



THE **Leys**
CAMBRIDGE



**SIXTH FORM
A LEVEL OPTIONS**
2025-2027



Sixth Form at The Leys



We hope you find this booklet helpful in finding out more about the Sixth Form. At The Leys we offer Sixth Formers an exciting and unique experience at the heart of this world-class university city. To find out more please do get in touch or, if you are new to The Leys, please come and visit us to see for yourselves.



Pupils of all ages display excellent attitudes to learning. They show a genuine love of learning and an insatiable desire to soak up new knowledge at every opportunity.

~ ISI Report 2022

A message from *The Headmaster*

When I speak to Sixth Formers here at The Leys, I am struck above all by their motivation and the sheer enthusiasm they feel about studying a set of subjects which they have chosen. Our success in recent years, both in terms of A Level results and in University admissions, indicates that this is a school which gives its Sixth Formers outstanding teaching, an exceptional learning environment and the best possible qualifications as they move on to Higher Education.

The Sixth Form is both the most important and the most enjoyable stage of your education. Great opportunities are open to you in these two years. Academically, you will be aiming to achieve grades which will open doors to the universities of your choice. Intellectually, you will develop your skills with the support of the teaching staff, yet within a more adult learning environment, with greater emphasis on independent learning. Outside the classroom, you will be able to make significant contributions at a high level in games, the Arts and other extra-curricular activities. Throughout your life at The Leys, you will also have opportunities to develop leadership skills which will be of immense value in later life and you will make friendships with your peers and with members of staff which will endure for many years to come.

The Leys is a particularly friendly and welcoming school, and anyone joining in the Lower Sixth is quickly made to feel at home. Many pupils enter the school at this level, often because of the attraction of our two Sixth Form Houses, Granta and East, which offer alternatives to joining a 13-18 House.

There is a great deal of information in this booklet relating to the academic life of the Sixth Form. I encourage you to study it carefully and to discuss it with your parents.

Sixth Form life at The Leys offers the ideal stepping stone to University. It is both challenging and stimulating, it gives an opportunity for all-round development and it provides a blend of independence and support which ensures that you gain the best possible qualifications and skills to take you on to the next stage.



Martin Priestley
Headmaster

Introduction

Ethos

The School is proud of its Sixth Form pupils and of what they achieve. Helped by committed teachers, they are encouraged to make the transition from 'dependent' to 'independent' learners. It is also hoped that they will acquire adult social skills along with academic qualifications appropriate to their abilities and aspirations. As part of this process, and within clear and firm guidelines, they are accorded greater freedoms in dress, study, time and movement. This changed status is also reflected in relationships with staff: there is a heightened sense of common purpose, of working together as adults, and of shared commitment. Treated as adults, Sixth Formers are expected to behave as such, sharing an increased responsibility for the smooth running of the School and of the Houses, behaving with courtesy and consideration to all within the School community.

Admission to the Sixth Form

Pupils will normally be admitted to the Sixth Form if they have achieved above an average of 5.5 at GCSE from their best 8 subjects and at least a grade 5 in Maths and English. We would hope pupils starting an A Level subject would have at least a grade 7 at GCSE.

Academic Progress

The main purpose of the Sixth Form at The Leys is academic study. The Sixth Form programme is designed to ensure that pupils settle down quickly and work to the best of their ability. Tutors and teachers work with tutees on study and time-management skills.

The Tutor

Tutors are responsible for advising, monitoring progress and helping pupils with university applications, time management and making full use of School resources. In addition, pupils have easy access to the Director of Studies, the Careers Department, their teachers and their Housemaster or Housemistress.

Patterns of Work and Study Skills

Pupils will find that work in the Sixth Form will be very different in character from that further down the School. They will be studying a smaller range of subjects - subjects of their choice - in which powers of analysis and conceptual thinking will be central. To meet this new challenge successfully they will need to adopt new approaches.

Most importantly, pupils will be working on their own much more. About a quarter of their timetable and all private study time will be theirs to organise. Time management and clear planning are critical to make best use of this time. Their subject teachers in the Lower Sixth will expect them to spend a minimum of five hours per week, per subject, in private study.

The School Library is open for study during the day and during prep time on each weekday evening, with a member of staff on duty. Pupils are especially encouraged to make use of the Library at these times.

Equally important is the need for pupils to explore subjects on their own, to read widely, to attend related societies, to visit museums, theatres and libraries, and attend lectures, in Cambridge and elsewhere.

The key to successful Sixth Form study is that pupils should be willing to take the academic initiative.

Academic Activities

In addition to a wide range of academic clubs and societies, there is a programme of lectures, visits and workshops on such topics as the Arts, the Media and Industry for Sixth Formers which runs through the year. The Headmaster's Society is an opportunity for discussion and debate. In addition, Sixth Formers intending to apply to Oxbridge are supported through the year by departments and by "Critical Thinking Accelerator" days held in the Summer Term.

Sixth Form Scholarships

The Leys School offers a number of Sixth Form Scholarships under the categories of: Academic, Music, Choral, Art, Drama and Sport. They are open to those entering the School as well as to current pupils who will be entering the Sixth Form in the Autumn Term 2025.

The closing date is **4 October 2024** and further details and forms can be obtained from the Admissions Team (admissions@theleys.net).

The Wider Curriculum

Although the main focus of the Sixth Form must be academic study, The Leys is committed to a wider education. Sport, theatre trips, choirs, orchestras, productions, debates, social events, clubs, House outings, CCF, Duke of Edinburgh's Award Scheme, Community Service, Societies and guest speakers all encourage Sixth Formers at The Leys to develop skills and interests which will stay with them for the rest of their lives.



Learning Support and International Support

For pupils who require extra support with their studies, both the Learning Support and International Support departments have highly experienced teachers to help them. Full details are available in the General Information Booklet or from Ms J Sokolowska (Learning Support) and Ms S Byrne (International Support).

Careers and Further Education

In the Sixth Form, careers advice and the UCAS application procedure are delivered through a combination of tutorial advice, a PSHE programme and direct support from the Careers Department.

There are several computer-based facilities in the well-resourced Careers Area, which enable pupils to research their areas of interest independently. Additionally, they will be kept informed of Careers Experience Courses or Conferences, Scholarships and Bursaries, Work Experience opportunities and other challenges that will give them insight into areas that they find to be of interest to them. Throughout the year, guest speakers, representing a variety of professions, will visit the school in order to offer pupils advice and a greater understanding with regard to specific careers.

The Careers Department organises a Careers Forum for the Lower Sixth during the Lent term at which pupils have the opportunity to find out more about a number of different careers. At this Forum speakers give brief talks to groups about their careers, followed by a discussion session. There is also a display of stands provided by local employers and gap year organisations.

The Head of Sixth Form and Careers oversees the university admission procedures and provides advice on careers and universities. The UCAS procedure begins in the Lower Sixth with pupils using the industry-standard Unifrog platform to audit their skills and ambitions and match these to potential university courses. Pupils can use the results of the research to help them plan and prepare their UCAS applications from the end of the Lower Sixth onwards.

The Academic Programme

In addition to the A level courses, all pupils have the option to take an Extended Project Qualification (EPQ). This project involves independent research and is well received by universities. There is also a programme of PSHE lessons in which pupils study a variety of topics, including Personal and Learning Skills, Careers and University Preparation, Politics and Citizenship, Relationships and Personal Health issues. The course is tailored to the needs of pupils in the Sixth Form and is designed to provide mature insights into these important areas.

The choice of A Level courses is flexible up to a point and the school will endeavour to accommodate all requests. However, there are constraints on the timetable and parents and pupils need to be aware that there may be certain combinations of subjects that will not be possible to schedule. Where there are problems with a set of choices it will be necessary to discuss the available options with the Director of Studies.

When making choices, please bear the following in mind:

- A subject may not be offered if demand is insufficient
- It is not possible to offer all subject combinations
- Once the blocks have been decided (March), changes in combinations are constrained by the position of the subjects within the blocks
- Choice of courses to be followed should be made by pupils after careful consultation at school and at home.
- Sixth Form pupils who start their Lower Sixth studying four subjects are expected to continue with all four until the end of the third week of term.

Further information about all subjects can be found on the school's website.

Mr Oliver Peck
Deputy Head (Academic)

Mr Robin Griffiths
Head of Sixth Form and Careers





Subjects Available

Ancient History	8
Art	9
Biology	10
Business Studies	11
Chemistry	12
Classical Greek	13
Computer Science	14
Design Technology	15
Drama and Theatre	16
Economics	18
English Literature	19
French	20
Geography	21
History	22
Latin	23
Mathematics and Further Mathematics	24
Music	25
Physics	26
Politics	27
Psychology	28
Spanish	29
Sport Science	30
Theology	31



Pupils' achievements outside the classroom are extensive. This is supported by an extra-curricular provision that is a real strength of the school both in its range and scope, and its success is enjoyed by pupils of all ages.

~ ISI Report 2022



How to Choose?

Pupils should choose subjects that interest them and in which they have ability. This will help to ensure the best possible grades. Career aims may also dictate a particular choice of subjects or, if serious study of a particular subject at a higher level is envisaged, it may be advisable to combine that subject with other complementary subjects. The A Level programme allows plenty of breadth and pupils are strongly encouraged to take full advantage of this.

Universities make offers based upon grades. Therefore interest and performance are vital in choosing Sixth Form subjects. It is advisable to consult the UCAS website as some courses have special requirements e.g. Medicine and Engineering as certain A Levels may be required for those courses. The quality of GCSE results is also important to universities. Business Studies, Classical Civilisation, Drama and Theatre, Economics, Geography, History, Politics, Psychology and Theology do not require pupils to have studied the subject at GCSE level. They can be started from scratch provided that aptitude has been shown in a relevant GCSE subject. However, pupils need to be aware that starting one or more subjects with no prior background will require real commitment and hard work.

Programme

Autumn Term 2024

Sixth Form Choices Evening on 19 September for external candidates.

Subject displays during the Autumn Term for current pupils at The Leys.

January/February 2025

Provisional choices are made, and there will be a Parents' Evening for current Year 11 pupils.

March 2025

Timetable blocks set and lists of subjects/sets drawn up. Pupils kept informed of possible problems.

Autumn Term 2025

Advice panels and registrations with Heads of Departments (first day of term).



Ancient History

Head of Department: Mrs C A Drinkwater
Exam Board: OCR

The ancient world has a rich, vast and varied history which offers us opportunities and insights into the very earliest origins of our modern political, social, economic, religious and cultural experiences. With exploration of the international relations between countries from the heart of the Mediterranean through to Africa and the Near and Middle East, as well as reaching into ancient Europe, including Britain, there is huge diversity, relevance and resonance to the challenges and issues we face today. Ancient History A Level is rooted in original sources from a wide-ranging time span, from the early 5th century BCE at the start of the Persian Wars with Greece through to the late empire in the 1st century CE under the Flavian emperors in Rome, giving pupils the chance to study contemporary views from the time alongside modern historians' criticism and opinions. As with any study of the ancient world, gore, death, dysfunctional families, conspiracies, scandals and love affairs abound in the historical narratives set for study; so there really is something to capture everyone's imagination!

Topics

There are two period studies and two depth studies for Ancient History A Level, one period and one depth study each for Greece and its neighbours, and Rome.

Greece and its neighbours (examined in one exam paper of 2 hrs 30 mins)

Period Study: Relations between Greek and non-Greek states 492-404 BCE (the Persian and Peloponnesian Wars)

Depth Study: The Politics and Society of Sparta 478-404 BCE (the rise and fall of Sparta)

Rome (examined in one exam paper of 2 hrs 30 mins)

Period Study: The Julio-Claudian Emperors 31 BCE - 68 CE (the reigns of the emperors Augustus, Tiberius, Caligula, Claudius and Nero)

Depth Study: The Flavian Emperors 68 – 96 CE (the Year of the Four Emperors and the reigns of Vespasian, Titus and Domitian)

Who does well

Ancient History A Level affords pupils the opportunity to build confident arguments, essay writing skills, appreciation of contemporary sources and gain an overview of critical scholarship. If pupils have enjoyed Ancient History, Classical Civilisation, History, English or any other humanities subjects at GCSE, then Ancient History will be a good fit. There is no requirement to have studied Ancient History, or any classical subject, at GCSE in order to be successful in Ancient History A Level.

Future

Ancient History is a facilitating subject with many transferrable skills which would be beneficial to anyone looking to study Humanities, or as a complement to pupils wanting to study STEM subjects but keep a broad approach to their developing skills. Pupils who have taken Ancient History A Level typically go on to study Classics, Ancient History, Ancient and Modern History, English, Divinity and Law.



Discover
more:



www.theleys.net/academic/subjects

Art

Head of Department: Ms J Hebden
Exam Board: OCR

Art at A Level is an utterly creative and exciting area of study! It facilitates the ability to research, present, collaborate, create and make in a highly independent fashion. It allows pupils the facility to discover an area of interest and excitement and explore it while learning to be tenacious, original and well informed by rigorous critical analysis. This is a hands on course with lots of practical workshops, drawing, photography and making, it is fun, fast paced and exploratory!

In addition to the core course, pupils will exhibit in public exhibitions, visit Galleries and Museums, take part in life drawing and enjoy multiple visiting artist workshops.

The Art Department contains three main areas: the Painting Studio, the Print studio and the Ceramics and mixed media Studio.

Topics

We work within the OCR Fine Art specification and pupils can choose whether to frame any approach from painting, printmaking and sculpture through to fashion or photography through a Fine Art lens.

Component 1: Personal Investigation (60% of total A Level marks). The Personal investigation is a substantial portfolio and related personal study (1000-2500 words) which spans a full year. The topics for this project are varied to allow freedom in pupils creative choices.

Component 2: The externally set task (40% of total A Level marks) is a six-week project focused on an exam board set of topics which are released in February of upper sixth. The final piece is then created over the course of a 15 hour resolution of the project. This is sat across three days.

Who does well

A minimum of Grade 6 in GCSE or equivalent in Art is required, however in some cases a portfolio may be sufficient. Pupils must be curious, enthusiastic, tenacious and willing to take creative risks. Pupils who have personal areas of interest and enjoy researching in depth will likely excel.

Future

The possibilities for today's A Level Art pupils are almost infinite in a fast changing landscape of future study and careers. Our A level Art pupils will complete the course as individuals who think for themselves, manage projects with clarity and tenacity, research independently, are able to present in creative and original formats and have the confidence and skills to show their ideas to the world.

However, this course is also an essential springboard for any student who wishes to continue into the fields of: Fine Art, Architecture, Sculpture, Product Design, Game Design, Critical and Contextual studies, Photography, illustration, Theatre Design, Fashion, Cinematography and Textiles. This covers only a small selection of the career possibilities in the vibrant and ever growing field of the creative industries.



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www.theleys.net/academic/subjects

Biology

Head of Department: Mr P M Davies
Exam Board: OCR

There's been a murder. Enter a crime scene that requires you to amplify small fragments of DNA from the victim and assorted suspects. Separate the fragments using gel electrophoresis and then stain the gels to reveal the genetic fingerprint of the murderer.

Conduct a live breeding cross between white-eyed mutant male *Drosophila* and vestigial-winged females, to investigate dominant and recessive alleles.

Sign up for the Zimbabwe, Botswana and Zambia expedition to experience, first hand, the amazing flora and fauna of the African bush.

These are but a few of the amazing experiences pupils can enjoy when studying Biology at A Level. The study of life itself, opens doors to a plethora of different career paths from Medicine to Marine Biology and Genomics to Biotechnology.

Topics

Module 1 – Practical Skills

Module 2 – Cell Biology and Biochemistry

Module 3 – Exchange and Transport

Module 4 – Biodiversity, Evolution and Disease

Module 5 – Communication, Homeostasis and Energy

Module 6 – Genetics, Evolution and Ecosystems

Who does well

The ability to apply practical skills is important. Pupils will develop their ability to design and modify practical methods as well as the skills required to present, analyse and evaluate data. 10% of the course has a Mathematics component so strong Mathematicians tend to fare well. Pupils studying Chemistry will benefit from the Biochemistry included in their Chemistry studies.

Future

Genomics and biotechnology, to mention just two critically important areas of study, are arguably amongst the fastest growing of all scientific disciplines. Why? Scientists and governments are beginning to realise that to solve global problems such as feeding nine billion people and minimising the deaths from the latest disease outbreak, solutions lie within these fascinating fields of Biology.



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www.theleys.net/academic/subjects

Business Studies

Subject Lead: Mrs S Totton
Exam Board: AQA

Studying A Level Business Studies can equip you with a range of transferable skills that are highly sought after by universities and employers.

During the course you'll engage with the world of business through the context of current case studies, exploring how internal leadership and decision-making can improve performance in marketing, operations, finance and human resources whilst considering the potential impact of operating in a continually changing external environment. Pupils will be expected to immerse themselves in a business-like mindset and to pay attention to the world around them with a focus on business and social developments such as the state of the economy, advancing digital technology, business ethics and globalisation.

Within the course you will discover how to analyse data using numerical skills including ratios, fractions, percentages and formulae calculations. Team working activities provide opportunities to develop your critical thinking, problem solving and communication skills. Independent tasks allow you to demonstrate your ability to decode questions and follow a clear essay structure to make recommendations on the best course of action for a given business scenario.

Topics

The course is split into ten units and focuses on how decision making can improve performance within different areas of the business. The course is assessed in the upper sixth through three, two-hour exam papers which use a variety of assessment styles including multiple choice, short answer, data response, essay and case study based questions.



Studying business has been a fascinating mix of theory, numeracy and real world case studies"

~ Henry B

Who does well

Within this subject students are assessed on four different skill sets: knowledge, application, analysis and evaluation. This course will ensure you go beyond repeating course content and will rely on you being able to use your knowledge to make informed decisions and present balanced arguments for why a chosen course of action may be successful. It therefore lends itself to those who enjoy essay style questions and who feel comfortable working with numerical data.

Future

For those uncertain of which subject to study at University or exploring a different route into working life, Business Studies demonstrates a diverse skill set and is highly regarded as a course that develops pupils' critical analysis, decision-making and problem-solving skills. It is particularly valuable for those focusing on humanities to show numerical ability and enriches your options for further study and beyond.



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Chemistry

Head of Department: Dr S Black
Exam Board: AQA

A Level Chemistry will take you beyond the models of understanding taught in GCSE towards a more realistic and more complete conceptualisation of the physical world around you.

Why do chemical reactions occur, and can we explain and control their outcomes? Chemistry is the study of substances their compositions, structures and interconversions. A Level chemistry is for pupils curious about the world around them and who ask "why"? As an analytical subject, you will develop critical thinking skills and will use your numeracy to spot patterns and trends as well as learning to solve a wide range of interesting problems.

Topics

The course builds on the skills and knowledge developed at GCSE initially, including bonding, structure and quantitative chemistry. The course is then effectively split into the three traditional areas of chemistry: physical, organic and inorganic taught in two teaching halves over two years. Throughout the course, you'll receive regular feedback on your work and take departmental tests based on exam-style questions. There are three exams at the end of the course - the first two exams focus on the theoretical concepts that have been studied - The third exam covers practical skills and will include synoptic-style questions. Over the two years you will carry out a minimum of 12 common experiments, which are assessed by your teachers and used as evidence for the Practical Skills Endorsement.

Who does well

Hard working pupils who enjoy problem solving using mathematics and who are prepared to consider abstract ideas. A Level chemistry builds closely from GCSE content and those who can explain concepts at GCSE level fluently are most likely to succeed in A Level.

Future

Chemistry is a highly interconnected subject overlapping with Biology, Physics, Mathematics, Engineering and, increasingly, with Computer Science. A Level Chemistry prepares pupils to be effective critical thinkers and communicators with strong numerical fluency, attributes desired by many employers. Chemistry is a highly regarded A Level by UK universities and is a prerequisite for the study of undergraduate Medicine, Dentistry and Veterinary Science.



Pupils work exceptionally well together in lessons and activities; they collaborate instinctively in highly effective ways.

~ ISI Report 2022



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www.theleys.net/academic/subjects

Classical Greek

Head of Department: Mrs C A Drinkwater
Exam Board: OCR

The ancient Greek world holds great fascination in popular culture today with a plethora of films, television programmes, novels, and even musical theatre productions emerging in the last few years. Studying the language and literature of the ancient Greeks offers pupils a valuable insight into the original thoughts, values, and works upon which these modern interpretations are based.

Not merely an extension of the decoding and critical interpretation skills pupils have enjoyed developing during their GCSE, studying A Level Classical Greek throws open the gates to the fundamentals and foundations of Western philosophical, cultural and political thought and sheds light on the early relationship between the ancient West and Near and Middle East. Coupled with opportunities to read about tragic heroes, murderous victims, political strife and satire, and explorations of the nature of beauty, love, and truth, Classical Greek A Level is a discerning choice for pupils.

Topics

Pupils prepare for four exams:

- Unseen translation from both prose and verse authors
- Prose comprehension or composition
- Prose literature (based on stories from history, oratory or philosophy)
- Verse literature (based on mythology, tragedy or comedy)

Who does well

Classical Greek up to GCSE level is required to progress to A Level. Pupils who have strong analytical, evaluation and problem-solving skills will enjoy the numerous different applications across translation, comprehension and literary passages. Pupils who want to advance their critical thinking and verbal and written communications skills would also benefit from the literary and source-based elements of the course. In the past pupils have combined studying Classical Greek at A Level with an assortment of other subjects such as Chemistry, Maths, Politics, and Modern Foreign Languages, as well as other classical subjects.

Future

Pupils choosing A Level Classical Greek often go on to read Classics at university, but have also frequently gone on to read for degrees in subjects such as Medicine, Law, and Maths. Given the relatively small number of pupils in the country studying Classical Greek, an A Level in the subject will certainly help pupils to stand out when it comes to university applications.



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www.theleys.net/academic/subjects

Computer Science

Head of Department: Mr T Fung
Exam Board: AQA

Computer Science is an intensely creative subject that combines invention and excitement, allowing learners to apply the academic principles learned in the classroom to real world systems. The course values computational thinking, helping pupils to develop the skills needed to solve problems, design systems, and understand the power and limits of human and machine intelligence. They will develop an ability to analyse, critically evaluate and make decisions.

The course is broken down into the following in line with the final assessments:

40% - Theory of Computer Science

40% - Practical Aspects of Computer Science

20% - Non-Exam Assessment (NEA) – A pupil-led project

Topics

Key features of some of the topics that will be covered include:

- Systematic approach to problem solving
- Computer programming and algorithms
- Mathematical skills used to express computational laws and processes
- Computer systems, computer organisation and architecture
- Consequences of uses of computing
- Databases and Big Data

Who does well

Although a GCSE (grade 6 or higher) in Computer Science is preferable, it is not essential.

Strong mathematical and problem-solving skills and a genuine interest in how computers work are essential.

A minimum of a grade 6 in GCSE Mathematics is required.

Future

The future destination for pupils studying Computer Science is limitless, as it has strong links in many industries and are embedded in our daily lives. It encompasses a diverse range of subjects and not just in Computer Science, Computing Engineering, Mathematics and Science.



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Design Technology

Head of Department: Mr C D Battle
Exam Board: AQA

The Design Technology course offers a broad investigation of material science and the manmade world. Those studying this subject will gain an understanding of the methods used by Product Designers, Architects and Engineers. Skills learnt include traditional and modern technologies (CAD/CAM). This creative and thought-provoking qualification gives pupils the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by creating products of their choice. They will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

Topics

Pupils will develop their designing skills through a series of technical assignments designed to challenge and develop their creative skills. They will design and build products using CAD and CAM systems. The Upper Sixth focusses on the development of a student chosen 'Major project' which will see them develop an idea from concept to working prototype alongside a detailed design portfolio.

Who does well

Previous experience of a design course (e.g. GCSE 'Product Design') is usually expected. However, those without a relevant GCSE, but who have good graphics skills and are able to provide examples of high-quality work, may be considered. They need to be self-motivated and able to organise their time effectively.

Future

Design Technology provides a valuable qualification for anyone considering a future in Engineering, Product Design or the Technical Industries. The subject allows students to explore a wide range of specialist areas developing their problem solving, communication and project management skills and is therefore valuable experience for many future career options.



Pupils spoke with pride of competing in the Green Power Trust regional heats, successfully racing an electric car that they had designed and built."

~ ISI Inspection Report 2022



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www.theleys.net/academic/subjects

Drama and Theatre

Head of Department: Mr J Johnson
Exam Board: Edexcel

The course develops practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, either in a performing or theatre designing role. You will also be required to write about drama and to develop your powers of analysis to become an informed critic and to think as a Director, Performer and Designer. The course will involve taking part in drama productions, as well as studying plays and playwrights. Pupils successfully completing the course will have a thorough understanding of drama and theatre, highly developed analytical and creative skills and an ability to communicate effectively with others. There is an academic rigour to the A Level, with elements of History, European literature and Philosophy explored alongside practical work. The course will teach you excellent teamwork, resilience and leadership skills that employers and university admissions tutors look for in candidates.

Topics

The course is divided into three components.

Component 1: Devising Performance or Theatre Design and Portfolio, worth 40%.

Component 2: Text in Performance. Practical Performance or Theatre Design exam, worth 20%.

Component 3: Theatre Makers in Practice. Written exam worth 40%, Write as a Director, Performer, Designer and Audience member, 2hr 30 mins

Who does well

Pupils who do well at this subject have studied an arts/performance based subject at GCSE (Drama, Art, Music, Performing Arts and/or Dance). They have a passion for performance or design, enjoy theatre and film and creating their own work. Working with others but the ability to be an independent thinker is also important.

Future

From my previous teaching of A Level Drama and Theatre Studies, students have progressed to study:

Drama and English, Fashion Design, History, Event Management, Photography, Drama and Theatre Performance, Music, Politics and Economics, Musical Theatre, Teaching, English Literature, Acting, Theatre Studies, Drama and Spanish, Stage Management, Theatre Design (Costume/Lighting/Sound), Sports Science, Medicine. Others have progressed to study at Drama schools such as RADA, Royal Welsh College of Music and Drama, The American Academy, GSA, Guildhall, LAMDA.



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Economics

Head of Department: Ms L Kamynina
Exam Board: AQA

As John Maynard Keynes once said: "The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood."

This quote underscores the relevance and importance of studying A Level Economics. This course provides a robust platform for understanding the complexities of the global economy, and the principles that govern businesses and households. It enables pupils to understand and interpret economic data, to grasp the implications of government policies, and to discern the impact of economic trends on society. By doing so, A Level Economics not only enriches one's academic prowess but also enhances critical thinking and decision-making skills, vital in both personal finance and the wider world. Furthermore, this course is a stepping stone to numerous career paths, ranging from finance to policy-making, instilling a comprehensive understanding of the economic landscape, thus fostering well-informed, responsible, and proactive global citizens.

Topics

A Level Economics introduces pupils to key economic concepts such as supply and demand, market structures, and economic indicators. They delve into macroeconomic topics like fiscal, monetary, and supply-side policies, and global trade, while microeconomic segments address consumer behaviour, market failure, and competition. Additionally, they learn to apply economic theory to real-world situations.

Who does well

Success in A Level Economics necessitates strong analytical skills to understand and apply economic principles, critical thinking to evaluate economic models and theories, numerical

competency to interpret data and statistics, effective communication for articulating ideas and arguments, and an interest in current affairs to contextualise economic events and policies.

Future

Studying A Level Economics equips pupils with the ability to make informed decisions about personal finances, investments, and career choices. It enhances their understanding of global events and governmental policies, enabling them to actively participate in socio-economic discussions and decisions, thereby shaping a more informed and engaged society.



Economics has been an intriguing journey of critical thinking and reflection, creating a greater understanding of economic knowledge intertwined with application in the real world."

~ Charles C



English Literature

Head of Department: Ms P Stones
Exam Board: OCR

English Literature is an exciting option for A Level which would suit pupils who are independent thinkers, engaged with the wider world and able to discuss literature and ideas through debate and analysis. The A Level is best enjoyed by keen readers who are looking to develop their knowledge of plays, novels and poetry from all eras and many cultures. Equally it is an A Level suited to the politically minded and those interested in forging connections between their own experiences and how these are reflected in literature. It is an A Level that asks questions as opposed to looking for answers and we habitually examine texts in connection with other artistic mediums such as art, film and music. The A Level will also suit those who wish to develop their writing style and those with an enquiring mind.

Topics

Pupils study a module in Drama and Poetry pre-1900 and a module in Comparative and Contextual study which will explore the Dystopian genre. Texts choices are regularly reassessed to ensure pupils are encountering literature that resonates with their experiences in a contemporary world, but recent examination texts include: The Tempest, Paradise Lost, 1984, Children of Men, The Duchess of Malfi and The Handmaid's Tale. Two coursework essays will be written on modern texts: one close textual analysis essay of 1000 words on one text; and one comparative essay of 2000 words on two texts. We will study three post-1900 texts; one of these will be post-2000. This will account for 20% of the A level. Recent texts include: the poetry of Philip Larkin, the poetry of Sylvia Plath, Death and the Maiden, On Chesil Beach, Pink Mist, the poetry of Edward Thomas, Brave New World, the poetry of Derek Walcott, Small Island and Never Let Me Go.

Who does well

To make a real success of A Level in this subject, it is essential to have a lively mind and to be genuinely excited by reading and by literature beyond the requirements of the syllabus; independent reading of course content outside of the classroom is expected. At least a grade 6 in GCSE or IGCSE English is required.

Future

Whether the aim is to go into law, journalism, teaching or any other demanding career, English is a sound choice. Even those who do not think of themselves primarily as arts pupils will find that communication skills are essential in any area of working life.



The skills this A Level develop are invaluable in being able to decipher writing and understand the influences behind it."

~ Josh W



French

Head of Department: Mr S Leader
Exam Board: AQA

Never before have languages and learning a language become so valuable. Opportunities to work abroad and to travel to all parts of the globe are vastly more enjoyable if one can communicate in the language spoken in that country. Cultural knowledge and understanding remain fundamental to meaningful communication, creating relationships and access to new ideas and influences. Not only do languages enrich one's global cultural knowledge, but they can also improve comprehension and critical thinking skills – both of which are useful for many university courses. The ability to speak another language offers more diverse opportunities and opens the door to new experiences. This A Level course provides the perfect opportunity to extend an existing understanding of a language.

Topics

The A Level syllabus covers aspects of artistic culture in the French-speaking world (French gastronomy, cinema and music, for example) and current trends and aspects of French-speaking society such as family, charity work and cyber-society. In the Upper Sixth we look at current social issues and aspects of political life. We also study a book and a film.



Languages set you free; they are a passport to new cultures, offer exciting opportunities in study and work and help build bridges between countries and continents.”

~ Mr S N Leader, Head of French

Who does well

French is an advisable and enjoyable choice for all, and within the grasp of any pupil who has gained a Grade 6 at GCSE. Pupils who are open-minded and keen to discover the society and culture of another country tend to do well, as do those who are willing to 'have a go' with the spoken word.

Future

Many of our pupils have gone on to further study of languages at university, several of them at highly prestigious universities, but an increasing number are combining languages with Business Studies, Art, Music, International Relations, Economics and Marketing.



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more:**



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Geography

Head of Department: Miss A Barnes
Exam Board: Edexcel

In today's rapidly changing world, there is arguably no more important time to be studying Geography. A Level geographers learn to see the bigger picture as they make connections between diverse physical systems, environments, and human populations. They engage critically with contemporary issues in a wide range of places, applying their geographical knowledge, understanding and skills to make sense of the world around them. Pupils learn fieldwork skills through a residential trip to the Lake District, and are equipped with research and writing skills as they undertake a field work investigation of their own design. Studying Geography in Sixth Form is an enjoyable, stimulating and challenging experience as pupils develop a more in-depth understanding of the world and acquire a range of skills which will prove valuable whatever path they choose to take beyond A Level. Geography's varied nature makes it an excellent complement to a broad range of other subjects.

Topics

Pupils study a wide range of topics such as glacial landscapes, human rights, superpowers and human interactions with the water and carbon cycles. Towards the end of the course pupils will learn to draw on all their geographical knowledge and understanding to answer synoptic questions which ask them to consider the role and attitudes of different players and future uncertainties.

Who does well

Most important are an enthusiasm to learn about the world and a desire to work hard, though a good level of literacy, numeracy and ICT skills, as well as the ability to write extended answers are also important. Having studied Geography for GCSE is helpful but not essential.

Future

Leysians often go on to study Geography and related courses such as Anthropology, Geology and Environmental Science. Geography graduates are considered highly employable as they have skills employers want such as literacy, numeracy, ICT and wide general knowledge and therefore go into a broad range of careers such as management consultancy, accountancy, environmental planning and law.



In a geography lesson, pupils worked with purpose and diligence, supporting and encouraging one another wholeheartedly, as they worked on activities looking into the causes and effects of traffic issues in Cambridge.”

~ ISI Inspection Report 2022



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more:**



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History

Head of Department: Mr N R Born
Exam Board: AQA

History is so much more than a succession of past events to be interpreted by modern man: our trade is the sum of human experience and our tools the skills to find pattern and sense in the enormous mass of data and the finely focused details that surround us. Ask any current Sixth Form historian and they will tell you that studying History for its own sake is intrinsically rewarding but that the subject also combines very well with any other subject, whether the sciences or arts. It is the subject that nurtures skills crucial to every other discipline and is regarded well on any competitive UCAS application. In each class pupils will be taught a different topic by a subject specialist teaching to their own degree specialism and interest; their subsequent enthusiasm and knowledge combine to offer a popular and very well taught academic A Level. Records illustrate the department's long-standing reputation for exam success.

Topics

There are two papers: the Breadth Study and the Depth Study. The Breadth Study offers an opportunity to study broad developments over time, tackling big themes as seen through a long lens. You can choose between The Crusades & the Middle East 1071-1204, or The Rise & Fall of the British Empire, 1857-1967.

In contrast the Depth Study focuses on documents from periods of History that have fascinated historians and have been deliberately chosen to complement the Breadth Study. You will study either The Cold War, 1945-1991 or Modern Britain 1951-2007. In addition, all students complete the NEA: a submitted essay of 4000 words, addressing either The Crisis of British Monarchy, 1603-1702 or Indian nationalism and independence 1857-1947.

Who does well

Historians learn how to write crisp, lucid and entertaining essays and how to handle historical sources with cynicism and imagination.

At A Level they begin to investigate the subject further for themselves, reading with interest and purpose, making concise notes and drawing their own conclusions. Above all, they learn to think clearly, broadly and creatively, contributing to lively discussion in lessons. Some fluency in writing, enthusiasm for reading and the courage to draw their own conclusions are an advantage. All these skills are encouraged by individually tailored support throughout the Sixth Form. Good historians are also self-starters who do not always need to be told what to do. Those who want to broaden mind and imagination gain most from History at A Level.

Future

Historians' reputation for skill in research and penetrating analysis ensure that they have a route not only into law, journalism and the Foreign Office but also into politics, business and industry. The best universities recognise the value of historical training, which is why History at A Level remains among the most respected qualifications at university entrance.



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more:



www.theleys.net/academic/subjects

Latin

Head of Department: Mrs C A Drinkwater
Exam Board: OCR

Studying Latin at A Level is not just an enhancement of the literary and linguistic skills pupils have enjoyed building at GCSE level, but rather a jumping off point which gives far deeper access to the culture, society, ideas, and values of the ancient Roman world. Latin is a multifaceted subject offering pupils the chance to develop their computational thinking (through decoding grammatical and linguistic constructions), creativity and flair (through literary interpretation and translation) and written and verbal communication skills, all while gaining fluency in one of the foundational languages of Europe.

Pupils read a wide range of passages written in both prose and verse, giving them a broad experience of canonical and lesser-known ancient works, as well as a plethora of different genres and authors, including the historian Livy, Ovid the love elegist, writer of epic Virgil, and orator and lawyer Cicero. Spanning right from the foundations of Rome, through the wars with Hannibal in Carthage, to the establishment of the empire and the often scandalous or ill-judged antics of the emperors, there is no shortage of excitement and curiosity in Latin lessons!

Topics

Pupils prepare for four exams:

- Unseen translation from both prose and verse authors
- Prose comprehension or composition
- Prose literature (based on stories from history, oratory or myth)
- Verse literature (based on mythology, drama or romantic poems)

Who does well

Latin up to GCSE level is required to progress to A Level. Those with good decoding and problem-solving skills will especially enjoy the translation aspect and anyone looking to enhance their communication skills (written and verbal), analytical thinking and evaluation of sources will find studying Latin at A Level rewarding. A Level Latin pairs well with any combination of subjects, either in conjunction with STEM subjects or as a complement to Modern Foreign Languages, Politics, History, English and other humanities.

Future

Many of our A Level Latinists go on to study Classics at university, but the department has also seen pupils progress to degrees in Russian, Theology, Medicine, Law, Politics and Maths in recent years. An A Level in Latin can help pupils to stand out due to the variety of different skills developed during the course of study.



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more:



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Mathematics and Further Mathematics

Head of Department: Ms K Evans
Exam Board: Edexcel

There are many reasons to study Mathematics beyond Year 11:

Maths is a facilitating subject

For some, Mathematics will be valuable to their other subjects and an entry requirement for certain undergraduate degree or career choices. It is also a highly regarded A Level that makes you more employable. For others, Mathematics provides a welcome contrast to their other A Levels.

You will gain new skills

By studying Mathematics, you will gain and work on skills such as problem solving, modelling, logic, statistics, and critical thinking. These are transferable skills that will be useful in all aspects of your personal and professional life moving forward.

It's a great challenge

The step from GCSE to A Level might be a big one, but, it's a great challenge. You'll get the chance to be a more independent learner and thinker at A level. You are introduced to more ideas and will be able to apply your knowledge to a variety of problems and situations.

Mathematics

A Level Mathematics is divided into two areas:

Pure Mathematics (66%) Methods and techniques which underpin the study of all other areas of mathematics such as trigonometry, calculus and proof.

Applied Mathematics (34%) is divided into two areas: Statistics and Mechanics. Statistics will include reaching conclusions from data and calculating the likelihood of an event occurring. Mechanics involves the modelling of the world around us, the motion of objects and the forces acting on them.

Further Mathematics

It is a challenging qualification, which both extends and deepens your knowledge and understanding beyond the standard A Level Mathematics. It is taught in tandem with the Single Maths. For someone who enjoys mathematics, it provides a challenge and a chance to explore new and more sophisticated mathematical concepts. A Level Further Mathematics involves further study of all the areas in Single Maths: Pure, Statistics and Mechanics.

Who does well

Whilst a good grade at GCSE/ IGCSE is sufficient to study A Level Mathematics (grade 8 or above), what is necessary is a strong technical ability, an enjoyment of rigorous methodology and enjoying being absorbed by complex problem solving.

A Level Further Mathematics requires more of the same, but is more abstract, and should be of interest to pupils with a real passion for the underlying workings of Mathematics. Those who opt for Further Mathematics tend to have strong grades in extension courses in Year 11 (such as Additional Mathematics or Further Mathematics)

In both cases, what is most necessary is an enjoyment for the subject and a desire to delve deeper into the world of Mathematics.

Future

Employers and university admissions tutors view a good grade in Mathematics as proof of a good brain. You will be equipped with a transferable set of skills and knowledge base that make you highly valuable within many occupational fields, such as research, finance, computer science, accounting, statistics, medicine, science, and engineering.



Discover more:



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Music

Head of Department: Mr M G Kenworthy
Exam Board: Eduqas

A Level Music builds on the skills introduced at GCSE, developing further the many aspects and disciplines essential for study of the subject in Further Education. A Level Music is recognised as an academic subject for entry to most university courses. The A Level syllabus followed (Eduqas) is a varied one, with various options available to accommodate the particular strengths of the individual. As with GCSE, A Level Music is split into three components: performing, composing and appraising. There are two options with the performing/composing split: Option A (35% performing/25% composing); or Option B (25% performing/35% composing), the performing component being assessed by a visiting examiner. The appraising comprises 40% of the total mark and takes the form of a written examination which is two and a quarter hours long. The small set sizes at The Leys ensure that all pupils receive ample individual attention and tuition in a supportive and stimulating environment.

Topics

There are three Areas of Study that need to be studied in the appraising component:

- AoS A (The Western Classical Tradition) is compulsory and focuses on the development of the symphony (works by Haydn and Mendelssohn).
- ONE of AoS B (Rock and Pop) OR AoS C (Musical Theatre) OR AoS D (Jazz).
- ONE of either AoS E (Into the Twentieth Century with works by Poulenc and Debussy) OR AoS F (Into the Twenty-first Century with works by Adès and Beamish).

Who does well

A Level Music is generally best suited to those who have a good pass at Music GCSE or similar. A pass in ABRSM Grade 5 Theory is also advantageous. Grade 6 standard on one or more instruments or voice is an absolute minimum, particularly if the NEA Option A is selected, where 35% is allocated to performing. A Level musicians are generally expected to participate fully in all activities, both practical and academic.

Future

As one of the four original subjects available to study when Oxford and Cambridge Universities were founded, Music is still very much acknowledged as an important and worthy subject for study which can open doors to a plethora of career opportunities including performance, recording, media, marketing, artist management and teaching. Many universities combine Music with other subjects and the rigours of the subject are compatible with both scientific and artistic courses.



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Physics

Head of Department: Mr A P Harmsworth
Exam Board: AQA

Physics is, essentially, the study of matter and energy and how these quantities interact. Since matter and energy make up everything in the universe Physics is, therefore, the study of the most basic components of our existence and, to a greater or lesser extent, the foundation of all other sciences.

Physicists comprise an extremely broad church and its principles are the basis for all engineering, electronics, computing, telecoms, transport, medical imaging, electricity, energy and more: it is unequivocally the foundation stone underpinning 21st century living. Indeed, most UK manufacturing takes place in Physics-based industry, with sector growth far exceeding all others, including a recent resurgence in the UK Space industry. Physics-based businesses contribute around £¼ trillion to the UK economy, employing over two million people. Globally, Physics fundamentally underpins efforts to reverse humanity's impact on climate change. Physicists will remain highly valued and in demand, with AI unlikely to supplant them.

Topics

Deeper in complexity and broader than GCSE, this comprehensive study of the subject encompasses:

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity
- Further mechanics and thermal physics
- Fields and their consequences

Pupils must also opt for one of: Astrophysics, Medical Physics and Turning Points in Physics.

Who does well

Strongly motivated, inquisitive individuals interested in how things work will do well. High achievers are excellent problem solvers, critical thinkers able to think laterally and enjoy studying Mathematics alongside. This practical subject sees understanding progress by meticulous experimentation and analysis through the lens of underlying theory – in other words, application and appreciation of the scientific method.

Future

Physics is a respected and valued A Level to take into Higher Education. Essential for some courses, it is viewed very favourably indeed for others. The skills learned – problem-solving, analysis, numeracy and the communication of complex ideas – are applicable across an enormous range of subjects and future careers.



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Politics

Head of Department: Mr J Fawcett
Exam Board: Edexcel

Politics A Level enables pupils to develop their knowledge and understanding of contemporary political structures and the surrounding issues in their historical context, both within the UK and the USA.

Pupils develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes developing an informed understanding of the influences and interests which have an impact on decisions in government and politics. By combining the study of the structure of governments and political systems alongside political theories, pupils will become more informed of the rights and responsibilities of individuals and groups, and their relationship within a political structure.

The transferable skills garnered from such a study will focus on developing the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements and an informed interest in, and engagement with, contemporary politics in adult life.

Topics

UK Politics. Students look at the interaction between people and the political system, addressing democracy and participation, political parties, electoral systems, voting behaviour and the media.

UK Government. UK constitution, parliament, Prime Minister and executive, and relationships between the branches of government. Political ideologies are studied in both a historical and philosophical context.

US Politics. The US constitution and federalism, congress, presidency, Supreme Court, democracy and participation and civil rights.

Who does well

Politics does not require prior subject knowledge, but those who want to understand current affairs will gain the most from this subject. Fluency in writing, enthusiasm for reading and the courage to draw their own conclusions are an advantage. Above all, they learn to think clearly, broadly and creatively, contributing to lively discussion in lessons.

Future

Pupils who study Politics have a reputation for transferable skills in their detailed knowledge and penetrating analysis, ensuring that they have a route not only into law, politics, journalism and the Civil Service but also into business and industry. The best universities recognise the value of this training, making Politics A Level a respected qualification at university entrance.



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Psychology

Subject Lead: Ms J Hudson
Exam Board: AQA

Why do people act the way they do? How do we learn? What impact do childhood experiences have on us? What compels certain behaviours and belief systems in individuals?

Psychology is an exciting and diverse subject that examines the scientific study of human behaviour and experience. It teaches us to better understand humanity and the motivational and situational variables that influence people's actions. It incorporates issues such as the development of cognition, the brain and limbic system, memory, social identity, psychopathology and attachment. Psychology requires pupils to apply their Mathematical skills and understand the methodological rigour of the Sciences, with the additional requirement of being able to formulate argument, using sophisticated and concise English.

It will suit those thinkers who are proactive, engaged, curious and have a willingness to interpret, analyse and critically evaluate data from both case studies and scientific research evidence. You will need to display an interest in wider reading beyond the textbook and specification, which will include academic articles and be able to reference this information in an essay style structure, in order to support your arguments.

Pupils will be encouraged to enter various essay prizes, including those offered by Newnham College, Cambridge, the John Locke Institute and Royal Holloway and will have the opportunity to design and conduct their own ethical research as part of the course.

Topics

Psychology is examined in three papers, each two hours in length. They are as follows:

Paper 1 Introductory Topics in Psychology: Social Influence; Memory; Attachment & Psychopathology

Paper 2 Psychology in Context: Approaches in Psychology; Biopsychology; Research Methods

Paper 3 Issues and Options in Psychology: Issues & Debates; Cognition & Development; Schizophrenia; Forensic Psychology

Who does well

Pupils who excel are intellectually curious, independent thinkers who are able to engage with counterbalancing viewpoints. A strong work ethic and organisational skills are required to deal adequately with the subject content and synoptic links across topics. To achieve top grades at A Level, pupils require strong GCSEs in Mathematics (to understand, produce and analyse complex data sets and inferential statistics), Biology (to grasp anatomy and neurology) and English (to articulate arguments and present debates in essays).

Future

Psychology, for many, offers a new science subject focused on the working of the human mind. Psychology appeals to all types of pupils and is well respected by many universities and apprenticeship schemes. It presents the opportunity to develop many different skills; critical evaluation, scientific investigation, mathematical analysis, extended writing and informed debating which can then be successfully transferred to a large variety of postgraduate, research or employment pathways.



**Discover
more:**



www.theleys.net/academic/subjects

Spanish

Head of Department: Mrs L Reyes
Exam Board: AQA

Never before have languages and learning a language been so valuable. Opportunities to work abroad and to travel to all parts of the globe are vastly more enjoyable if one can communicate in the language spoken in that country.

Learning Spanish will provide you with the opportunity to work and travel in Europe, Central and South America and other Spanish speaking countries. There are more than 30 million Spanish speakers in the US alone and Spanish is the third most spoken language in the world. By learning Spanish you will also extend your knowledge of Spanish and Latin American cultures, each having its own wealth of history and variety in such areas as literature, art, music, architecture and gastronomy amongst others.

This A Level course provides the perfect opportunity to extend your existing understanding of both this language and its associated cultures.

Topics

Topics studied in Year 12 are: the changing state of the family, the digital world, youth culture, festivals and traditions, art and architecture and cultural life in the Hispanic World.

Topics studied in Year 13 include: immigration, integration and racism and aspects of political life in the Hispanic world. Students are also required to watch a film and read a book in the target language.

Who does well

Pupils who may do well on this course will have been taking GCSE Spanish and shown a good level of competence in writing and speaking. As this is a varied course it is helpful to have an interest beyond the language itself which will be fulfilled by our exploration of cultural topics. Sometimes an interest in Hispanic art, music or gastronomy, for example, will be enough to motivate you to develop your knowledge of the language further.

Future

Spanish will open many doors in different fields due to the amount of speakers found globally. Technology and the internet has made it possible for many businesses to sell their products and services across the globe, consequently being able to speak Spanish is a real advantage. It can be helpful to speak Spanish in careers in broadcast journalism, International development, tour management, diplomatic services, interpreting, translation, international charities, education, hospitality and sports.



I have thoroughly enjoyed my first year of Spanish A Level, as every lesson is invariably fun and engaging. The stimulating topics we cover have immersed me in Hispanic culture and helped me to improve my language skills drastically. I couldn't be happier with my decision to pursue Spanish A level, as it has been such a rewarding and enjoyable experience so far."

~ Emily H



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more:**



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Sport Science

Head of Department: Mr B Elston
Exam Board: AQA

A Level Sport Science provides pupils with the opportunity to gain dynamic theoretical and practical skills within the context of sport. The course offers a well-balanced assortment of arts and sciences, so it can be combined with other subjects from either discipline.

The course covers a variety of topics, from sport in pre-industrial Britain to modern day commercialisation. 70% of a pupil's final grade is based on their performance across two exams at the end of Upper Sixth. Performance in one practical sport makes up 15% and the final 15% is assessed through a piece of written coursework.

Topics

Paper 1 "Factors affecting participation and physical activity and sport"

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

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

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

Who does well

GCSE Sport Science/PE (at least grade 6) is beneficial as it forms a basic grounding for a greater depth of learning at A Level. Pupils coming from schools which do not offer GCSE Sport Science/PE can still do the A level; however some preparation work will be expected before starting the course. An interest in all aspects of sport, a good level of physical fitness, the ability to perform in at least one sport to a high level is necessary.

Future

Sport Science is a well-recognised A Level for entry to a wide variety of university courses as there are elements of all three Sciences, History, Geography, Sociology and Psychology within the course. Some sport-specific university courses include Sports Science, Sports Medicine, Sports Management, Physical Education and Youth Sport, Physiotherapy and Rehabilitation. As the sporting world continues to flourish; so do the opportunities to work and apply your knowledge within this sector.



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Theology

Head of Department: Rev C I A Fraser
Exam Board: Edexcel

Theology is one of the oldest academic subjects found at university and now at school level. Our multi-disciplinary course covers three papers: Philosophy of Religion, Ethics and New Testament Studies. The A Level is highly respected by universities and employers for its rigour and ambition. It is on a par with any arts subject that demands several skills: literary, linguistic, philosophical and historical analysis. As such, it will appeal to anyone whose academic horizons are broad and who is interested in all issues connected with religion today. It works well with other humanities, as well as complementing science-based courses. Every year the department sends pupils on to university to read Theology or Philosophy, including Oxbridge candidates. We never lose sight of the fact that everyone is an individual and all will be given a high degree of personal attention. Results have been excellent with a high proportion of candidates achieving A or B grades.

Topics

Philosophy of Religion includes critical thinking about God, the problem of evil, the nature of philosophical language and the relationship between religion and science. Ethics considers what is right and wrong through ethical theory and practical applications such as Sexual Ethics, Justice and Medical Ethics. New Testament involves a literary study of parts of the gospels, the person of Jesus and the relevance of these foundational texts to the modern world.

Who does well

This course suits collaborative problem solvers who enjoy communicating ideas confidently, clearly, and concisely both in both written and verbal forms. If you enjoy a good argument and debate then you will enjoy Theology and do well.

Future

Theologians gravitate towards careers that encourage critical and analytical thinking. The Law, Computing, the Civil Service, the City and Teaching are major employers of theologians and some have even become Army Officers or Airline Pilots. The simple fact is that Theology will take you wherever you want to go.



I chose Theology as an A Level as I am interested in the bigger questions and the philosophy and ethics of everyday life"

~ George S



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