychology, Drama or Art.

Where can PE take me?
Any pupil wishing to undertake a higher qualification in Physical Education, Sport and Exercise Science, Physiotherapy, Leisure Studies or Recreational Management would find A Level PE to be very valuable indeed. It is also important to state that the vast majority of universities will now accept this A Level as a qualification to any course.

What do our students say?
“I love sport and enjoy learning about how I can maximise my own performance.”

Assessment:
The PE examinations papers will take place in May and June 2019.

Paper 1: Factors affecting participation in physical activity and sport (2 hours)
35% weighting of final qualification.

Paper 2: Factors affecting optimal performance in physical activity and sport (2 hours).
35% weighting of final qualification.

The practical module will be assessed by an external moderator during the Lent Term of Year 13.
30% weighting of final qualification.

Practical performance in one sport 15%.

Written coursework about one sport 15%.
BTEC National Diploma in Sports
Exam Board: Edexcel
Contact: Mrs A Brighton

Year 12
Year 12 Two external assessments
Unit 1: Anatomy & Physiology (External Exam)
Unit 2: Fitness Training and programming for Health, Sport and Well-being (External Task). There will be options for a retake in Year 13 if required.
Unit 8: Coaching for performance
Unit 5: Application of Fitness Testing
Unit 17: Sports Injury Management

Year 13
One external assessments
Unit 22: Investigating Business in Sport and the Active Leisure Industry (external Task)
Unit 3: Professional Development in the Sports Industry
Unit 4: Sports Leadership
Unit 23: Skill Acquisition in Sport

Entry requirements:
GCSEs at Grade 9-4 which should ideally include English, Maths and Science.

Students should have an interest in sport and regularly participate at a minimum of recreational level.

Where can the BTEC National Diploma in Sport take me?
The BTEC National Diploma in Sport is designed to equip learners with the knowledge, understanding and skills in the areas of sports science, sports development and coaching. Completion of this course could progress into full-time employment within the leisure industry or higher educational opportunities at university.

Possible subject combinations:
• Biology A Level
• Geography A Level
• Psychology A Level
• Drama and Theatre Studies A Level
• Art A Level

These are a number of the A Levels our present students are taking but any combination is suitable with the BTEC National Double Award (equal to two A Levels).

What do our students say?
“I like having all my deadlines at the beginning of the year, it helps me to be organised and stay on top of my work.” ... “I don’t like exams, so the 65% coursework really suits me.”

Assessment:
This qualification will be possible as a single or double, equal to one A Level or two A Levels, depending on the number of units taken.

External examination on units 1 and 2, completed in the first year. 33% weighting of final qualification. Retakes will be available.

Written coursework, across nine Units, over two years; roughly five assignments per unit. This works out at one assignment per week through the full academic year. 66% weighting of final qualification.
PHYSICS

A Level Exam Board: AQA
Contact: Mr B Hayton

Physics helps us to understand the world around us. From the swirl of milk in a cup of coffee to the swirl of the arms of a vast galaxy, the equations and concepts that underpin the universe can be explored and explained to reveal the connections in all things.

At A Level, Physics students begin to probe deeper into a wide range of concepts with the course covering: Particle & Quantum Physics, Waves & Optics, Linear Mechanics & Circular Motion, Electricity, Fields, Nuclear & Thermal Physics and Astrophysics.

Students often seek to study Physics for the challenge it can provide but most recognise that the analytical and problem solving skills they will develop on the course will be of benefit in their other subjects as well as their later study.

Entry requirements:
To take Physics at A Level it is essential that you have studied GCSE Physics or Double Award and obtained at least grade 6.

A good ability with GCSE Mathematics (Higher tier) is essential as a large proportion of the questions at A Level involve calculations. A Level Mathematics is not essential but there is significant cross over with the Mechanics topics of both courses.

Possible subject combinations:
Although Mathematics is a popular choice for Physics students, there is no requirement for them to take it; all of the necessary skills will be taught as part of the Physics course. Many students choose Physics in support of applications for medical courses at university with others choosing the science to demonstrate their analytical skills alongside humanities subjects.

Where can Physics take me?
Physics graduates are often at the cutting edge of new technologies and products that the world did not think possible. With Physics graduates involved in all sectors, from engineering and electronics to government and policy, to finance and law, the opportunities that are open to those who have studied the subject are endless.

Whatever the future holds, the problem solving, researching and communication skills acquired through the study of Physics will leave many doors open.

What do our students say?
“Physics has taught me so much about why things work. It has given me a deeper understanding into why we use maths and how it applies in the real world.” ... “Physics has allowed me to understand what others just take for granted.” ... “Physics has given me access to deeper knowledge in other subjects.”

Assessment:
The full A Level assessment consists of 3 papers, each two hours in duration. Alongside the terminal examinations, students are judged against the Common Practical Assessment Criteria (CPACs) during 12 required practical experiments over the two year course.
There has arguably never been a more exciting time to study Politics in the UK and US.

How could the ‘Brexit’ vote happen in the first place? How could Donald Trump end up as American President? Why did the Conservatives fail to gain a majority at the last election? Will the Liberal Democrats ever reappear as a major force? These questions and issues are amongst some that are addressed.

Every year we organise exciting and informative trips. The Year 12s have a trip around Parliament each year and we have also run trips to Washington DC. The subject also benefits from the influential politicians and academics that regularly visit Trent for lectures and talks.

Entry requirements:
No previous study of Government and Politics is required. However, it is strongly advised that students have at least a Grade 6 in English.

Where can Politics take me?
Politics develops strong communication, analytical and evaluative skills which would prepare students very well for areas like Law, Civil Service, teaching, large organisations (including charities), or business. Equally it can be seen as a challenging and fascinating area which brings each student valuable skills and insight into the workings of the ‘real’ world.

Possible subject combinations:
History, English, Psychology, Economics.

What do our students say?
“Studying Politics has given me a greater understanding of the world around me. Politics is everywhere!” ... “Politics has extended my knowledge of current affairs. I now love reading about politics rather than the celebrity/gossip pages.” ... “Having lived in South Africa it has been really interesting to see how the UK political system operates. I particularly enjoy the opportunities to meet and talk to key political figures.”

Assessment:
There are three exams in A Level Politics, each worth a third of the total qualification. Two exams are on UK Politics and Political Ideology. The third exam is on American Politics.
Psychology is the scientific study of the human mind, behaviour and experience.

The specification takes a broad view of psychology by covering all core areas in a traditional approach, whilst allowing for the study of some of these in greater depth at A Level.

This syllabus has been chosen because the specification was designed to provide a broad introduction to the scope and nature of psychology as a science. The emphasis is on applying knowledge and understanding rather than just acquiring knowledge, thereby developing students’ transferable skills of analysis, evaluation and critical thinking. At A Level, the specification offers a broad range of topics, with research methods in context. There is a range of topic-based options which bring together explanations from different approaches and engage students in issues and debates in contemporary psychology.

Entry requirements:
9-6 in GCSE Science Subjects. Students need to be comfortable with the scientific approach, interpreting simple statistics and be able to write clear, concise and well organised essays.

If you are interested in the systematic and scientific study of people’s behaviour and the physiological and cognitive processes that underlie it, then Psychology could be the subject for you.

Where can Psychology take me?
Insights gained from studying Psychology are especially useful to those considering careers in medicine, education, social work, law or management. A Level Psychology is never required for entry to a degree course, but many students find that studying at this level gives a useful insight into the subject and helps them decide if they will be suited to studying Psychology at degree level.

Assessment:
Students will sit three exams on:
1) Psychology: Past to Present (2 hours and 15 mins)
2) Investigating Behaviour (2 hours and 15 mins)
3) Implications in the Real World (2 hours and 15 mins).
“Belief is more powerful than fact”
Ever since humankind started to think, religion has been a fundamental part of our development. As people look into the vastness of space or witness the miracle of birth, they contemplate the meaning of life and their own mortality.

The Religious Studies (RS) specification as a whole is designed to offer an academic approach to the study of Philosophy and Ethics, and the manner in which they are supported or challenged by religion. The course is accessible to candidates of any religious persuasion, or none.

Entry requirements: Particularly suitable for those who have studied RS to GCSE level (short of full course) and achieved a Grade 6 or above but this is not a pre-requisite, the course is open to all students.

Where can Religious Studies take me? The skills that you will learn in RS will be useful to you in any number of careers; teaching, youth work, journalism, civil service, government to name but a few. If you’re thinking of a career in law or medicine then a Religious Studies A Level is looked upon favourably for undergraduate courses too.

It is recognised by both students and universities that this is a course that is both enjoyable and demanding, which will stretch and expand the minds of those who follow it. The subject is one which will significantly develop a student’s academic written ability, and for that reason it is taken very seriously by admissions tutors, who regard it as an important part of the Humanities curriculum.

Possible subject combinations: Religious Studies is one of the fastest growing subjects nationally. This is because it is compatible with, and has a similar skills base to, subjects such as English, History, Sociology, Philosophy, and Government and Politics.

What do our students say?
“Satisfyingly challenging!” ... “This subject has opened up a lot of options to me for post A Level studies.” ... “I have developed many skills in this subject which have helped me in other subjects and also my university applications.” ... “The topics we study crop up in other subjects and daily life – it’s all extremely relevant.” ... “Discussion, debating, analysing, evaluating – it’s all here!”

Assessment: The examination will consist of two examinations, each lasting 3 hours. In each exam candidates have to answer a variety of short essay style questions, demonstrating their specific and synoptic understanding of the course. There is no controlled assessment or coursework.