

The  
**Folkestone**  
School for Girls



Your Next Destination



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# Introduction to Sixth Form

The Sixth Form at The Folkestone School for Girls is an amazing, supportive and fulfilling place to complete your final two years of compulsory education. Not only do we offer a wide range of A level courses, we also provide you with numerous opportunities to broaden your education through going on trips, undertaking work experience, carrying out teamwork and developing your leadership skills. We are also very happy to be working closely with the Harvey Grammar School in order to offer our students flexibility and range in their choices of study for Post 16.

Year 11 has undoubtedly been your most important year of school to date, and now, you must make some important decisions about your future. Choosing the right educational establishment and courses for post-sixteen study is of paramount importance. At The Folkestone School for Girls we can guarantee a first class, all-round educational experience and we aim to prepare you for life after Sixth Form study.

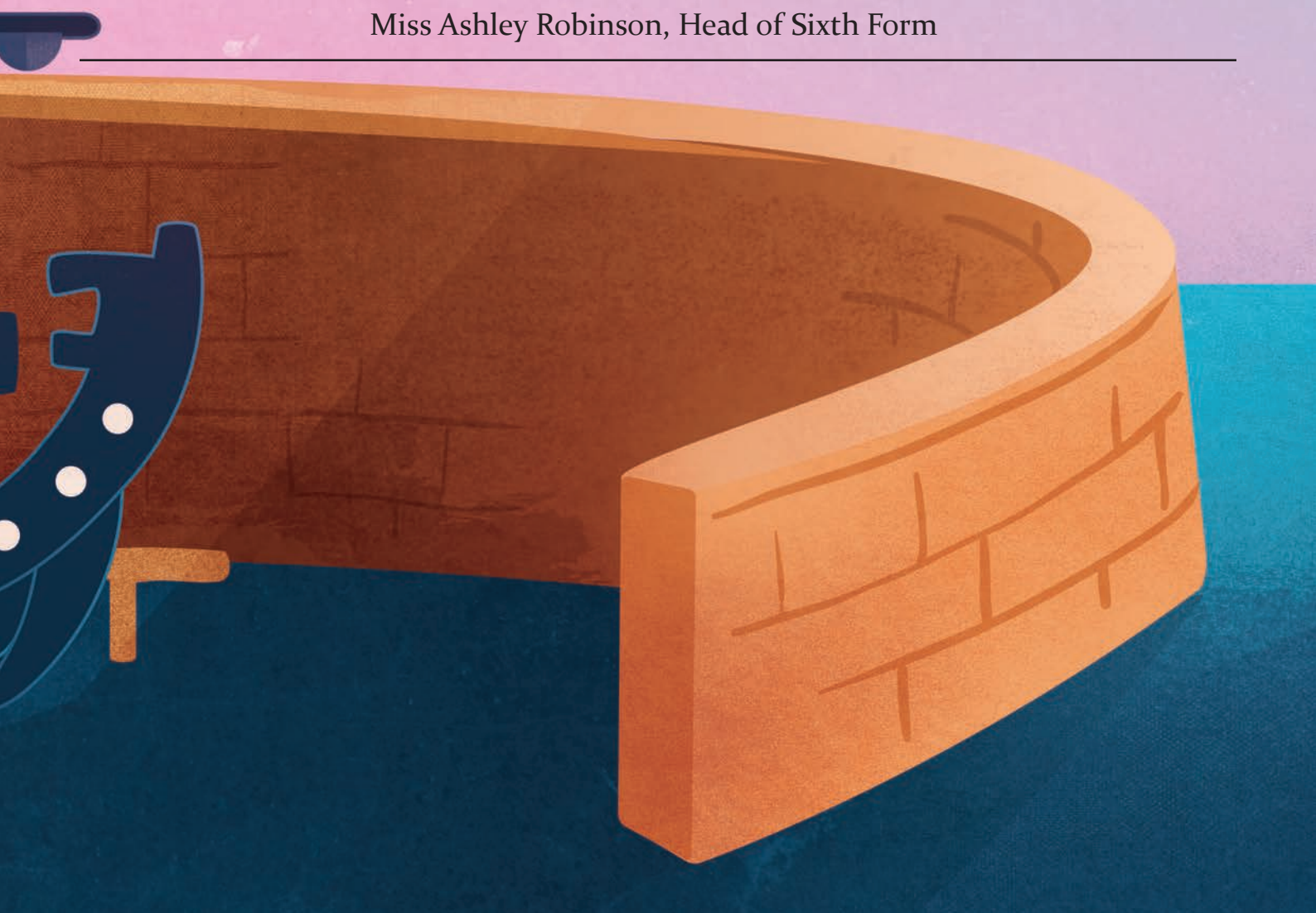
We are able to offer you excellent teaching in a wide range of A levels, including some vocational courses. We are proud, not only of the high quality care and support which we give to enable you to fulfil your potential, but also the constructive Careers Education and Guidance which we offer in order to help you make informed and realistic choices at 18+.

A very high proportion of our students go on to Higher Education each year. We guide and support our students to ensure that they acquire places on courses at institutions right for them. We are also dedicated to providing help and support for those students who wish to enter the world of employment.

Whilst the Sixth Form is about learning, it is also about enjoying yourselves and effectively using the greater freedom with which you are entrusted. Moreover, it is your chance to have a fresh start and develop new interests.

I hope that you find this booklet helpful and I look forward to welcoming you into the Sixth Form.

Miss Ashley Robinson, Head of Sixth Form





# Head Girl

Inspiring, welcoming, and an outstanding place to study. The Folkestone School for Girls has taught me more about the world and myself than I ever thought possible, and I will always be grateful to FSG for shaping me into the person I am today.

One of my favourite aspects of FSG is the unique community of friendly and passionate people, who make it easy to feel at home. Everyone at FSG, from the students to the site staff, genuinely want what is best for you. The result is an incredibly supportive and nurturing learning environment which becomes all the more prominent in the Sixth Form. The guidance we are given throughout the UCAS process is an excellent example of this; I found the process of applying to university a bit daunting and stressful at times, having to juggle revising for admissions tests, with writing a personal statement and finalising university choices. However, we are all given a great deal of help and the support I received was second to none, especially from my form tutor.

The dedication, passion, and enthusiasm of the teachers never ceases to amaze me, as they always go the extra mile and endeavour to help us in every way they can. Helping me to believe in myself; the teachers have given me the confidence to overcome obstacles and reach the top of my potential. The teachers have always encouraged me to follow my dream, which is to study medicine, and although I often doubt myself, they never have.

Whether you need a little extra guidance with a difficult concept covered in lesson, or you just need to talk about something which is worrying you, the teaching staff of Sixth Form studies and pastoral staff within the Sixth Form will always make time to help you out.

I will always look back fondly on my time at The Folkestone School for Girls, and I will always be exceptionally proud to have been a member of this school.

Sara Wain, Head Girl



# Deputy Head Girl

The Sixth Form at The Folkestone School for Girls is such an encouraging environment. Teachers see your aspirations and ensure they do all they can to help us achieve them. Your subject choices allow you to develop a further understanding of topics you are really curious about and combined with the passion of the teachers, success becomes achievable.

My time in the Sixth Form has allowed me to develop and become more independent and confident in my chosen career path. With the help and guidance when applying for university, I have seen the vast opportunities I can take to get me where I want to be. The teachers have consistently been motivating and inspirational everyday, pushing me further to reach my goals after Sixth Form.

Being in the Sixth Form at The Folkestone School for Girls allows you to gain skills that are vital for life after Year 13. Independence and self-motivation develop massively while in the Sixth Form, along with time keeping and organisation. Furthermore, team work and perseverance are skills that are put into practice every day, and are extremely beneficial when you leave. Being in the Sixth Form gives you a sense of pride for your school and motivates you to be successful. I have thoroughly enjoyed my time in the Sixth Form at The Folkestone School for Girls as it is a brilliant place learn and develop.

Hannah Byrne, Deputy Head Girl

# Information, Advice & Guidance

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## The Curriculum

In Sixth Form the majority of students will study 3 subjects. This provides an opportunity to focus on the subjects that you enjoy, that interest you, that you excel in and that support your future career goals. On occasion some students may elect to study 4 subjects. This is in consultation with the Head of Sixth Form or the Senior Leadership Team. There is a wide range of subjects and courses on offer and further details of these can be found in this prospectus. We aim to offer a diverse curriculum that not only allows students to study subjects of interest in more detail, but also meets wellbeing needs and prepares them for life after Sixth Form.

## Entry to Year 12

For entry to Sixth Form we require:

- GCSE English at Grade 5 or above
- GCSE Maths at Grade 5 or above
- **A total** of six or more GCSE's at Grade B/6 or above

## Notes

Individual subjects often have additional entry conditions. Please see course information for the subject entry requirements.

It is usually possible to provide most students with the subjects of their choice, but timetabling, staffing or financial considerations may make it impossible to run all the courses offered, for example if numbers opting for a course are very low.

## How to apply

If you are a student at the school, you are required to fill in the options form that has been provided with this prospectus and return it to Mr Lester by Thursday 15th December 2016.

### External applicants

If you are applying to join us from another school or college, please complete your application through UCAS Progress. You will then be contacted and invited to visit the school and meet the staff. Places will be offered according to the Sixth Form Admissions Criteria.

## Applicants from Overseas

It should be noted that any student who applies for entry to the Sixth Form with qualifications other than those recognised in the UK will be required to sit test papers in English and Mathematics when they come for interview.

## Changing your options

Changes prior to the commencement of the course will always be permitted, unless the addition of another student to the group takes the group size above the optimum level. Changes after a course has commenced will only be permitted, subject to availability of places, up to the notified deadline. For the academic year 2017-18 that date will be Friday 22nd September 2017. From this date onwards students must continue with all their chosen subjects. No student will be allowed to drop a subject without completing the course.

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## Attendance

All students in the Sixth Form are required to attend all their timetabled lessons and study periods until the end of Term 1. If the students' attendance is above 95% and they are up to date with their school work, they will be allowed to just attend their timetabled lessons after the 1st term. If a student is unwell, it is expected that parents will call in and certify their daughter's absence. Where the student knows of an absence in advance they must see all relevant teachers to obtain the work from the lesson. Any student whose attendance falls below 95% will be at risk of receiving sanctions.

## Sixth Form Dress Code

Sixth Form students are expected to dress appropriately for school. School should be regarded as a place of work and Sixth Form students should be seen as role models for the younger students and demonstrate this through their choice of clothing. As with the lower school, facial piercings are also against the Sixth Form dress code. Any student deemed to be dressed inappropriately will be sent home to change, or in the case of a facial piercing, we will request that it is removed.

## 16-19 Bursaries

Financial support is available for those from low-income households. Further information can be obtained from Mrs Natalie Foster in the Finance Department.

## Extra-curricular activities

There is a wide range of extra-curricular activities on offer to the Sixth Form including: Sport, Music, Art, Drama, Debating Society, Christian Union and various school committees. Details of all of the available activities will be given to our students at the start of term. Girls are expected to make a positive contribution and involve themselves fully in the life of the school.

## Work Related Learning and Careers, Information and Guidance

The school provides a wide range of events advising students about different occupations and careers throughout the academic year. Students are also provided with the details of university courses, taster days and summer schools and apprenticeships in preparation for applying to university/further education and training and making important decisions about their future. Careers Advisors visit the school on a regular basis and students can seek advice and guidance regarding their future career aspirations or university choices. We endeavour to help find work experience for students who wish to pursue a particular career path.

## Pastoral Support

Each student is allocated a tutor who provides information and guidance to support them with their UCAS applications and/or employment applications. Attendance at tutorial sessions is compulsory. There is also a weekly Sixth Form assembly which all students are expected to attend.

## Sixth form Destinations 2016

Students from The Folkestone School for Girls apply to, and are accepted by, a wide range of universities each year. This includes universities from the Russell Group, Oxford and Cambridge, along with universities all over the UK. For example, in September 2016, students who gained their A level results in August have progressed to study courses in a range of different disciplines including Engineering, Criminology, Nursing, Animal Behaviour, Psychology, Mathematics and Building Surveying. Students have also gone on to successfully secure places on apprenticeships in fields such as Biochemistry.

# Course Information

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## Art

### Entry Requirements:

GCSE Grade A or B in Fine Art or Textile Design

### Course Content:

This new specification allows us to continue to provide for a flexible structure and an excellent choice of experiences tailored to meet the needs and aspirations of each individual student. The emphasis is on achieving a balance of technical skill, personal expression and contextual knowledge, with each topic being taught and then further developed by each student's own aspirations. This is facilitated with support and guidance from the teacher. Stand-alone workshops/events will also play a part in widening each student's range of experiences before they decide on their final specialism.

A wide range of disciplines are available to each student from which to construct an individual programme. These include Drawing/Painting/Sculpture/Ceramics/Printmaking/Textiles/Mixed Media/Collage/Digital Media/Photography. Critical/Historical/Contextual studies permeate all areas and visits to Visual Art Exhibitions are an essential element and a site-specific visit is used as a starting point for one of the projects.

### Assessment:

The work will be internally marked during the course with External Moderation by a Visiting Examiner occurring at the end of the course.

The units that are studied are:

**Component 1 "Personal Investigation"** - This starts as a general introductory course experimenting with a range of media and approaches, then each student generates a topic of their choice to explore in detail worth 60% of the overall marks.

**Component 2 "Externally Set Assignment"** is the exam paper with 8 starting points. Students choose one to develop ideas during the preparatory stage and then complete a final piece in 15 hours of supervised study worth 40% of the overall marks.

## Art & Design (Photography)

AQA

### Entry Requirements:

GCSE Grade A or B in any Art and Design endorsement or a Portfolio of your own photographs.

### Course Content:

Our approach allows for a flexible structure and an excellent choice of experiences tailored to meet the needs and aspirations of each individual student. The emphasis is on achieving a balance of technical skill, personal expression and contextual knowledge, with the first half of each topic being taught, and then further developed by each student's own aspirations. Stand-alone workshops/events will also play a part in widening the student's range of experiences.

A wide range of photographic disciplines are available to each student from which to construct an individual programme. These include Experimental Imagery, Portraiture, Landscape, Still-life, Documentary, Photojournalism, Photographic Installation. Critical/Historical/Contextual studies permeate all areas and visits to Visual Art Exhibitions are an essential element and a site-specific visit is used as a starting point for one of the projects. Having your own camera would be an advantage but not compulsory for this course (as long as you have a camera phone).

### Assessment:

The work will be internally marked during the course with External Moderation by a Visiting Examiner occurring at the end of the course.

The units that are studied are:

**Component 1 "Personal Investigation"** - This starts as a general introductory course experimenting with a range of media and approaches, then each student generates a topic of their choice to explore in detail worth 60% of the overall marks.

**Component 2 "Externally Set Assignment"** is the exam paper with 8 starting points. Students choose one to develop ideas during the preparatory stage and then complete a final piece in 15 hours of supervised study worth 40% of the overall marks.



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## Biology

AQA

### Entry Requirements:

GCSE Grade B or above in Biology or Core and Additional Science. However, a Grade A or A\* is strongly recommended. Grade 6 or above in Mathematics is also essential.

### Course Content:

A-Level Biology gives you the opportunity to study many of the same topics as at GCSE, but in much greater depth, as well as focussing on applications of Biology in the real world. Topics at AS include biological molecules, organism exchange of substances with their environment and genetics. Topics in the full A-Level also include energy transfers in and between organisms, organism response to internal and external environments, genetics, populations evolution and ecosystems and the control of gene expression.

### Assessment:

Paper 1: Any content from AS Topics listed above

Paper 2: Any content from A-Level Topics listed above

Paper 3: Any content from AS and A-Level Topics listed above

You will also undertake a number of Core Practicals throughout the year to gain a separate 'Practical Endorsement'.

## BTEC Subsidiary Diploma in Applied Science

Edexcel (Equivalent to an A Level)

### Entry Requirements:

GCSE Core & Additional Science at Grade C or equivalent.

### Course Content:

The course covers a wide range of topics across Biology, Chemistry and Physics. Learners are given the opportunity to further develop their Science skills through an applied approach to the learning. This programme of study is a two year course. Year 12 will be completing the Level 3 National Certificate in Applied Science and will work through Unit 1 – Principles and Applications of Science 1 and Unit 2 – Practical Scientific Procedures and Techniques. Year 13 will be completing the BTEC Level 3 National Extended Certificate in Applied Science and will work through Unit 3 – Science Investigation Skills and Unit 4, where we can choose a topic from a range of options.

### Assessment:

**Unit 1** – Externally Assessed 90 minute exam: covers the periodic table, bonding, chemical reactions, cell structure and function, the nervous responses and waves. There is just one resit opportunity per exam series and the best score stands.

**Unit 2** – Internally Assessed Coursework: covers titrations, colorimetry, cooling curves and chromatography.

**Unit 3** – Externally Assessed Controlled Assessment: covers planning and undertaking an investigation into enzymes, diffusion, energy content in fuels, plants and their environment, and circuits.

**Unit 4** – Internally Assessed Coursework. There is a choice of topics available which will be decided on based on the students' interests.

## BTEC Extended Certificate in Business

### Entry Requirements:

GCSE level 6 or above in English and a level 5 or above in Mathematics.

### Course Content:

This qualification is equivalent to one A level, Units studied include:

1. Exploring Business
2. Developing a Marketing Campaign
3. Personal and Business Finance
4. Work Experience in Business

### Assessment:

#### Exploring Business

Exploring Business consists of 3 class based assignments which are internally assessed.

#### Developing a Marketing Campaign

Developing a marketing campaign is a Controlled Assessment for 3 hours based on a pre-seen case study received 2 weeks prior to the assessment.

#### Personal and Business Finance

Personal and Business Finance is an external examination.

#### Work Experience in Business

Work Experience in Business is a week-long placement in a local company which is internally assessed.

## Chemistry

AQA

### Entry Requirements:

GCSE Grade B or above in Biology or Chemistry, or Core and Additional Science. However, a Grade A or A\* is strongly recommended.

### Course Content:

A-Level Chemistry gives you the opportunity to study a core of key concepts in greater detail. Many of the ideas first covered at GCSE will be revisited, but with a greater emphasis on explaining rather than simply describing the behaviour of molecules.

Topics include Atomic Structure and the Periodic Table, Energetics, Mole Calculations, Kinetics and Organic (carbon) Chemistry. While studying GCE Chemistry you will develop practical skills that include making observations, collecting data, analysing experimental results and formulating conclusions. You will also gain an appreciation of how scientific models develop and evolve, the applications and implications of Science, the benefits and risks that Science brings and the ways in which society uses Science to make decisions.

### Assessment:

**Paper 1:** Inorganic & Physical Chemistry (AS Level)

**Paper 2:** Organic & Physical Chemistry (AS Level)

**Paper 1:** Further Inorganic & Physical Chemistry + AS content (A2 Level)

**Paper 2:** Further Organic & Physical Chemistry + AS content (A2 Level)

**Paper 3:** All topics including experimental techniques (A2 Level)

You will also undertake a number of Core Practicals throughout the year to gain a separate 'Practical Endorsement'.

# Computer Science

AQA

## Entry Requirements:

Grade 6 in GCSE Mathematics. Studying Computing at GCSE level is not a requirement, however, if you have studied GCSE Computing, you will need at least a Grade B, which shows that you have an aptitude for the subject.

## Course Content:

This course covers the fundamentals of computer science and develops a high level of programming skills. By the end of year 12 you will be writing complex programs to solve given problems. Much of the theory will involve the use of software to explore different computational ideas. The coursework component is completed during year 13. At the heart of program design is the skill of problem solving. A large part of this qualification is the development of your problem solving skills and your ability to think.

## Assessment:

### Paper 1:

40% of A-level. Written exam of 2.5 hours. Students answer a series of short questions and write/adapt/extend programs in an electronic answer booklet.

### Paper 2:

40% of A-level. Written exam of 2.5 hours answering short and extended answers to questions.

### Non-exam assessment (coursework):

20% of A-level. Students solve or investigate a practical problem.

# Dance

AQA

## Entry Requirements:

GCSE Grade B or above in Dance.

## Course Content:

**Choreography:** Students must learn how to create an original piece of group choreography, in response to an externally set task.

**Performance:** Students must develop and apply the knowledge, understanding and skills required to perform as a soloist in the style of a practitioner and how to perform as part of a quartet.

**Critical engagement:** The areas of study and set works provide an appropriate focus for students to critically engage with dance and understand the interrelationship between the creation, presentation and viewing/appreciation of dance.

## Assessment:

**Component 1:** Performance and Choreography: practical exam 50%

**Component 2:** Critical Engagement: written exam, 2 hours 30 minutes

# Drama & Theatre Studies

## Entry Requirements:

GCSE Grade B or above in Drama.

## Course Content:

This course encourages students to develop their creativity, communication skills, confidence and team work, alongside developing a deep understanding of Drama and Theatre from both an actor's, and a director's point of view.

### Component 1 – Devising (40%)

In this unit you will create an original piece of theatre using text as a stimulus and keep a devising log to map your progress.

### Component 2 – Text in Performance (20%)

In this unit you will perform extracts from a set text as a group, and a monologue from a different text.

### Component 3 – Theatre Makers in Practice (40%)

You will explore a set text, focusing on how it could be performed, from page to stage. In this unit you will also study and evaluate a live piece of theatre, and as a director consider how to stage another set text.

**Assessment:**

**Component 1** – Internally assessed, Devising log will be externally moderated.

**Component 2** – Externally assessed by visiting examiner

**Component 3** – Written exam.

All Drama students will be required to attend evening theatre trips and partake in evening performance work.

## Economics

AQA

**Entry Requirements:**

GCSE Grade 6 or above in English and Mathematics.

**Course Content:**

The specification is split into two main sections. The first section introduces students to microeconomic issues and the second section covers mainly macroeconomic issues.

**Section 1: Economics: Markets and Market Failure**

Candidates will explore the nature of demand for and supply of goods in a wide range of situations and be able to use this understanding to explain why markets may fail and how governments intervene in the market place to rectify the situation.

**Section 2: Economics: The National Economy**

This unit offers the opportunity to explore how we measure the performance of the UK economy investigating issues such as economic growth, unemployment, inflation and exchange rates and it looks at the use of government policy to manage the economy.

**Assessment:**

The A-Level course is made up of 2 Sections over 2 years;

The course is assessed by 3 examinations of 2 hours in duration, each worth 33.3%

These examinations consist of multiple choice and data response questions, and written essays.

All exams are externally marked.

## English Literature

Edexcel

**Entry Requirements:**

GCSE Grade 6 or above in English Literature and English Language.

**Course Content:**

English Literature is a highly reputable and gratifying course that covers a wide range of different texts and genres. All prescribed texts are engaging yet rigorous, and through discussion and debate, we endeavour to bring all texts, both classic and modern, into a real life context. Of course, English Literature, as a facilitating subject, is an excellent building block for those wishing to take the subject further at university, but even if you have a different direction in mind, communication skills, both written and verbal, will flourish. We hope that this course will encourage the students' love of literature to thrive, and that it will provide them with a secure foundation for any area of further education.

**Assessment:**

**Component 1:** Drama - one Shakespeare play and one other drama. (30%)

**Component 2:** Prose – two prose texts from a chosen area of study. (20%)

**Component 3:** Poetry - a modern poetry anthology, and a poetry collection based on a specific writer/genre. (30%)

**Component 4:** Coursework – a comparative analysis of two texts not studied in Components 1-3. (20%)

# English Language & Literature

AQA

## Entry Requirements:

GCSE Grade 6 or above in English Language and Literature.

## Course Content:

This course is both creative and analytical. The specification focuses closely on Stylistics, with careful consideration given to how language choices create representations, both in literary and non-literary texts. We consider how “words create worlds” and the specification encourages students to analyse a range of texts, and in some cases, to create texts of their own based on what they have studied. Students develop skills as producers and interpreters of language by creating texts themselves and critically reflecting on their own processes of production.

## Assessment:

### Paper 1: Telling Stories

Section A – Remembered Places: One compulsory question on the AQA Anthology: Paris.

Section B – Imagined Worlds: One question from a choice of two on prose set text.

Section C – Poetic Voices: One question from a choice of two on poetry set text.

### Paper 2: Exploring Conflict

Section A – Writing about Society: One piece of re-creative writing using set text accompanied by a written commentary.

Section B – Dramatic Encounters: One question from a choice of two on drama set text.

### Paper 3: Making Connections (Coursework)

A personal investigation that explores a specific technique or theme in both literary and non-literary discourse

# Film Studies

WJEC

## Entry Requirements:

GCSE Grade 5 or above in English Literature and English Language

## Course Content:

The Film Studies A-Level is designed to deepen students’ understanding, appreciation and enjoyment of film, the major art form of the twenty-first century. Film is a powerful and culturally significant medium, which inspires responses that can be both emotional and reflective; analysing film can teach us vital lessons about the world around us, and about ourselves. This course is recognised by universities and industry professionals as subject that challenges thinking and develops the analytical vigour of students. Students will engage with a wide range of film genres and movements, with the aim of developing skills of observation, critical analysis and personal reflection, as well as expanding their creativity and practical skills. A variety of forms of assessment are used, with the intention of producing imaginative, active learners.

## Assessment:

### Component 1:

Varieties of Film and Film-making including a focus on Hollywood, American film and documentaries. (35%)

### Component 2:

Global Film-making perspectives, including modern British Film, Global Film and various film movements. (35%)

### Component 3:

Production – Coursework - a creative and task with self-evaluation. (30%)

# Geography

AQA

## Entry Requirements:

GCSE Grade B or above in Geography.

## Course Content:

Students will study a variety of topics from both the physical and human elements of the subject. Additionally, they will carry out an individual investigation based upon the collection and evaluation of primary field work data. The field work (over 4 days) is flexible in terms of its location/topic. Concepts are chosen individually by the students and are tailored to their area of interest/expertise within Geography.

## Assessment:

**Physical Geography** (40% of the A Level; written exam)

**Human Geography** (40% of the A Level; written exam)

**Individual Assessment** (20% of a A Level; teacher assessed and externally moderated)

# Government & Politics

AQA

## Entry Requirements:

B or above in History or a related Humanities subject

## Course Content:

**Unit 1 - The government of the UK:** key constitutional laws, e.g. Magna Carta & Bill of Rights and how laws are made; structure & role of Parliament; the powers of the PM; the role of the judiciary; democracy & participation; electoral systems; evolution of political parties; role of pressure groups

**Unit 2 -The government & politics of the USA:** foundation of the USA and the constitution; powers of Congress and of the President; differences between parties, esp. Republicans and Democrats; role of pressure groups; civil rights in USA; comparison of UK and US institutions

**Unit 3 – Political ideas:** liberalism; conservatism; socialism; nationalism; feminism; multi-culturalism; anarchism; ecologism

## Assessment:

Three 2-hour exams on each of the topics outlined above, each worth 1/3 of the overall total marks

# BTEC Health & Social Care (Level 3 National Extended Certificate)

Pearson

## Entry Requirements:

GCSE Grade 5 or above in English Language

## Course Content:

**Unit 1: Human Lifespan Development (externally assessed unit).** We study every age range, from conception through to old age, and consider how different life factors impact on our lives.

**Unit 11: Psychological Perspectives (internally assessed unit).** In this unit, you will learn about the different psychological perspectives that have been put forward and how these approaches have influenced thinking and practices in meeting and supporting service user needs.

**Unit 2: Working in Health and Social Care (externally assessed unit).** This unit will help you to understand what it is like to work in the health and social care sector.

**Unit 5: Meeting Individual Care and Support Needs (internally assessed unit).** This unit introduces you to the values and issues that need to be considered when planning care and support that meet the needs of an individual in a social care environment.

## Assessment:

Units 1 and 2 are externally assessed through written examinations which are both 1½ hours long. The external assessment carries a weighting of 58%. Units 5 and 11 are assessed through internally-marked assignments and carry a combined weighting of 42%.

# History

AQA

## Entry Requirements:

GCSE Grade B or above in History or another Humanities subject.

## Course Content:

### Unit 1 – The Tudors: England 1485-1603

This paper examines how effectively the Tudors restored and developed the powers of the monarchy, how relations with foreign powers changed, the changes in the cultural, intellectual and religious climate of the nation and the importance of prominent individuals

### Unit 2 – The Russian Revolution and the Rise of Stalin, 1917-53

This paper examines the origins and impact of communism in Russia. It explores the rise of significant individuals such as Lenin and Stalin, as well as the ways in which ideology and terror were used in establishing dictatorships in Soviet Russia.

### Unit 3 – Historical Investigation

American History from the emancipation of slaves (1883) until the assassination of Kennedy (1963). Students study the evolution of the USA from the end of the Civil War to its rise as a superpower nation.

Then, as an individual research project they are free to explore any one of a variety of themes for example social or political change, the impact of key individuals, the effects of war or the country's changing perception of its place in the world. Students will need to formulate a challenging and appropriate enquiry question and explore the issues it raises through personally selected primary sources.

## Assessment:

Two written exams of 2 hours 30 minutes (80%) each, as well as an independent study of 3000 – 3,500 words, internally assessed (20%)

# BTEC Extended Certificate in Information Technology (Equivalent to one A Level)

Pearson

## Entry Requirements:

Grade B in GCSE ICT or equivalent. Students that have not taken GCSE ICT will be considered if they have an interest and aptitude in the subject.

## Course Content:

The course covers and develops a wide range of IT areas and skills. There are three compulsory units and one optional unit. The compulsory units cover digital devices, emerging technologies, online communities, databases, social media as well as investigating the moral and ethical issues around IT. The optional unit will be chosen from Data Modelling or Website Design.

## Assessment:

**Unit 1** – Externally Assessed 120 minute exam. There is just one resit opportunity per exam series and the best score stands.

**Unit 2**– Creating Systems to Manage Information. Externally Assessed Controlled Assessment completed on a computer.

**Unit 3**– Using Social Media in Business. Internally Assessed Controlled Assessment.

**Optional Unit** – Internally Assessed Coursework; either Data Modelling or Website Design.

# BTEC National Diploma in Information Technology (Equivalent to two A Levels)

Pearson

## Entry Requirements:

Grade B in GCSE ICT or equivalent. Students that have not taken GCSE ICT will be considered if they have an interest and aptitude in the subject.

## Course Content:

The course builds upon the extended certificate in IT and has an additional 4 units. The additional units cover programming, project management and the growing area of cyber security. The optional unit will be chosen from Mobile Apps Development, Computer Games Development, Digital 2D & 3D Graphics, or Digital Animation Effects. The choice of unit will reflect student interests. All additional units are taught by applied learning.

## Assessment:

Unit 4 – Internally Assessed Coursework involving Programming.

Unit 9 – Internally Assessed Coursework involving Project Management.

Unit 11 – Externally Assessed Controlled Assessment involving Cyber Security.

Optional Unit – Internally Assessed Coursework; either Mobile App Development, Computer Games Development, 2D & 3D Graphics or Animation & Effects.

## Mathematics

AQA

## Entry Requirements:

Grade 7 or above in GCSE Mathematics.

## Course Content:

Mathematics is a challenging course and consequently, it is held in high regard by many employers. The course builds further on the basic concepts covered at GCSE, including: Proof, Algebra and Functions, Coordinate Geometry in the (x,y) plane, Sequences and Series, Trigonometry, Exponentials and Logarithms, Differentiation, Integration, Numerical Methods, Vectors, Statistical Sampling, Data Presentation and Interpretation, Probability, Statistical Distributions, Statistical Hypothesis Testing, Quantities and Units in Mechanics, Kinematics, Forces and Newton's Laws, Moments.

## Assessment:

**Paper 1** – 2 hour examination, worth 100 marks and 33% of the A-level.

Questions will be on any of the following content areas: Proof, Algebra and Functions, Coordinate Geometry, Sequences and Series, Trigonometry, Exponentials and Logarithms, Differentiation, Integration, Numerical Methods.

**Paper 2** – 2 hour examination, worth 100 marks and 33% of the A-level.

Questions will be on any content from paper one plus any of the following content areas: Vectors, Quantities and Units in Mechanics, Kinematics, Forces and Newton's Laws, Moments.

**Paper 3** – 2 hour examination, worth 100 marks and 33% of the A-level.

Questions will be on any content from paper one, plus any of the following content areas: Statistical Sampling, Data Presentation and Interpretation, Probability, Statistical Distributions, Statistical Hypothesis Testing.



## Further Mathematics

AQA

### Entry Requirements:

Level 7 or above in GCSE Mathematics. You must also have opted to study A-level Mathematics.

### Course Content:

Compulsory content: Proof; Complex Numbers; Matrices; Further Algebra and Functions; Further Calculus; Further Vectors; Polar Coordinates; Hyperbolic Functions; Differential Equations; Trigonometry; Coordinate Geometry.

In addition to the compulsory content, students will study two of the following options:

1. Mechanics (dimensional analysis; momentum; energy and power; circular motion; mass and moments).
2. Statistics (discrete random variables; Poisson distribution; type 1 and type 2 errors; continuous random variables; chi tests; exponential distribution)
3. Discrete (graphs; networks; linear programming; critical path analysis; game theory; binary operations)

Further Mathematics would be useful for any student wishing to go on to study for a Mathematics degree or Science/Engineering degree in Higher Education. Further Mathematics will also boost knowledge for A-level Mathematics and will also support students studying A-level Physics due to the mechanics content.

### Assessment:

**Paper 1** – 2 hour examination, worth 100 marks and 33% of the A-level. Any content from the compulsory content.

**Paper 2** – 2 hour examination, worth 100 marks and 33% of the A-level. Any content from the compulsory content.

**Paper 3** – 2 hour examination, worth 100 marks and 33% of the A-level. Any content from the two chosen options.

## Modern Languages (French or Spanish)

Edexcel

### Entry Requirements:

Grade A or above at GCSE in your chosen Modern Foreign Language is recommended, however, a minimum of a Grade B is required.

### Course Content:

Four general topic areas form the basis of the AS Level: Changes in Society, including education, work & family; Art and Culture in French/Spanish speaking countries, including music, media, festivals and traditions; lifestyle, health and fitness; the world around us; education and employment.

Each specific theme examines contemporary life and work in the countries where your chosen language is spoken. Your understanding of authentic, contemporary French/Spanish is promoted through recordings and reading matter dealing with issues of interest and concern to young French/Spanish people. Students will be required to study historical, cultural and literary texts relating to France/Spain.

### Assessment:

**Paper 1:** Listening, reading and translation (40%)

**Paper 2:** Written response to work, grammar and translation (30%)

**Paper 3:** Speaking (30%)

# Music

Edexcel

## Entry Requirements:

GCSE Grade B or above in Music, or Grade 4-5 standard on an instrument or voice.

## Course Content:

You will be required to:

- Develop your skills through performing
- Develop musical ideas through composition
- Gain a depth of understanding of the development of music in specific areas such as instrumental music, vocal music, music for film, popular music.

## Assessment:

**Unit 1: Performing:** Solo/Ensemble Performances – 8 minutes

Performances can be recorded/re-recorded in March and April of the examination year.

Internally assessed and externally moderated (30%)

**Unit 2: Composing:** 1 Free Composition & 1 Composition to a Brief Assessing Compositional Technique Coursework under controlled conditions and externally assessed (30%)

## Unit 3: Appraising

Application of knowledge through the context of six areas of study, each with three set works:

- Vocal Music,
- Instrumental Music,
- Music for Film,
- Popular Music and Jazz,
- Fusions,
- New Directions.

2 Hour Examination that includes listening and essay writing (40%)

# Religious Studies (Philosophy & Ethics)

AQA

## Entry Requirements:

GCSE Grade 6 or above in English Language, and a Grade B in either History or Geography.

## Course Content:

This course will allow you to explore questions about existence within the context of a disciplined academic study. You will be encouraged to think and reflect upon your thoughts and to approach questions in an enquiring, critical and empathetic manner. You will also learn to construct cogent arguments and sustain a critical line of thought.

## Component 1:

### Section A: Philosophy of religion. Topics include:

- Arguments for the existence of God.
- Evil and suffering. The problem of evil and suffering and responses including the free will defence.
- Self and life after death. We will look at the nature and existence of the soul; Descartes' argument for the existence of the soul

### Section B: Ethics

- Issues of human life and death. We look at embryo research; cloning; abortion, voluntary euthanasia, capital punishment.
- Issues of non-human life and death: issues such as the use of animals as food; use of animals in scientific procedures; and as a source of organs for transplants.
- Meta ethics. Here you will study and challenge the meaning of right and wrong.

## Component 2

### Study of religion – Christianity.

You will study the sources of wisdom and authority. Issues and debates surrounding ultimate reality, the self, death and the afterlife. You will also study the relationship between religion, gender and sexuality; how religion is influenced by, and has an influence on philosophy of religion and ethics in relation to the issues studied.

## Assessment:

Two written exams: one for each component. Each 3 hours long and worth 50% of the full A Level.

# Psychology

AQA

## Entry Requirements:

GCSE Grade 6 or above in Biology (or Biology equivalent) and Grade 6 or above in English Language along with a Grade 5 in Maths

## Course Content:

**Paper 1:** Social Influence, Memory, Attachment, Psychopathology

**Paper 2:** Approaches in Psychology, Biopsychology, Research Methods

**Paper 3:** Issues and Debates in Psychology and then 1 option from Relationships, Gender or Cognition and Development, 1 option from Schizophrenia, Eating Behaviour or Stress, and 1 option from Aggression, Forensic Psychology or Addiction.

## Assessment:

Papers 1, 2 and 3: all assessed through individual written examination of 2 hours each in the summer of 2017

# Physics

AQA

## Entry Requirements:

Grade B or above in Physics or Core and Additional Science. However, a Grade A or A\* is strongly recommended. Grade 6 or above in Mathematics is also essential.

## Course Content:

AQA Physics gives you the opportunity to study a core of key concepts in greater detail, with many topics from GCSE being revisited in greater detail. Topics include: Particles and Radiation, Waves, Mechanics and Energy, Electricity, Further Mechanics and Thermal Physics, Fields, and Nuclear Physics. There is also a selection of optional units, one of which must be taken. These include: Astrophysics, Medical Physics, Engineering, Turning Points in Physics, and Electronics. We currently teach Astrophysics as the optional unit, however, if a class has a particular interest in another topic, this can be catered for. There is also a greater emphasis on practical work and developing skills to work as a Physicist.

## Assessment:

**A2 Level Paper 1** – Units 1-5 and 6.1

**A2 Level Paper 2** – Units 6.2, 7 and 8

**A2 Level Paper 3** – Practical skills and option unit

# Sociology

AQA

## Entry Requirements:

GCSE Grade 6 or above in English Language.

## Course Content:

Sociology is an immensely challenging and exciting discipline. Its aim is to understand how societies work. The study of sociology fosters a critical awareness of contemporary social processes and change. It investigates the structures, relations and cultures of different societies throughout the world and throughout history.

In developing your sociological imagination you will analyse the various patterns found in a society; observe the day-to-day experiences of people in groups - workers, gangs, pupils, teachers and seek to explain them.

Sociology raises critical philosophical issues about how a society can ever be studied, and it charts social trends which may help us understand the dilemmas of modern life.

## Assessment:

The A-level is assessed by three written exam papers at the end of the course:

**Paper 1** – Education with Theory and Methods (two hours)

**Paper 2** – Topics in Sociology (two hours) Mass Media and Families and Households

**Paper 3** – Crime and Deviance with Theory and Methods (two hours).

The  
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