



KING EDWARD VI ASTON SCHOOL



SIXTH FORM PROSPECTUS 2023-2025

*Please visit our website for further information about the
school, visit*

www.keaston.bham.sch.uk



A message to our Sixth form applicants

It is a great pleasure to introduce to you our VI Form at King Edward VI Aston School. For over 130 years we've been preparing students for the wider world and from this experience we've learned a great deal about the success criteria for young people at university and beyond. We firmly believe that Aston students achieve very well at our VI Form because of our three pillars of achievement:

Firstly, we know that highly qualified teachers with a passion for their subject can inspire all our learners to achieve well academically. These results will open doors to the very best university courses available.

Secondly, we have seen that a broad and engaging enrichment programme can add value to our students' lives, enabling them to demonstrate outstanding extra-curricular involvement.

Thirdly, our core values of honesty, integrity, diligence and kindness are the cornerstones of enabling our learners to become well-rounded, compassionate and articulate young men.

Our VI Form is a clear embodiment of these principles. The vast majority of our Y11 learners stay on to complete their education with us in Year 12. This allows for a small, yet very able and committed group of students to join us in Year 12 and benefit from the fantastic academic and pastoral care of our staff. Every year, it is a real joy to see students coming together from different educational backgrounds with a sense of common purpose and desire. Without exception, this group of learners who are all academically able define the ethos of our VI Form; a place of hard work, determination to succeed and readiness to help others in their learning journey. With consistently high academic outcomes, our boys eventually join the alumni of 'old boys' who are not only successful in their careers, but very committed to maintaining connection with a school which laid the cornerstone of their achievements. I am confident that you will want to be part of next chapter of our history.

With warmest wishes

Mr M Brady
Headteacher



LIFE
IN
THE
SIXTH
FORM

What to expect when you join us

We pride ourselves on offering students who join Sixth Form the best educational and extra-curricular opportunities. Students receive outstanding teaching across a broad range of A-Level subjects with opportunities to extend their learning through a variety of clubs. These include a debate club and a Medicine and Dentistry society to help students prepare for careers in these fields beyond Sixth Form. Outside the classroom, King Edward VI Aston has an extensive House System which is an integral part of a student's day to day life in Sixth Form. When they join the Sixth Form team, each student will be assigned to one of the five Houses; Brandon, Floyd, Hawley, Manton or Temperley. They will be part of this House until they leave at the end of Year 13 and will have the opportunity to compete in a variety of competitions including House Cross Country, House Chess and House Rugby, with the winning houses being awarded the Tuck and the Hawkesford trophies at the end of the year. In addition to the House Competitions, extra-curricular opportunities are plentiful. Students can visit a variety of universities, including Oxford University, and trips to CERN as part of the Physics programme occur regularly.

At King Edward VI Aston, we are committed to developing students both academically and personally. Throughout their time at Sixth Form there will be opportunities to develop leadership and teamwork skills. Sixth Formers are regularly encouraged to mentor students from lower down the school, both academically and in a supportive manner. They can also apply to join the prefect team in Year 13, led by the School Captain. All these positions are appointed after an application and rigorous interview process. Volunteering is actively encouraged, and alternate Thursdays allow students the chance to support in their local communities.

Students who attend Sixth Form at King Edward VI Aston go on to some of the most prestigious universities in the country, with many starting degrees in subjects such as medicine, dentistry and economics. Almost 50% of our students apply on UCAS as early entry students due to their aspirations to attend Oxbridge or to study medicine or dentistry. We support them through the process with Oxbridge preparation sessions and by bringing in former students who have taken this pathway to talk them through the process. For those applying later in the window, form tutors play an active role in supporting them with high quality references and advice to ensure they are fully prepared for their applications.

What Ofsted say:

In our last Ofsted inspection in May 2022, the Sixth Form was rated as 'Outstanding' and commended for the quality of provision that students receive.

- The sixth-form curriculum planning is strong.
- Sixth formers are extremely well prepared for life beyond school.
- In the words of students there is 'a stupendous enrichment programme'. Opportunities for work experience are closely linked to their future destinations

Open Evening - 9th November

Year 11 students from this school and others are invited to attend with their families to gather information on all aspects of sixth form provision. The school admits 40-50 new students to the Sixth Form each September. We welcome applications from ambitious students from the Birmingham area and beyond. Financial assistance may be available for students currently studying at schools in the North-West area of Birmingham. If you are ambitious and aspire to high levels of Sixth Form achievement, apply to join one of the city's most successful, stimulating and prestigious Sixth Form community.

THE CLOSING DATE
FOR
APPLICATIONS
IS FRIDAY 27TH
JANUARY 2023
FOR ADMISSION
INFORMATION
VISIT [SIXTH-
FORM-ADMISSIONS](#)

BYOD POLICY

In September 2022, we launched a bring your own device (BYOD) policy for all students in Year 12. Students are now required to have a stylus enabled device for all of their lessons. Our aim is to foster a culture of independent learning and an ownership of learning, and we believe that the use of a device assists students in this endeavour. Owning this device and mastering its use at Sixth Form ensures that students are equipped for life after Year 13.

Choosing Subjects

A-Level courses follow a two-year linear format with the final assessment taking place at the end of the course (2025 Summer Term). Students will be assessed internally throughout both year groups, including mock examinations during the 2024 Summer Term. The Sixth Form does not offer AS Level qualifications, which were introduced alongside the new two-year linear A-Level courses, in any subjects in the summer 2024 examination session.

From September 2023 all students will follow one of four pathways with the expectation that they will sit A-Level examinations in all of their chosen subjects in the summer of 2025.

The four pathways are as follows:

- Three A-Level subjects
- Three A-Level subjects plus the Extended Project Qualification
- Four A-Level subjects
- Four A-Level subjects plus the Extended Project Qualification

In addition to the above, all students in Year 12 will have:

- A weekly 50 minute lesson of Personal, Social, Health & Economic Education
- A weekly afternoon of games/enrichment

The Extended Project Qualification (EPQ) is started in the spring of Year 12 and completed during the autumn term of Year 13. Students considering university courses where an interview forms part of the application process are strongly encouraged to study for the EPQ.

Students wishing to study four A-Level subjects must have at least five GCSE passes at grade 8 or above with a grade 8 in at least three of their A-Level subject choices. No student will be able to study four A-Level subjects if they have less than a grade 7 or the required equivalent in the subject at GCSE. The decision to study four A-Level subjects must not be because the student cannot make a decision. Students studying four A-Levels will be encouraged to do so in order to broaden their academic curriculum. For example, a student taking Biology, Chemistry and Mathematics would be encouraged to take a social science, a humanity, an arts or a language course as their fourth A-Level subject. Further Mathematics will be treated as a separate subject and can be studied alongside Mathematics and two other A-Level subjects. To study Further Mathematics students will be required to have GCSE grade 8 or 9 in Mathematics.

A-level Collaboration

The Four schools of the King Edward VI Academy Trust based in the Aston/ Handsworth area have a unique opportunity to develop closer working partnerships. They support each other in delivering an effective, high quality education through teachers sharing good practice, through students having a wider range of opportunities to work together on projects and to take part in enriching experiences. Also, to work together to ensure as broad a curriculum offer as possible is maintained in a climate of constrained budgets, difficult teacher recruitment and student choice.

To that end we are embarking on an exciting era of working together to ensure our students can access quality education in a selection of subjects taught across the schools as a whole.

As a parent or student your priority is the quality of the provision you will receive as well as having the option to study the subjects you want. By working together we will be able to offer the widest choice of subjects, combining to make viable sized groups and maintain student choice. Students studying the traditionally smaller take up subjects can benefit from better class discussions/debates and problem solving.

The possible subjects where we will be working together are Art, Design and Technology, French, German, Music and PE. Timetables across the four schools are aligned to enable lessons to be timetabled during periods 3 and 4 in the school day. This will enable transport to be taken to and from the host school during recess and lunch time, having no impact upon the other lessons that day. Access to learning resources at the host school will be available and attendance closely monitored. As a student you remain registered with Aston as a base and will be fully involved in the school as normal including extra curricular activities.

If you are interested in one of these courses then apply as normal. Gather information about the A-level course; is the course what you want or need?

If you wish to study one or two collaboration subjects select your choices; if take up across the four schools leads us to decide to run the course at limited centres we will work it out for you and then let you know. Please do not let the fact that you may have to attend lessons in a different venue for a subject affect your decisions.

All the schools have outstanding teaching and make excellent progress. You will remain with us as a base school, fully involved in our school life.



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**



**KING EDWARD VI
ASTON SCHOOL**



KING EDWARD VI
Handsworth School For Girls



**KING EDWARD VI
HANDSWORTH GRAMMAR
SCHOOL FOR BOYS**



**KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY**

Careers

We take your son's ability and confidence to make the right decision for themselves about their next step beyond Sixth Form very seriously.

Students at our school benefit from an astounding array of supra-curricular opportunities to develop their interest in subject areas and degrees; typically around 250 events and opportunities are available during the year for them to engage in. These also give them an opportunity to meet with businesses, professionals and undergraduates, enabling them to grow their own network.

Your son will also follow a carefully established programme of support to help him put together excellent university and/or apprenticeship applications, with additional support provided through the school having UCAS and Oxbridge specialists.



EPQ

At Sixth Form, students have the opportunity to complete an EPQ. This is the AQA Extended Project Qualification. It is a self-taught and researched, individual project, and students are allocated a member of teaching staff who acts as their EPQ Supervisor and monitors their progress.

EPQ students will choose an area of interest that is not directly covered by their A-level subjects, and then research and produce a 5,000 word report OR complete research to produce an Artefact/Product and an accompanying 2-3,000 word report. They are expected to complete 90 hours of self-guided work. Students complete their research and work on a project logbook between in the spring and summer terms of year 12, and then produce their draft report over the summer holidays between year 12 and year 13. In the autumn term they work on polishing their final draft, as well as giving a presentation about their EPQ journey and finishing their project logbook. In the spring term their project is submitted for marking and moderation.

The EPQ qualification is worth UCAS points equivalent to half an A-level. Around 30,000 students a year complete an EPQ, and it is an excellent opportunity for students to develop their research skills, improve their skills of organisation and time management, and to enhance their UCAS application. Many top universities are keen to see students undertaking an EPQ, as it shows passion for their chosen subject, as well as being very good preparation for study at a university level.

The EPQ suits students who are:

- Well-motivated.
- Achieving their minimum target grades in their A-level-subjects in year 12.
- Looking for a challenge.
- Interested in enhancing their university application.
- Interested in studying a topic of personal interest outside of their A- Level studies.
- Keen to develop their research and essay writing skills.

EPQ allows students to extend their abilities beyond the A-level syllabus and prepare for university or their future career. It is worth half an A-level (28 UCAS points) so can be used to earn extra UCAS points. We are seeing more and more universities including EPQ in their offers, and sometimes the successful completion of an EPQ can lead to a reduced/lower offer from universities for acceptance onto courses.

Students apply to undertake an EPQ in December of year 12. This is done via letter to the lead teacher of EPQ, Mrs Cresswell. Acceptance onto the EPQ is based upon the strength of this letter as well as on the progress card issued at Christmas.



EPQ by its very nature is very enriching. It will develop your skills of self-motivation, independent working, and communication. You will have a weekly Moodle module to access and read on a variety of topics from using data as evidence to critical evaluation of sources. You will also have fortnightly one-on-one meetings with your EPQ supervisor.

Students are surveyed upon completion of the EPQ and last years' students were asked 'What did you enjoy most about undertaking an EPQ?'

They responded:

"The challenge of independent learning, developing your interests, and putting them into use".

"The skills and knowledge that I gained from the experience".

"Researching a topic that I love".

"Being able to study about something out of the normal school syllabus which is related to my prospective university degree".

"I enjoyed the presentation aspect of the course; it was a nice experience to present what I had learnt to others, and to look back at all of the key skills that I gained through partaking in the project".

"The benefits to my UCAS application".

"Developing my skills of long term management, organisation, and independent learning".

"Learning to teach myself, and fuelling my curiosity on a subject that I am passionate about".

"Being able to explore in detail a topic that I want to pursue in the next 5 years".

Oxbridge

There is no doubt that successful candidates win through a highly competitive and challenging process through effective preparation and being willing to extend and deepen their subject knowledge and awareness well beyond the A-level curriculum. Independent schools that have a strong track record of getting their students into the top universities put a lot of effort into doing so with a variety of additional preparation to support their students and, if we are to compete with them, we have to attempt to match them.

With a view to this we have identified a range of resources on the Sixth Form enrichment area of the Moodle under a dedicated Oxbridge section. This provides subject specific wider reading lists suggested by the universities, sample interview questions and suggested programmes from the excellent In Our Time archive from Radio 4 to begin to address broader philosophical and current questions which are relevant to each subject area. I strongly recommend that prospective applicants undertake some of the wider reading and listening, especially after the mock examinations and over the six week summer break in order to give students the time to absorb some of the ideas and material that will range beyond familiar territory.

While this presents an academic challenge that will take sixth form students out of their comfort zone, it should also provide an insight into the possibilities and rewards offered in studying their chosen subject area to a much higher level. Beginning in June in Year 12 and continuing when we return in September, we organise further sessions during and also in addition to Enrichment lessons where applicants can get together in groups and with relevant specialist members of staff, Oxbridge graduates who attended Aston and other experts in their field in order to further facilitate their preparation for university based written tests and interviews.

Once the UCAS process begins in earnest after the mock examination in June, there is a specific Oxbridge focus and several Oxbridge graduates who were at Aston, as well as recent applicants from Year 13, are invited to share their experience of the process with our potential Year 12 applicants. The school has evolved a notably effective UCAS programme over several years and the Oxbridge applicants who need to submit their applications by October 15th receive excellent support from their form tutors, members of Senior Leadership Team as well as Mr. Amann in making a strong application, including a convincing and well written UCAS personal statement. Following several weeks of independent wider reading and preparation for written tests in a range of subjects, the focus intensifies in September, where regular sessions around related subjects take place. This supports wider reading and deeper reflection and discussion ranging beyond A-level. Finally we focus on interview preparation and practice interviews are arranged for those who have successfully negotiated the preliminary written tests with a range of well qualified individuals who have Oxbridge backgrounds and who the boys will not be familiar with. These take place in November shortly before the interviews themselves in December, either in or outside school depending on the circumstances.

Once interviews have taken place we ask for detailed feedback from the boys on the questions they were asked and on their experience of the preparation process as a whole in order to allow us to continue to fine tune and improve the process as we go forward. While it is of course gratifying to get students places at Oxbridge, it is not the be all and end all. The broader academic value of the preparation process, which has helped large numbers of Aston old boys to go on to a range of top universities and achieve notable success in academia and other fields should be seen as worthwhile in and of itself.

Extracurricular Activities



We are very fortunate to have excellent facilities on the main on the main site and at Trinity Road. Trinity Road offers first class facilities for rugby, cricket, football, netball, tennis, basketball and hockey. This investment and development is one designed to benefit Aston students, our partner schools and the local community. The sports hall on the main site was refurbished in Spring 2014, and current redevelopments will provide even greater PE learning environments.



There are school teams in Athletics, Basketball, Cricket, Cross country, Football, Hockey, Rugby and Tennis. In addition, there are opportunities for individual students in Badminton, Swimming, Fitness Training, Indoor Rowing and Table Tennis.



The school offers all students in Key Stage 5 the opportunity to take part in the Duke of Edinburgh Award Scheme and Sports Leadership Awards. There are overseas sporting opportunities including rugby tours to a variety of international locations, with a tour to Canada and South Africa previously completed. At Aston, sport is not just about winning. The opportunity for all students to participate through competition at their own level and, above all, in a sporting manner is of paramount importance.



The school has a strong tradition in the arts, especially music and drama. Facilities for music are outstanding. There is a music suite with two teaching rooms, eight practice rooms, a recording studio and recital hall. Every other year, Aston presents a musical show together with King Edward VI Handsworth School. Most recently, the school enjoyed an outstanding collaboration event showcasing the musical and dramatic talents of our students.



There is also a strong tradition in fine art and work from students is regularly exhibited through the school and in local galleries. We have excellent photography resources, including a specialist dark room, to support students to take photography for either enrichment or as part of an examined course, and also offer in-house certificates in photographic skills.



STUDY IN THE SIXTH FORM



Enrichment opportunities:
Darkroom
Lunch times
IKON gallery – post 16 forum



Art

The emphasis of the course is to enable students to develop their technical skills in a range of disciplines whilst enhancing their knowledge and understanding of the context within which their emerging work is placed. Students initially focus on formal elements of the visual language, experimenting and developing ideas through line, tone, colour, texture, composition and so on. This eventually leads to a thematic project which should focus on the students personal interests. The theme is set by the teaching staff and where possible students are encouraged to look at the wider social, historical, cultural and political context surrounding their work. Students embarking on the A-level course should expect to be independent learners and follow much broader lines of enquiry making their own personal links between the work they produce and the world around them. A-level students will build on the ideas and techniques developed during Year 12 and produce work of ever greater depth. This coursework element is accompanied by a personal study consisting of between 1000 and 3000 words. The study focuses on links between work produced by the student and that of a range of other art practitioners.

Art encourages personal creativity and freedom to explore ideas. Art teaches lateral thinking, problem solving, observational and analytical skills. Art helps students understand the visual world within which we live in. Art enables students to express ideas, thoughts and feelings. Art helps students analyse and interpret the wider context within which their work is placed.

There is strong evidence that Universities are becoming increasingly concerned that students are defined by an over dependency on their teachers and that outstanding examination results do not necessarily reflect an enquiring mind. Divergent thinking driven by a desire to be proactive and independent is a key characteristic of a successful A level Art and Design student

EXAM BOARD

AQA

ENTRY REQUIREMENTS

GRADE 6 OR ABOVE IN GCSE ART

HEAD OF DEPARTMENT

MISS MOORE

THIS COURSE IS TAUGHT AS PART OF THE COLLABORATION WITH LOCAL KING EDWARD VI SCHOOLS AND WILL BE TAUGHT HERE AT KE ASTON.

Where can this subject take you?

Advertising
Graphic design
Jewellery
Theatre design
Gallery curatorship
Advertising director

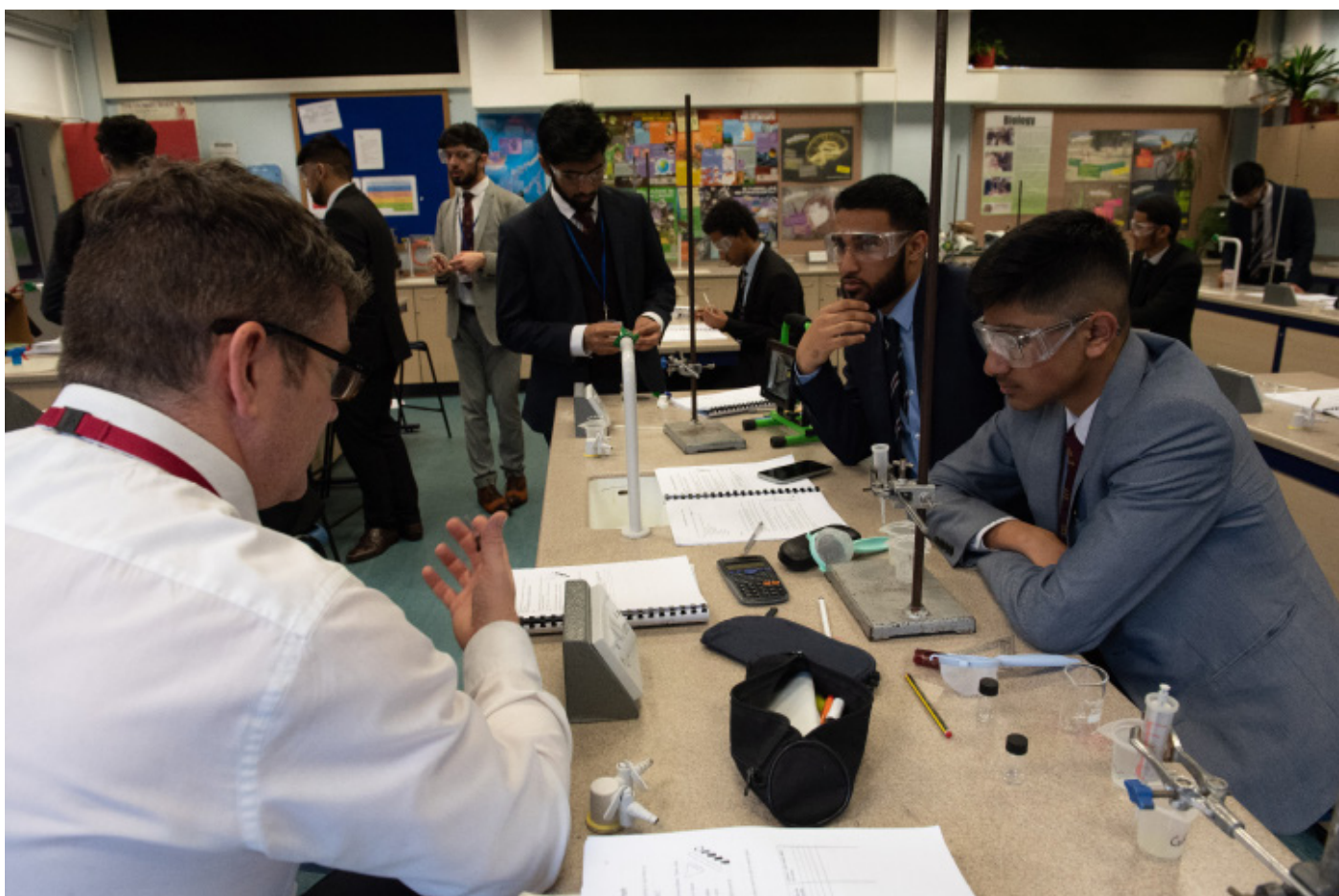
Product design
Architecture
Conservation
Fashion design
Teaching
Art editor

Interior design
Web page design
Media
Photography
Medical Illustration
Photographic styling

PAPER	CONTENT	ASSESSMENT
Component 1 Personal investigation	Students submit a practical portfolio of work based upon a starting point of their choosing. They will also complete a related written study of 1000 - 3000 words.	60% of A-level
Component 2 Externally set assignment	Students will select a starting point from a range of topics provided by the exam board. Students will produce preparatory studies based around this topic then produce an outcome within 15 hours of controlled time.	40% of A-level



Students participate in Masterclasses delivered by University of Birmingham. They have opportunities to attend lectures delivered by the Royal Society of Biology and other institutions.



Biology

A greater depth of treatment is given to topics covered at GCSE and many new areas are also encountered. The course aims to nurture students interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject. Other course aims are:

- To understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.
- To develop essential knowledge and understanding of different areas of the subject and how they relate to each other.
- To develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- To develop competence and confidence in a variety of practical, mathematical and problem solving skills.

This A-level would suit candidates who would like to extend and develop their understanding of life and life processes, as well as training in scientific method and analysis. Individuals who would like to go on to have a career in a science based field, such as medicine, dentistry, physiotherapy, optometry, veterinary science and also in the rapidly expanding fields of biotechnology and genetic engineering. Candidates will need to be numerate and have good practical skills. Students who take this subject must be prepared to accommodate the change in intellectual pace and also become more self-reliant in their studies.

EXAM BOARD

AQA

ENTRY REQUIREMENTS

GRADE 7 OR ABOVE
IN GCSE BIOLOGY OR
GRADE 7 - 7 IN DUAL
AWARD SCIENCE

HEAD OF DEPARTMENT

MRS DHILLON

Where can this subject take you?

Biology continues to be listed as a 'facilitating subject' by the Russell group of universities. It may help to keep options open for university degrees such as:

Biological sciences
Biotechnology
Research Scientists

Dentist
Marine biologists
Natural Sciences

Biochemistry
Microbiologist
Genetics

Pharmacy
Pharmacologist
Sports Science

PAPER	CONTENT	ASSESSMENT
Paper 1	Any content from topics 1 - 4, including relevant practical skills	2 hours 91 marks 35% of A-level
Paper 2	Any content from topics 5 - 8, including relevant practical skills	2 hours 91 marks 35% of A-level
Paper 3	Any content from topics 1 - 8, including relevant practical skills	2 hours 78 marks 30% of A-level



Students have the opportunity to take part both in the Chemistry Olympiad and the Cambridge Chemistry Challenge, external chemistry competitions pushing students outside of their normal comfort zone. The department also enters teams to take part in Royal Society of Chemistry competitions such as the analytical chemistry competition, a hands on practical day for selected students.



Chemistry

The chemistry course will help inspire students, nurture their passion for chemistry and lay the foundations for further study and the workplace. The course aims to lay the groundwork for further study in courses such as chemistry, medicine and pharmacy.

The course has a strong focus on the application of mathematics to chemical problems and also a strong in depth practical element designed to ensure that student are capable in both the theoretical and practical application of chemistry.

Candidates need to be hard working, dedicated and driven to succeed in this difficult course. Skills in mathematics and practical science are key to doing well and so familiarity with practical work from the lower school and being highly numerate are desirable.

Where can this subject take you?

Chemistry is listed as an enabling subject by the Russell Group of universities meaning that it is one of a number of subjects that keep open access to a wide variety of course at university. Its focus on skills such as logic, problem solving, applied mathematics and practical work mean that it develops skill that are seen as highly desirable in both academia and the world of work.

Chemistry continues to be an essential entry requirement for a large number of university courses such as; Medicine, Dentistry, Pharmacy, Chemistry and related chemical sciences (Natural Science, Pharmacology, Neuroscience etc), Chemical engineering and Forensic Science. It is also considered a highly desirable option for many other courses.

EXAM BOARD

AQA

ENTRY REQUIREMENTS

7 IN GCSE CHEMISTRY OR 7-7 IN DUAL AWARD SCIENCE OR EQUIVALENT

HEAD OF DEPARTMENT

MR GUIBERTONI

PAPER	CONTENT	ASSESSMENT
Paper 1 – Inorganic and physical chemistry	Inorganic chemistry and relevant physical chemistry. This also includes relevant practical work	2 hour written paper 100 Marks 35% of the A-level
Paper 2 – Organic and relevant physical chemistry	Organic chemistry and relevant physical chemistry. This also includes relevant practical work	2 hour written paper 100 Marks 35% of the A-level
Paper 3 – Entire Course	This can assess the entire course but has a particular focus on mathematical questions and practical work in chemistry.	2 hour written paper 90 Marks 30% of the A-level



Masterclasses, Computer Science lectures at Oxford, Warwick and Imperial college(dependent on the availability), visit to National Museum of Computing and Bletchley Park.



Computer Science

The aims of the course are to:

- Develop the capacity for thinking creatively, innovatively, analytically, logically and critically
- Develop the ability to apply skills, knowledge and understanding of computing, including programming, in a range of contexts to solve problems
- Develop an understanding of the organisation of computer systems including software, hardware, data, communications and people
- Acquire and apply a knowledge, technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming
- Develop the capacity to see relationships between different aspects of the subject and perceive their field of study in a broader perspective

This A-level would suit candidates who

- are interested in how computers are used in the solution of a variety of problems
- want to develop or improve a fundamental way of thinking and problem solving
- are interested in engaging with logical discipline and also want to use imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs

EXAM BOARD

OCR

ENTRY REQUIREMENTS

GRADE 7 IN COMPUTER SCIENCE OR ABOVE (IF COMPUTER SCIENCE IS STUDIED AT THE GCSE LEVEL) OR GRADE 7 IN MATHS OR ABOVE (THIS OPTION IS AVAILABLE TO ONLY THOSE STUDENTS WHO DID NOT STUDY COMPUTER SCIENCE AT GCSE).

HEAD OF DEPARTMENT

MR RUSSELL

Where can this subject take you?

Most universities accept Computer Science A-level and offer degree courses in Computer Science or related subjects. The job market for graduate Computer Scientists is both healthy and rapidly expanding, and in this country demand continues to far outstrip supply. Studying Computer Science helps in developing problem solving skills such as the ability to think logically, algorithmically and recursively which are considered very useful skills to have if you wish to pursue a career in Programming, Software engineering, Data analysis, the Gaming industry and Mathematics among others.

PAPER	CONTENT	ASSESSMENT
Component 1 Computer Systems	The characteristics of contemporary processors, input, output and storage devices. Software and software development. Exchanging data. Data types, data structures and algorithms. Legal, moral, cultural and ethical issues.	140 marks 40%
Component 2 Algorithms and programming	Elements of computational thinking. Problem solving and programming. Algorithms to solve problems and standard algorithms.	140 marks 40%
Component 3 Programming project	The learner will choose a computing problem to work through according to the guidance in the specification.	Non exam assessment, 70 marks 20%



Enrichment opportunities:
Access to Department facilities
Entry into Design competitions
Opportunity for trips to visit commercial Design centres



DT

The aims of the course are:

- To equip pupils with the practical skills, theoretical knowledge and confidence to pursue a career in Engineering or the Creative Sector.
- To deepen pupils understanding of Design and its role in society.
- To understand the historical, social, cultural, environmental and economic influences on Design.
- Developing a real understanding of what it means to be a Designer.
- Further developing practical skills in a range of materials, especially industry standard CAD/CAM.
- Developing the confidence to embark on an entirely self-guided Design and Make project.
- Further improving prototyping skills in a range of materials as well as the methods of evaluation that are used to assess effectiveness in a range of areas.
- To empower pupils to make their own Design choices and take risks with their ideas.
- To teach pupils how to manage risk taking in Design and what to do when a concept proves to be a failure.

This A-level would suit candidates who

- have completed GCSE Design and Technology who enjoyed the course and the challenges it presented.
- feel passionately about Design and want to further understand its role in society.
- are curious about the business side of Design and how products get to market.
- work independently and confidently.

Where can this subject take you?

Foundation course in Design

Degree level study of Design or Engineering

Careers:

- Engineering
- Product Designer
- Creative sector

EXAM BOARD

AQA (7552)

ENTRY REQUIREMENTS

GRADE 6 OR ABOVE IN
GCSE DT

HEAD OF DEPARTMENT

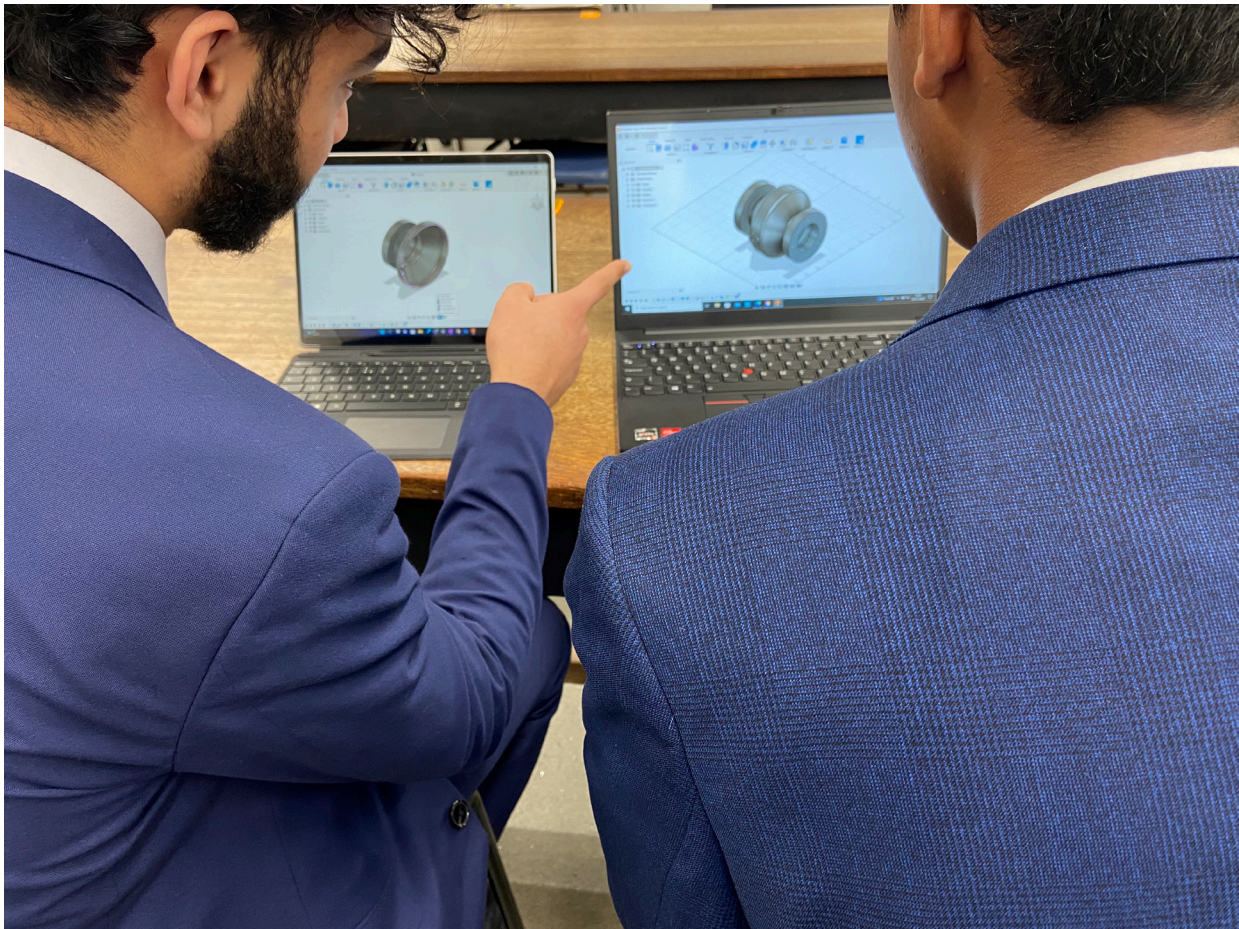
MR HODGKINSON

THIS COURSE IS TAUGHT
AS PART OF THE
COLLABORATION WITH
LOCAL KING EDWARD VI
SCHOOLS

PAPER	CONTENT	ASSESSMENT
Paper 1	Technical Principles	2 hours 30 minutes 120 marks 30% of A-level
Paper 2	Designing and Making principles	1 hour 30 minutes 80 marks 20% of A-level
Non Examined Assessment	Substantial Design and Make project. Digital portfolio submission (including physical prototype)	100 marks 50% of A-level .

How is the course assessed?

UNIT	ASSESSMENT
Mathematics for Engineering	Exam (external)
Science for Engineering	Exam (external)
Principles of mechanical engineering	Exam (external)
Principles of electrical and electronic engineering	Exam (external)
Computer-aided Design (CAD)	Internally assessed project
Engineering and the environment	Internally assessed project



Technical Award Level 3 - Extended Certificate (A Level equivalent)

This qualification combines content from Design and Technology, Mathematics and Physics A levels to create a vocational course for those looking to study engineering at higher education or enter employment in a STEM industry. There are six course units taught by subject specialists and assessed both through external exams and internally marked project work. Students earn an A Level equivalent qualification while developing and applying academic knowledge in a practical and vocational setting. This course sits excellently alongside other A levels in STEM subjects and is a solid foundation for those planning to apply to study engineering. Topics include mechanical engineering, electrical engineering, computer aided design and engineering for the environment.

The aims of this course are:

- To give students the underpinning knowledge in Mathematics and Science essential to engineering
- To provide students the opportunity to develop more specialised, engineering focussed skills
- To help students develop an understanding of what it means to be an engineer in today's society
- For pupils to leave with a rounded understanding of engineering, ready to take the next step that is best suited to them

What could this qualification lead to?

- Employment through an apprenticeship in engineering (including Higher Apprenticeships)
- Studying engineering at University
- Direct employment in an engineering role

EXAM BOARD

OCR

ENTRY REQUIREMENTS

GRADE 6 OR ABOVE IN
MATHS AND PHYSICS

HEAD OF DEPARTMENT

MR HODGKINSON

THIS COURSE IS TAUGHT
AS PART OF THE
COLLABORATION WITH
LOCAL KING EDWARD VI
SCHOOLS



There are a number of enrichment opportunities ranging from various competitions as well as attending various workshops and seminars.



Economics

Our approach to Economics is to apply economic theory to support analysis of current economic problems and issues, and encourage students to appreciate the interrelationships between microeconomics and macroeconomics.

We encourage students to:

- Develop an interest in and enthusiasm for the subject and to appreciate the contribution of economics to the understanding of the wider economic and social environment.
- Use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist
- Develop qualities and attitudes which will equip them for the challenges, opportunities and responsibilities of adult and working life.

Economics A-level would suit candidates who are interested in exploring some of the increasingly prominent economic issues affecting 21st century political and current affairs. Economics is an intellectually challenging discipline that builds important skills and techniques in using and applying statistical data, as well as wider transferable skills, all of which will give you a significant advantage in the employment market. Economics is about the world around us; it's current; it's always changing and it's interesting. If you are interested in how individuals, firms and governments behave and make decisions then this is a subject for you.

Where can this subject take you?

A large number of A-level Economics students at King Edward VI Aston go on to study Economics and economics related courses such as accounting and finance, banking and finance and business management at degree level. Employers value economics as it helps students to develop their understanding of decision-making by individuals, firms and governments, their research and analytical skills, and their experience of viewing problems in a national and international context.

EXAM BOARD

EDEXCEL

ENTRY REQUIREMENTS

GRADE 7 OR ABOVE IN
GCSE MATHEMATICS

HEAD OF DEPARTMENT

MR JACKSON

PAPER	CONTENT	ASSESSMENT
Paper One	Markets and business behaviour (micro economics)	2 hours. Written paper. 100 marks
Paper Two	National and global economy (macro economics)	2 hours. Written paper. 100 marks
Paper Three	Macroeconomics and microeconomics	2 hours. Written paper. 100 marks



We offer a myriad of opportunities such as creative writing and book clubs, theatre trips, lectures at local universities and participation in the debating society and other public speaking events. We look forward to building on our recent successes in the debating competitions our sixth formers have entered and there is scope for students to apply their skills in writing a magazine supervised by the English department.



English Literature

The aims of the course are to sharpen students' analytical skills and to cultivate their ability to express themselves logically and coherently – excellent preparation for any job or degree course. Students will be stimulated and engaged by examining different aspects of life in connection with the texts they are studying, from people and politics to religion and relationships.

The core components of English literature are discussion, debate and disagreement; lessons, therefore, are taught in a way which reflects this philosophy. Students will be encouraged to ask questions of themselves, their class-mates and their teachers to develop their academic approach – we are justifiably proud of the way in which English A-level produces independent thinkers and individual learners. Weekly essays will build on the discussions students have had in lessons, enabling them to develop a line of argument and reach informed and insightful conclusions; for example, students will explore A. C. Bradley and F. R. Leavis' differing interpretations of Othello's intrinsic character before justifying their own views about the portrayal of Shakespeare's tragic figure.

At A-level, wider reading is absolutely essential. Students will be afforded the opportunity to read critical and theoretical texts as well as poetry collections and novels from an array of different writers. Exposure to a range of literature will prepare students for the unseen section in the examination, provide inspiration for their independent study and ensure that they are able to discuss their wider reading at university and in UCAS applications.

The skills you will learn over the two years are vital tools for life and are essential for any career involving interaction with people: empathy, understanding and compassion.

Ultimately, we are confident that the course will help students to develop a life-long passion for reading and literature.

EXAM BOARD

AQA

ENTRY REQUIREMENTS

GRADE 7 OR ABOVE IN
GCSE ENGLISH

HEAD OF DEPARTMENT

MR LAVERTY

Where can this subject take you?

English Literature is a spring-board to many later career options including journalism, law, writing, business administration, psychology, marketing, personnel, entertainment, editing, publishing and advertising. However, many students who are intending to study science subjects will benefit from the skills and knowledge gained through a study of literature, both in showing a flexible and enquiring mind and in developing a concise and fluent writing style necessary for research and reports.

PAPER	CONTENT	ASSESSMENT
Aspects of Tragedy	Three texts: Othello, Richard II, The Great Gatsby	Three essays, 2 hours 30 minutes (40%)
Elements of Crime writing	Three texts: The Murder of Roger Ackroyd, When Will There Be Good News?, Poetry selection plus one unseen extract	Three essays, 3 hours (40%)
Coursework	Two essays: one prose, one poetry selection using a critical approach – student choice of texts	Two essays (20%)



Opportunities to visit France on an organised school excursion. Opportunities to complete a work experience placement in France.

French

The aims of the course are:

- To develop French oral and written skills beyond GCSE in order to enable students to communicate spontaneously across a range of known and unknown topics
- To develop skills which will be useful to students at university and beyond, for example independent research, analysis, debate and the ability to communicate out of your comfort zone
- To give students a deep understanding of both current and historical issues facing France and the Francophone world
- To expose students to aspects of French film and literature and to enable them to develop a critical response to the works studied.

French A-level would suit candidates who...

- Enjoyed French at GCSE and are curious about how language and syntax works
- Want to go beyond the GCSE syllabus to find out about more about contemporary France and the Francophone world
- Are keen to study a subject at A-level that is well respected by universities and employers and which will be useful in a wide range of careers
- Have an open mind and are culturally curious

Where can this subject take you?

French A-level is an incredibly useful qualification for students to hold. It complements many other courses and enables students to access a wide range of degrees and careers including the legal profession, journalism, financial services, banking, the civil service, international relations, the military and teaching amongst others.

Britain does not currently produce enough graduates with foreign language skills, so candidates with French A-level are always in demand and can command higher salaries because of their qualification.

EXAM BOARD

EDEXCEL

ENTRY REQUIREMENTS

GRADE 6 OR ABOVE IN
GCSE FRENCH

HEAD OF DEPARTMENT

MRS WIESSMANN-
HUBBARD

THIS COURSE IS TAUGHT AS
PART OF THE COLLABORATION
WITH LOCAL KING EDWARD
VI SCHOOLS AND WILL BE
TAUGHT AT KE HANDSWORTH
GIRLS OR KE HANDSWORTH
GRAMMAR SCHOOL FOR BOYS

PAPER	CONTENT	ASSESSMENT
Paper One	Listening, reading and translation into English	Exam- 2 hrs- 40%
Paper Two	Writing and translation into French	Exam- 2 hrs 40 mins- 30%
Paper Three	Speaking- conducted by class teacher during May of Year 13	Speaking test- 23 mins including 5 minutes preparation-30%



Fieldwork is an essential part of the course, with a minimum of 4 days fieldwork an exam requirement. In recent years, we have visited North Wales for a residential trip to collect data for the Fieldwork Investigation.

We have several links with local Universities and have had several guest lectures to delve more deeply into issues.



Geography

The aims of the course are:

- To develop a critical understanding about our rapidly changing world and be better prepared to live and work in our ever changing world.
- To develop life skills, personal learning and thinking skills and functional skills, as well as developing a critical way of thinking about the world. Studying geography provides a firm base for life-long learning.
- Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales and to apply this to a variety of different contexts.

This A-level would suit candidates who

- have an interest in learning more about the world around us, in grappling with the many world problems which boil down to Geography and contemplating different solutions to learning about processes which drive our planet.
 - wish to leave for university or the wider world equipped with a wide variety of skills, from problem solving, communication skills, analytical skills to interpersonal skills.
- No subject links with others better, or covers such a wide range of skills.

Where can this subject take you?

Choosing geography at A-level can open the doors to a university degree, either specifically in geography or by combining geography with other A-levels to gain a place on a degree programme in another subject. Geography can open many doors in the jobs market, with many different job families involving the subject such as environmental science, engineering and manufacturing, development and charity, agriculture, hazard management, plants and land, construction, HR, leisure, sport and tourism, transport and logistics.

EXAM BOARD

AQA

ENTRY REQUIREMENTS

GRADE 7 OR ABOVE IN
GCSE GEOGRAPHY

HEAD OF DEPARTMENT

MISS WALSH

PAPER	CONTENT	ASSESSMENT
Paper 1 Physical Geography	Water and Carbon Cycles, Coasts, Hazards	2hr 30 minutes 40% of A-level
Paper 2 Human Geography	Global Systems and Governance, Changing places, Contemporary Urban Environments	2hr 30 minutes 40% of A-level
Geography Fieldwork Investigation	An individual investigation based on data collected in the field.	3000-4000 word assignment.



Students studying German A-level might have the chance to visit Germany as part of their studies.

There are a lot of employers with links to Germany and German companies based in the West Midlands and work experience at one of these firms would be a great way to use German in a working environment.

German

The aims of the course are:

- To develop German oral and written skills beyond GCSE in order to enable students to communicate spontaneously across a range of known and unknown topics
- To develop skills which will be useful to students at university and beyond, for example independent research, analysis, debate and the ability to communicate out of your comfort zone
- To give students a deep understanding of both current and historical issues facing Germany and the German-speaking world
- To expose students to aspects of German film and literature and to enable them to develop a critical response to the works studied.

German A-level would suit candidates who...

- Enjoyed German at GCSE and are curious about how language and syntax works
- Want to go beyond the GCSE syllabus to find out about more about contemporary Germany and the German-speaking world as well as German history
- Are keen to study a subject at A-level that is well respected by universities and employers and which will be useful in a wide range of careers
- Have an open mind and are culturally curious

Where can this subject take you?

German A-level is an incredibly useful qualification for students to hold. It complements many other courses and enables students to access a wide range of degrees and careers including the legal profession, journalism, financial services, banking, the civil service, international relations, the military and teaching amongst others. German can also be helpful for students thinking of going into engineering, as many of the relevant employers have links to Germany. Britain does not currently produce enough graduates with foreign language skills, so candidates with German A-level are always in demand and can command higher salaries because of their qualification.

EXAM BOARD

EDEXCEL

ENTRY REQUIREMENTS

GRADE 6 OR ABOVE IN
GCSE GERMAN

HEAD OF DEPARTMENT

MRS LAVENTINE-LEE

THIS COURSE IS TAUGHT
AS PART OF THE
COLLABORATION WITH
LOCAL KING EDWARD VI
SCHOOLS AND WILL BE
TAUGHT AT KE HANDSWORTH
GIRLS OR KE HANDSWORTH
GRAMMAR SCHOOL FOR BOYS

PAPER	CONTENT	ASSESSMENT
Paper One	Listening, reading and translation into English	Exam- 2 hrs- 40%
Paper Two	Writing and translation into German	Exam- 2 hrs 40 mins- 30%
Paper Three	Speaking- conducted by class teacher during May of Year 13	Speaking test- 23 mins including 5 minutes preparation-30%



The History department runs a joint visit to Washington DC every two years with the Politics department, which deepens students' understanding of Unit 2. The department also frequently books visiting speakers and trips when available to support students in their learning.



History

A-level History at Aston is a popular and successful subject which aims not only to produce excellent results but also to capture the students' interests through lively and often provocative courses of study.

History suits students who enjoy lively discussion, as many of our lessons are based around key debates and issues. The ability to work, read and make notes independently is important. Throughout the course you will complete various forms of assessment from extended homework research tasks to written essays in exam conditions. You will be expected to learn key terms, dates and events and will be receiving random knowledge recall tests to check your understanding of this information. It is expected that you review your learning throughout the course to give yourself the best chance of success.

Where can this subject take you?

History is a subject that complements a wide range of other choices, from Economics and Politics to Mathematics and the Sciences, and is considered invaluable by many employers due to the key skills that it develops. The ability to work and research independently and present a closely detailed argument are abilities valued in all professional walks of life; many History students develop careers in law, journalism, broadcasting, politics, social work and public services. Every year the department successfully helps many of their students to gain places in prestigious universities around the country to continue reading History, including the Universities of Cambridge, Warwick, Liverpool, Leeds and Durham.

EXAM BOARD

AQA

ENTRY REQUIREMENTS

GRADE 7 OR ABOVE IN
GCSE HISTORY

HEAD OF DEPARTMENT

MRS CRESSWELL

PAPER	CONTENT	ASSESSMENT
Unit 1 The British Empire	This Unit allows students to study in breadth issues of change, continuity, cause and consequence in this period through a range of key questions including: <ul style="list-style-type: none">Why did the British Empire grow and contract?What influenced imperial policy?What part did economic factors play in the development of the British Empire?	2 hour 30 minute exam 40%
Unit 2 Birth of the USA	This Unit provides for the study in depth of the years in which thirteen American colonies chose to sever their links with Great Britain and thus found the USA.	2 hour 30 minute exam 40%
Unit 3 Civil Rights in USA	The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification. Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.	3500-4000 word Personal Study (essay) – marked internally and moderated externally 20%

*Unit 3 mostly relies on your own research and reading, which is conducted over the summer holidays in-between Years 12 and 13. Your final draft will be handed in in December/January of Year 13 to be internally marked before being sent off for external moderation by the exam board.



Mandarin(Chinese A Level)

The aims of the course are:

- To develop Chinese oral and written skills beyond GCSE in order to enable students to communicate spontaneously across a range of known and unknown topics.
- To develop skills which will be useful to students at university and beyond, for example independent research, analysis, debate and the ability to communicate out of your comfort zone.
- To develop an advanced level knowledge and understanding of the Chinese language, the culture of China and other Chinese-speaking countries.
- To expose students to aspects of Chinese film and literature and to enable them to develop a critical response to the works studied.
- To prepare students for higher education and enhance their employability profile.

Chinese A-level would suit candidates who...

- Enjoyed Mandarin Chinese at GCSE and are curious about how language and syntax works
- Want to go beyond the GCSE syllabus to find out about more about contemporary China and the Chinese-speaking world as well as Chinese history
- Are keen to study a subject at A-level that is well respected by universities and employers and which will be useful in a wide range of careers
- Have an open mind and are culturally curious

Where can this subject take you?

Chinese A-level is an incredibly useful qualification for students to hold. It complements many other courses and enables students to access a wide range of degrees and careers including the legal profession, journalism, financial services, banking, the civil service, international relations, the military and teaching amongst others. Also, the huge requirement for native English speaking teachers in China benefits those who have the ambition to pursue a career in China. Through preparations for the oral examination, students find that their debating and interview skills are greatly enhanced. Linguists are highly regarded by employers for their confidence in communicating ideas and presenting themselves.

EXAM BOARD

EDEXCEL

ENTRY REQUIREMENTS

GRADE 6 OR ABOVE IN
GCSE CHINESE

HEAD OF DEPARTMENT

MRS H LIU

THIS COURSE IS TAUGHT AS
PART OF THE COLLABORATION
WITH LOCAL KING EDWARD
VI SCHOOLS AND WILL BE
TAUGHT AT KE HANDSWORTH
GIRLS OR KE HANDSWORTH
GRAMMAR SCHOOL FOR BOYS

PAPER	CONTENT	ASSESSMENT
Paper One	Listening, reading and translation into English	Exam- 2 hrs
Paper Two	Writing and translation into Chinese	Exam- 2 hrs 40 mins
Paper Three	Speaking- conducted by class teacher during May of Year 13	Speaking test- 21-23 mins including 5 minutes preparation



Broader aspects of study are an essential feature of Mathematics at Aston and students are encouraged to participate in a range of activities such as involvement in UKMT Challenges and other competitions, Mathematical Activity Days in school and visits to 'Popular' Mathematics lectures at universities and elsewhere. Students take part in the Senior Maths Individual and Team Challenges in the Autumn term, tackle in depth problem solving questions on the NRICH website and study for additional qualifications in the subject including STEP, TMUA or the MAT, which are required for entry to some of the leading universities to study Maths.



Mathematics and Further Maths

We promote an understanding of, and pleasure in, the beauty, order and paradox of Mathematics – the language of the universe.

Mathematics and Further Mathematics can both be taken at A-Level. Further Mathematics is taken in addition to the Mathematics A-Level and is designed to stretch and challenge the most able mathematicians, providing a solid foundation for further study in the subject.

What is covered in Mathematics?

- Pure Mathematics
- Applied Mathematics, which consists of two parts: Statistics and Mechanics

What is covered in Further Mathematics?

- Core Pure 1 and 2
- Decision 1
- Further Statistic 1

Where can this subject take you?

"...the subjects that keep young people's options open and unlock the door to all sorts of careers are the STEM subjects (science, technology, engineering and maths). The skills gained from studying these subjects come in useful in almost any job you could care to name - from the creative and beauty industries to architecture."

- Nicky Morgan, former Secretary of State for Education

EXAM BOARD

EDEXCEL

ENTRY REQUIREMENTS

GRADE 7 OR ABOVE IN GCSE MATHS

GRADE 8 OR ABOVE IN GCSE MATHS AND MUST BE STUDYING A-LEVEL MATHS FOR THE STUDY OF FURTHER MATHS

HEAD OF DEPARTMENT

MRS BOYCE

STUDENTS MUST HAVE A CASIO CLASSWIZ FX-991EX CALCULATOR

WE PROVIDE ONLINE ACCESS TO TEXTBOOKS USED IN THE COURSE PRODUCED BY PEARSON EDEXCEL

	PAPER	CONTENT	ASSESSMENT
Mathematics	Paper 1	All topics studied in Pure Mathematics, including GCSE work.	2 hours 100 marks, 33.3%
	Paper 2	All topics studied in Pure Mathematics, including GCSE work.	2 hours, 100 marks, 33.3%
	Paper 3	All topics studied in Mechanics and Statistics.	2 hours, 100 marks, 33.3%
Further Mathematics	Paper 1	Core Pure 1	90 minutes, 75 marks, 25%
	Paper 2	Core Pure 2	90 minutes, 75 marks, 25%
	Paper 3	Decision 1	90 minutes, 75 marks, 25%
	Paper 4	Further Statistics 1	90 minutes, 75 marks, 25%



The music department is a very lively department and provides many extra-curricular activities with over 16 different ensembles taking place on a weekly basis. These include a Big Band, String Orchestra, Concert Band, a 6th form Jazz Ensemble, and a vocal group. There are 16 visiting music teachers that teach all disciplines as well as offering specialist chamber music coaching. There are further opportunities for students to form their own chamber ensembles, small jazz groups and rock bands. A key part of the extra-curricular programme for A2 music is the opportunity to direct and rehearse some of the junior ensembles.



Music

The music course aims to

- develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation and expression
- develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions
- develop a deep knowledge and understanding of a variety of instruments and styles
- appraise contrasting genres, styles and traditions of music, and develop understanding of musical contexts.

This A-level would suit candidates who...

- are at least grade 5 standard on their main instrument and enjoy performing
- have a very good understanding or are willing to improve their theory skills above a Grade 5 standard

Where can this subject take you?

Music students can choose to specialise in performance at a conservatoire or to take a more academic qualification at a university music department. There are many jobs on offer associated with music from performing through to working in organisations such as the BBC as well as publishing and marketing. Many universities and employers often favour a subject such as Music as it demonstrates a student's ability to dedicate themselves to learning a discipline over a long period of time. The academic content of A-level music means that it is recognised as a useful preparation for a wide range of degree subjects. Music A-level also shows a student's ability to communicate to an audience as well as being able to work within a group situation on a regular basis. Universities are often looking for students who demonstrate a diversity of subjects in their learning as this shows a wider range of interests.

EXAM BOARD

EDUQAS

ENTRY REQUIREMENTS

GRADE 5 OR EQUIVALENT
ON YOUR INSTRUMENT
OR VOICE.
GRADE 6 AT GCSE MUSIC

HEAD OF DEPARTMENT

MRS MACKARETH

THIS COURSE IS TAUGHT
AS PART OF THE
COLLABORATION WITH LOCAL
KING EDWARD VI SCHOOLS
AND WILL BE TAUGHT AT KE
HANDSWORTH BOYS.

PAPER	CONTENT	ASSESSMENT
Component 1: Performing Option A: Performing (35%)	A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist.	A: 10-12 minute performance A: 35% of qualification
Component 1: Performing Option B: Performing (25%)	A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination.	B: 6-8 minute performance B: 25% of qualification
Component 2: Composing Option A: Composing (25%)	Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition.	A: 4-6 minute performance A: 25% of qualification
Component 2: Composing Option B: Composing (35%)	Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical	B: 8-10 minute performance B: 35% of qualification
Component 3: Appraising	A: The Western Classical Tradition, B: Jazz C: Into the Twentieth Century	Written exam: 2 hours 15, 40% of qualification



PE

A-Level PE is a fascinating look into the world of sport. It is a broad and detailed look into the science of sport and how and why sport exists. It combines the skills of humanities subjects with the skills of the sciences. We look at how the body works and adapts to sporting endeavours. We discuss the intricacies of a £23.8 billion industry, we look at how finance is created and reassigned within sport. We discover the world of psychology; we will study how we react in pressure situations and deal with emotions such as anger and anxiety. We also look at how we learn; how did you learn and develop that skill? From the basics of learning to walk through to the more complex vaults, overhead kicks and bowling actions we see being performed in elite sport. A-level PE is a challenging look into the phenomena of sport and many of its associated tangents.

Where can this subject take you?

A-level PE will enable you firstly to look into the growing sports industry, which remains one of the quickest growing industries in the UK. This could mean working in management, development, or physical therapy. It is also an excellent subject to move towards other careers such as physiotherapy, medicine, or management. PE doesn't close any avenues for you; there are links to nearly every other career. It shows interviewers and universities a breadth to your abilities as it combines science and humanities subjects alongside the need for a strong practical grounding. For further information please use <http://www.careers-in-sport.co.uk/>

EXAM BOARD

AQA

ENTRY REQUIREMENTS

GRADE 6 OR ABOVE IN
GCSE BIOLOGY

HEAD OF DEPARTMENT

MR WRIGHT-SMITH

THIS COURSE IS TAUGHT
AS PART OF THE
COLLABORATION WITH LOCAL
KING EDWARD VI SCHOOLS.

PAPER	CONTENT	ASSESSMENT
Paper 1	<ul style="list-style-type: none">Applied anatomy and physiologySkill acquisitionsport and society	105 marks - 2 hours 35%
Paper 2	<ul style="list-style-type: none">Applied anatomy and physiologySkill acquisitionSport and society	105 marks - 2 hours 35%
Paper 3	Students are assessed as a performer or coach in the full sided version of one activity and a written/verbal analysis of performance	Non exam assessment 30%



The Philosophy Department at Aston are always looking for as many enrichment opportunities for students as we can find. Past enrichment opportunities have included:

- Masterclasses with prominent philosophers (i.e. A.C Grayling)
- Visits to philosophy conferences and workshops (Oxford University, Warwick University, University of Birmingham, Cardiff University, etc.)
- Philosophy Film Club
- An extensive Philosophy library to read beyond the curriculum



Philosophy

The aims of the course are to ensure you stop living an unexamined life, learn how to win any argument worth winning, and become happy to concede to better arguments when you are wrong. To spend two years of your life vibrantly discussing some of the biggest questions we can ask whilst developing rigorous skills of philosophical analysis and evaluation which are highly sought after by both universities and employers alike. Questions such as: what are the limits of our knowledge? What is the basis of our ethical thinking? Is the idea of a God logically sustainable? And what exactly is a mind? Our aim is to make you think, have fun doing it, read a lot of the best philosophical arguments from history and make your own contributions to the debate, and, as one of the top centres for Philosophy A-level in the entire country, make sure you leave Aston with the tools needed to do whatever you want to do next in life at the highest possible level.

This A-level would suit candidates who love debating issues that matter and arguing for what they believe in. If you have enjoyed the more philosophical aspects of RE, if you enjoy debates, if you like to read widely and have arguments about what you've read, then Philosophy is for you. With lessons built on seminar and discussion, Philosophy offers you complete intellectual autonomy as we teach you how to think, not what to think, ensuring you learn how to argue for your ideas logically, eloquently and clearly; enabling you to back up your own viewpoints effectively and break down the arguments of others.

Where can this subject take you?

Philosophy can literally take you anywhere, and is becoming an ever-growing area across the business world as new technologies require new thinking about new problems on an almost daily basis. Philosophy is recognized by universities and employers as a rigorous discipline and is associated with careers as varied as Law, Politics, Medicine, Journalism, Business, Teaching and the Arts. In the words of Forbes business magazine, Philosophers "come equipped with the ability to learn in new and unfamiliar areas...the ability to express yourself well, to write well...to think deeply about problems and to sort of get outside the box of where everybody else is."

EXAM BOARD

AQA

ENTRY REQUIREMENTS

GRADE 7 OR ABOVE IN
RELIGIOUS STUDIES
(OR EQUIVALENT HU-
MANITIES GCSE)

HEAD OF DEPARTMENT

MR M WILCOCK

PAPER	CONTENT	ASSESSMENT
Epistemology & Moral Philosophy	Epistemology: What is knowledge/ Perception as a source of knowledge/ Reason as a source of knowledge/ The Limits of Knowledge Moral Philosophy: Normative Ethical Theories/ Applied Ethics/ Meta Ethics	3 hours 50%
The Metaphysics of God & The Metaphysics of Mind	Metaphysics of God: The concept and nature of God/ Arguments relating to the existence of God/ Religious Language Metaphysics of Mind: What do we mean by 'Mind'?/ Dualist Theories of mind / Physicalist Theories of mind/ Functionalism	3 hours 50%



In addition to the regular course of studies, a number of A-level Physics students choose to become involved in extra-curricular activities such as mentoring younger students within the school and visiting local and national universities for talks and seminars.

The department encourages participation in the British Physics Olympiad and a number of students attend extra classes to help prepare for this event; these classes also prove popular with those students looking to apply to top universities for their undergraduate studies.

In addition, the Physics department also organises Educational Visit to CERN (European Centre for Nuclear Research), CCFC (Culham Centre for Fusion Research) and the Cavendish Laboratory at the University of Cambridge University.

Physics

The aims of the course are for students to:

- Develop students interest in, and enthusiasm for Physics, including developing an interest in further study and careers in the subject
- Appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society
- Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of How Science Works
- Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

This A-level would suit candidates who want explore the fundamental nature of almost everything we know of. AQA A-level Physics support will support and inspire students, nurture a passion for Physics and lay the ground work for further study in Science or Engineering. Physicists probe the furthest reaches of the earth to study the smallest pieces of matter. Join them to enter a world deep beneath the surface of normal human experience.

Where can this subject take you?

Physics at A-level is essential for many degree courses, such as those in engineering, and valuable preparation for others, such as medicine and architecture. The skills gained through studying physics are both valued by universities and widely transferable to a range of degrees and professions.

EXAM BOARD

AQA

ENTRY REQUIREMENTS

GRADE 7 OR ABOVE IN
GCSE PHYSICS AND
MATHEMATICS OR
GRADE 7 - 7 IN DUAL
AWARD SCIENCE

HEAD OF DEPARTMENT

MR KUMAR

PAPER	CONTENT	ASSESSMENT
Paper 1	Sections 1 to 5 and 6.1 (Periodic motion)	2 hours, 85 marks, 34%
Paper 2	Sections 6.2 (Thermal Physics), 7 and 8 Assumed knowledge from sections 1 to 6.1	2 hours, 85 marks, 34%
Paper 3	Section A Compulsory section: Practical skills and data analysis Section B: Students enter for one of sections 9, 10, 11, 12 or 13	2 hours, 80 marks, 32%



In Politics, you will have the opportunity to take part in a growing range of visits, seminars and question and answer sessions involving MPs and political experts – not least, the chance to visit Washington DC as part of your A-level course. Politics combines well with other subjects and is a popular university option, either on its own or as a joint honours degree. We will also be inaugurating a Politics and International Relations debating club for all years from September, led by members of Year 13, with opportunities to debate against other schools in competition.

Politics

Does politics really matter? Is our voting system fair and is the rise of pressure groups like Extinction Rebellion, Just Stop Oil and BLM a sign of hope or symptomatic of a crisis in British politics? Why do people vote as they do and are we simply victims of media manipulation? With three prime ministers in just the last few months and a government lurching from one scandal or misstep to the next, is our system of representative democracy broken? Does America have “the best political system that money can buy” and is the president really the most powerful man in the world? What does the contested election of Joe Biden and the continuing appeal of Donald Trump, despite two impeachment hearings, say about American politics today? Is the West as a whole facing an existential crisis over the war in Ukraine and the rise of China? If understanding and debating the stories behind the news and getting to grips with unfolding events that are shaping our present and future appeals to you, then politics is a subject you should consider as one of your A level choices. You will also have the opportunity to take part in a wide variety of visits, seminars and question and answer sessions involving MP’s and political experts-not least the opportunity to visit Parliament and Washington DC as part of your A level course. Politics is an established, increasingly popular and very successful A level subject which combines well with a range of other subjects. It is also a popular university option, either on its own or as a joint honours degree, and is an ideal preparation for studying law.

EXAM BOARD

AQA

ENTRY REQUIREMENTS

GRADE 7 OR ABOVE IN GCSE HISTORY OR AN-OTHER RELATED SUBJECT

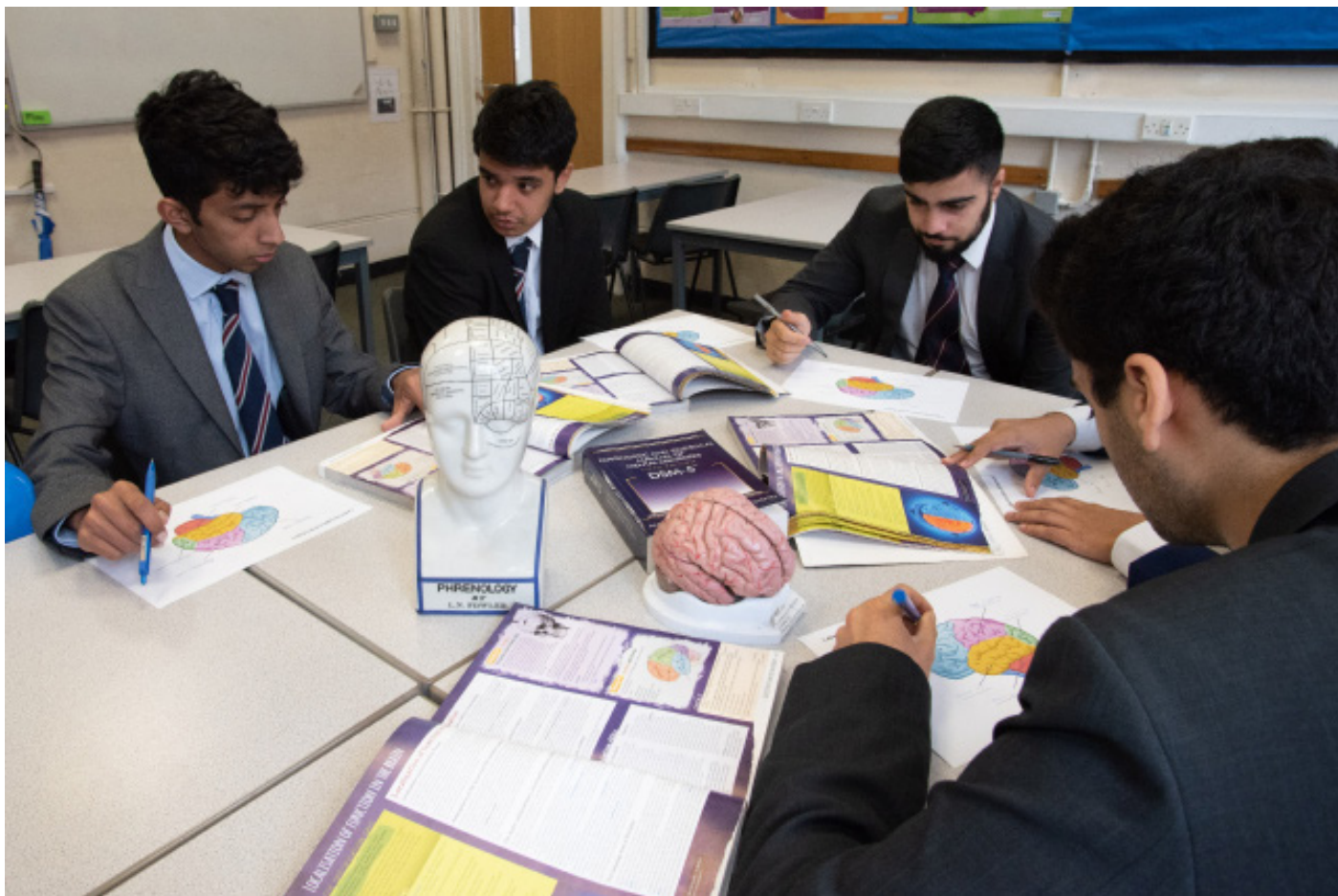
HEAD OF DEPARTMENT

MR AMANN

Where can this subject take you?

A-level Politics students have gone on to many of the best universities in the land to study political science, law, international relations or other related subjects. Beyond this a very wide range of careers is available with business, various management roles in both the public and private sector, the law, the civil service, politics, management roles in the charitable sector and teaching being among the more popular options pursued by recent graduates.

PAPER	CONTENT	ASSESSMENT
UK Government and Politics	UK political and government structures	2 hour exam 33.3%
US and comparative Government and Politics	US political and government structures + comparison with the UK	2 hour exam 33.3%
Political Ideas	Core and non-core ideologies	2 hour exam 33.3%



Masterclasses
 Revision Conferences
 Psychology and Pseudoscience Conference
 Psychological research conducted in school by local academic Psychologists
 King Edward VI Aston Psychology Twitter account @keastonpsych



Psychology

Psychology is the scientific study of the mind and human behaviour. Psychologists observe and conduct experiments to find out more about the way people act and interact. They try to understand what motivates, challenges or changes us and use this understanding to help us tackle personal and social problems. The aim of this A-level course is to give you a broad understanding of the main areas of psychology including the Biological, Behavioural and Cognitive approaches. It aims to give you a better understanding as to why humans and non-human animals behave and think the way they do in certain situations. The A-level looks more deeply at some key theory areas such as relationships which might give students and interesting understanding of their own current and future relationships. It explains how psychology has developed from the early days of Freud up to the recent advances in brain scanning techniques.

This A-level would suit candidates who want to find out and understand behaviour. Students who take this course need to be willing to learn and analyse past experiments that have been conducted by psychologists and apply the knowledge learnt from this research to novel examples. Students need to have a general interest in science and be keen to learn how the brain is structured. Students need to be willing to debate the advantages and disadvantages of research, including the ethics involved in experiment design.

EXAM BOARD

AQA

ENTRY REQUIREMENTS

GRADE 7 IN ONE SCIENCE (PREFERABLE BIOLOGY)

HEAD OF DEPARTMENT

MISS CARTER

Where can this subject take you?

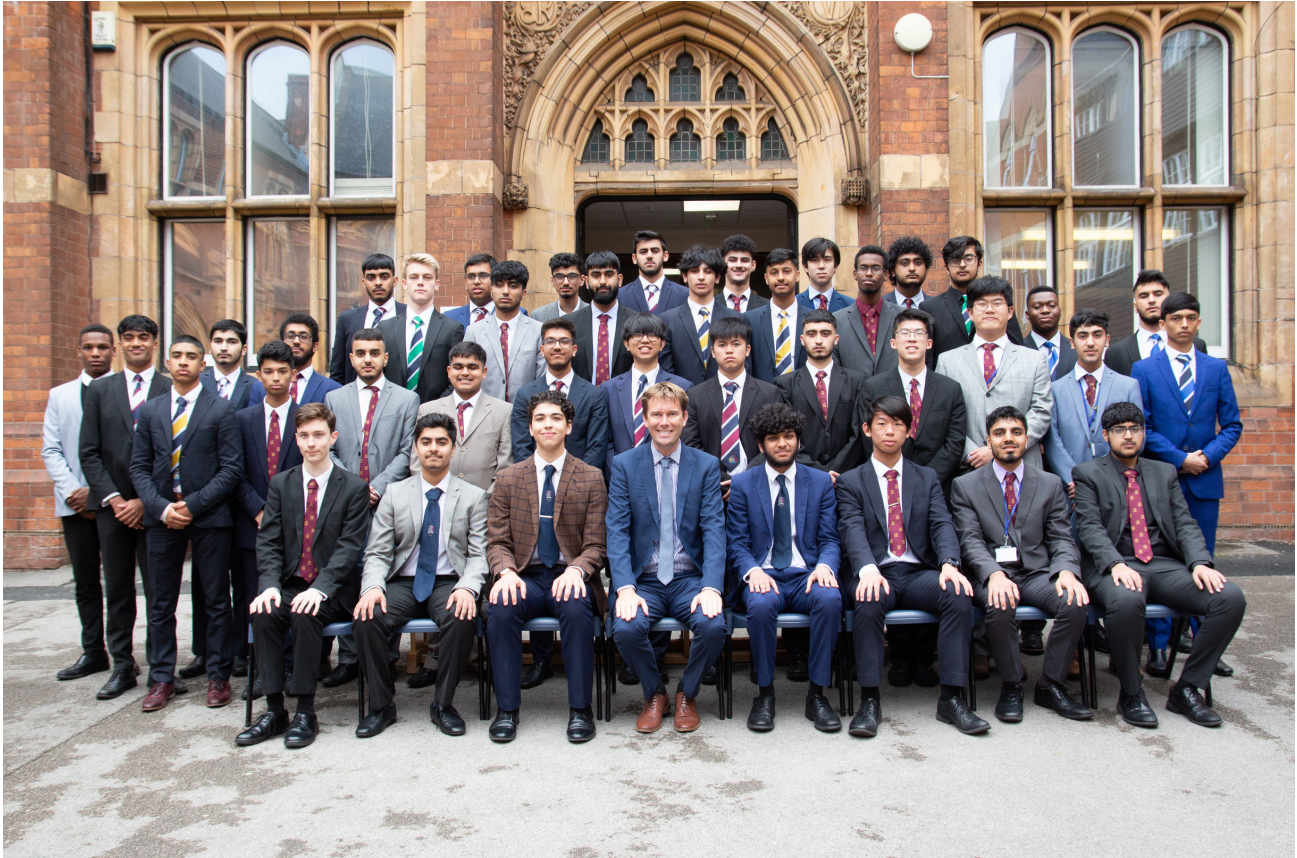
Studying psychology at a higher level keeps your options open to pursue a career in a scientific or arts field. To become a professional psychologist, further research and training will be required. Some specific careers in psychology include: Clinical psychologist, educational psychologist, forensic psychologist, teacher of psychology, occupational psychologist, sports and exercise psychologist. Other related careers include: medicine, law, HR, market research, counselling and business.

PAPER	CONTENT	ASSESSMENT
Paper One: Introductory Topics in Psychology	Social Influence Memory Attachment Psychopathology	2 hours 33%
Paper Two: Psychology in Context	Approaches in Psychology Biopsychology Research Methods	2 hours 33%
Paper Three: Issues and Options in Psychology	Issues and Debates Relationships Schizophrenia Aggression	2 hours 33%





**KING EDWARD VI
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