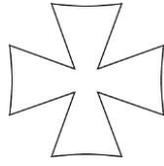
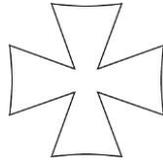


KING EDWARD VI SCHOOL

SHAKESPEARE'S SCHOOL

**A Level Courses
Information Booklet
for
September 2019**





Subjects

Ancient History

Art

Biology

Chemistry

Computer Science

Design Technology

Drama & Theatre Studies

Economics

English Literature

French

German

Geography

History

Latin & Greek

Mathematics, Further Mathematics & Core Mathematics

Music

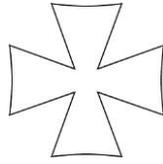
P.E.

Philosophy

Physics

Psychology

Spanish



Ancient History A Level

Awarding Body: OCR

Entry Requirements

It is expected that students will achieve at least a Grade 7 in History or in English Literature at GCSE in order to take this subject in the Sixth Form. No prior knowledge is required.

Outline

Using ancient sources in translation, candidates will be introduced to the history and politics of classical Greece and Rome. The two periods studied include military and political crises as well as rich cultural achievements. Students develop analytical, critical-thinking and essay-writing skills. Candidates are examined in both Greek and Roman history; in each of these there is a **Period Study** of approximately 100 years focusing on military and political history and a complementary **Depth Study** with a broader cultural focus.

Assessment

There are two exams of 2hrs 30 minutes, each worth 98 marks, one examining Greek and the other Roman history. The structure of each paper is a 30 mark essay (from a choice of two), a 20 mark interpretation question, a 12 mark source response question and a 36 mark essay (from a choice of two).

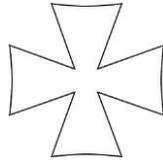
Athens and the Greek World H407/12

Greek Period Study: Relations between Greek and non-Greek states 492-404BC.

This period includes the Greco-Persian Wars and the Peloponnesian War between Athens and Sparta and their allies. Our study will focus on the narrative of relations between the Greek city states, particularly Athens and Sparta, and their relations with the Persian Empire during the period 492-404BC. Texts studied include works by Herodotus, Thucydides, Xenophon and Plutarch, as well as inscriptional evidence from Greece and ancient Persia.

Prescribed topics for the interpretation question are:

- the reasons for the victory over the Persians in 480–479 BC
- the cause of the Peloponnesian War in 431 BC
- the reasons for Athenian failure in the Peloponnesian War.



Greek Depth Study: The politics and culture of Athens, c.460-c.399BC.

This depth study focuses on the interplay of political, social, economic, cultural and religious factors that led to this period being remembered as the Golden Age of Athens. There is a focus on the development of the ideas which led to the rich cultural activity during this period, in particular the concept of democracy and the consequent freedom of speech and debate that were prized in Athens. Additional texts studied include works by philosophers such as Aristotle and Plato, plays by dramatists like Aristophanes and Euripides, and the art and architecture of the Acropolis in Athens. There will be a trip to Greece in Easter 2020.

Republic and Empire H407/21

Roman Depth Study: The breakdown of the Late Republic 88-31BC.

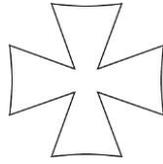
This depth study focuses on the interplay of political, military, social and economic factors that the late Roman Republic faced, which ultimately brought about its disintegration and reformation under the sole rule of Octavian, later known as Augustus, the first emperor of Rome. Texts studied include contemporary works by Cicero, Caesar, Sallust as well as the work of the later classical writers Appian and Plutarch. There will be a trip to Rome in Easter 2021.

Roman Period Study: The Julio-Claudian Emperors, 31BC-AD68.

This period study will focus on the unfolding narrative of the establishment and development of the principate under Augustus, Tiberius, Gaius (Caligula), Claudius and Nero. There will be a focus on military, social, religious and political issues in Rome and the Empire as well as the treatment by ancient sources of the reigns of the emperors. Texts studied include the Annals of Tacitus, Suetonius's biographies of the Caesars, the work of contemporary poets like Virgil and Horace, accounts of non-Romans like Josephus, and coins, architecture and inscriptions, most notably Augustus' Res Gestae.

Prescribed topics for the interpretation question are:

- the extent to which Augustus actually restored the Republic
- the characters of Tiberius, Gaius, Claudius and Nero
- the benefits of Imperial rule for the inhabitants of Rome.



Art and Design A Level

Awarding Body: OCR

The focus of this A Level course is to extend and develop your skills learnt at GCSE. The course encourages you to develop your creativity through responding to a range of stimuli. Independent work is essential, however, in the first year you will be taught a range of skills and techniques in workshop style sessions.

You will be studying the Fine Art endorsement which requires you to use a range of both 2-D and 3-D media and techniques. Drawing, painting, printing and sculpture will be a focus, but you will also have the opportunity to explore photographic medium (both digital and dark room based) and installation design and methods. As the course progresses you will begin to develop specialist skills, thus finding processes that suit your intentions.

Through the course you will learn to confidently take creative risks, to resolve mistakes, and to create a personal body of work that is contextualised within the work of other practitioners.

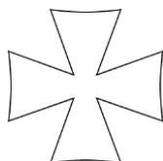
You will also have the experience of working in a studio environment through access to the Sixth Form studio space. This invaluable resource will help you to work as an artist, giving you the freedom to work on your art during any free time.

The Art Department runs regular study visits. You will be expected to take part in numerous visits to galleries to support and enhance your studies. All visits are designed to work in conjunction with the course.

Due to the coursework heavy nature of the course, it is hard work from the start. The more you put in and enjoy yourself, the more rewarding the course will be!

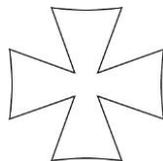
If you want to know more about the course, please do not hesitate to contact the Head of Art, axw@kes.net . The exam specification is available from http://www.ocr.org.uk/qualifications/type/gce/amlw/art_design/

Please see overleaf for details of the course Structure.



The course is split into two units, as follows:

Course Structure	Unit Details	%
Personal Investigation	<p>You will be required to produce two elements:</p> <ul style="list-style-type: none">- A portfolio of practical work showing your personal response to a starting point, brief, scenario or stimulus. This starting point will be devised by you in conversation with your teacher.- A related written study that explores the context within which the portfolio exists. This will involve researching the work of other practitioners, looking at artistic genres and art historical movements.	60% of A-Level
Externally set task	<p>You will begin preparation for this in early February of Year 13. You will need to select a theme from the ones provided by the examination board. You will be given a preparatory period to research, plan and explore your ideas. Through this process you will produce a body of work that will culminate in a 15 hour examination where you will independently realise your response.</p>	40% of A-Level



Biology A Level (7402)

Awarding Body: AQA

The course follows AQA Biology specification, which is divided into 8 modules. There will also be some **mandatory** field work in Year 12.

Costs: In previous years there has been a field trip of a week's duration but this is currently under review. Since field work is a mandatory part of the course we would advise you to expect some additional costs for this. As a guide, we ensure that any new arrangements for field work do not exceed the cost of the field trip at present, which is priced at £430.00. Students are expected to subscribe to Biological Sciences Review (approximately £12.00 per year).

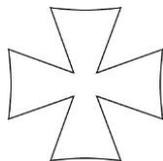
We also encourage students to attend revision tutorials, use the weekly Biology Clinic and make use of various enrichment options including Medical Society, Biology Society and the Royal Society of Biology Olympiad. Students may consider vocational courses such as "Medilink" and "Vetsix".

The specific features of this course meet the needs and interests of typical A Level students at K.E.S., those interested in careers in Genetics, Medicine/Veterinary Science and the Environment.

Subject Content

Core Content

Module 1	Biological molecules
Module 2	Cells
Module 3	Organisms exchange substances with their environment
Module 4	Genetic information, variation and relationships between organisms
Module 5	Energy transfers in and between organisms
Module 6	Organisms respond to changes in their internal and external environments.
Module 7	Genetics, populations, evolution and ecosystems
Module 8	The control of gene expression



Chemistry A Level

Awarding Body: AQA

This qualification is linear. Linear means that students will sit all the A-level exams at the end of their A-level course.

The aims of the specification should encourage candidates to:

- Develop essential knowledge and understanding of the concepts of chemistry, and the skills needed for the use of these in new and changing situations.
- Develop an understanding of the link between theory and experiment.
- Be aware of how advances in information technology and instrumentation are used in chemistry.
- Bring together knowledge of ways in which different areas of chemistry relate to each other.

Year 1

Physical chemistry

- Atomic structure
- Amount of substance
- Bonding
- Energetics and Kinetics
- Chemical equilibria and Le Chatelier's principle
- Oxidation, reduction and redox equations

Inorganic chemistry

- Periodicity
- Group 2, the alkaline earth metals and Group 7(17), the halogens

Organic chemistry

- Introduction to organic chemistry
- Alkanes and Halogenoalkanes
- Alkenes and Alcohols
- Organic analysis

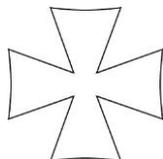
Year 2

Physical chemistry

- Thermodynamics
- Rate equations
- Equilibrium constant K_c for homogeneous systems
- Electrode potentials and electrochemical cells
- Acids and bases

Inorganic chemistry

- Group 7(17), the halogens
- Properties of Period 3 elements and their oxides



- Transition metals
- Reactions of ions in aqueous solution

Organic chemistry

- Optical isomerism
- Aldehydes and ketones
- Carboxylic acids and derivatives
- Aromatic chemistry
- Amines
- Polymers
- Amino acids, proteins and DNA
- Organic synthesis
- Nuclear magnetic resonance spectroscopy
- Chromatography

A level Assessment 3 Exams taken May/June of Year 13

Paper 1 *Written exam: 2 hours - 35% of A-level*

- Relevant physical chemistry topics
- Inorganic chemistry
- Relevant practical skills

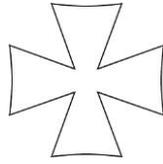
Paper 2 *Written exam: 2 hours - 35% of A-level*

- Relevant physical chemistry topics
- Organic chemistry
- Relevant practical skills

Paper 3 *Written exam: 2 hours - 30% of A-level*

- Any content
- Any practical skills

In addition there will be a certificate awarded to students for demonstrating their practical skills throughout the course.



Computer Science A Level

Awarding Body: OCR

Entry Requirements

It is expected that students will achieve a grade 7 or above in GCSE Mathematics in order to take this subject in the Sixth Form. GCSE Computer Science is not necessary, but any prior experience of programming is highly desirable.

Computing? A little bit geeky? Yes. A little bit difficult? Yes. Undeniably cool? Oh yes.

If you are constantly asking “What happens if I change this?” and “How does it work?” questions when you are supposed to be typing up your GCSE homework, then A Level Computer Science may be the perfect choice for you. You’ll learn all about the hardware and software that make up a typical computer system and what really goes on inside those chips and circuit boards. You’ll learn how to design and write real computer programs, create apps to run on your smart-phones and tablets and discover how to spot errors in all those dodgy freeware games you insist on running on your laptop. Even better, you’ll learn all about the latest cutting edge technology and possibly be inspired to becoming the next Charles Babbage or Grace Hopper.

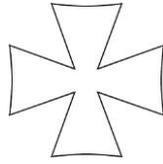
A Level consists of 3 units:

Computer Systems (40%)

This unit gives a broad overview of Computer Science, looking at the elements of a computer system (hardware/software/operating systems), the structure and nature of data, the role of the processor and the implications of computer use. Students also examine the role and importance of networks and databases to commerce and business. Assessment is through a 2.5 hour end of unit exam.

Algorithms and Programming (40%)

This unit focuses on computational thinking, including designing, creating and evaluating computer programs. A variety of practical tasks are covered in different computer languages, such as Python, C# and Java. Students are encouraged to develop practical skills in a number of areas and will create desktop programs, mobile apps, VR programs using Unity 3D and robotics-based solutions. Assessment is through a 2.5 hour end of unit exam.

**Programming Project (20%)**

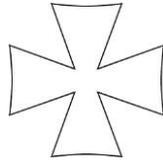
Students research and design a complex system and create a working program to solve a real-world problem. The project and accompanying documentation form the assessment for this unit.

Extra-Curricular Opportunities:

Our A Level Computer Science students are encouraged to take a full and active role in the department, by leading our school-wide KESDev software team, mentoring younger students and hosting Digital Schoolhouse workshops for our partner Primary Schools. All students are expected to contribute to the annual Recursion Computer Science Fair.

Career Prospects:

Over two thirds of our A Level Computer Science students go on to study Computer Science at university level or seek employment-based training within a software company. Other students find that their practical skills are invaluable in supporting further study in science and engineering courses at undergraduate level.



Design and Technology Product Design A Level

Awarding Body: AQA

Specification: Design and Technology – Product Design

Entry Requirements

It is expected that students will achieve an 'A*' or 'A' grade in GCSE Design and Technology in order to take this subject in the Sixth Form. A 'B' grade is an absolute minimum. Design and Technology is becoming an increasingly popular subject and many students go on to study either Design or Engineering at University.

Why Choose Design and Technology?

The Design and Technology: Product Design course is challenging and engaging. It enables students to develop a wide skill set that is highly sought after in Design and Engineering careers. Students will develop their skills to be proficient in project management; research; design; problem solving and manufacturing.

Course Structure

Principles of Design and Technology (50% of A Level, assessed through an exam)

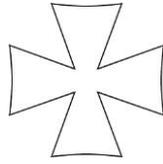
Content summary: In this unit students will develop their knowledge and understanding of a range of modern design and manufacturing practices and contemporary design issues.

Assessment: This will be assessed through an examination that is 2 – 2.5 hours.

Non-examined assessment (50% of A Level, assessed through a design project)

Content summary: Students will produce a substantial design, make and evaluate project which consists of a portfolio and a prototype. The scope for this project is open and students are required to work with their teachers to identify a suitable design problem.

Assessment: The investigation report is internally assessed and externally moderated. The work will be carried out under controlled conditions.



Drama and Theatre Studies A Level

Awarding Body: EDEXCEL

Entry Requirements

It is important that students are interested in gaining a greater understanding of how theatre and plays work and that you are keen to be involved in performances. An A grade in GCSE English or English Literature is a minimum requirement for studying this course. Drama GCSE is not necessary.

About the Course

The course provides an opportunity to study plays from the point of view of a director, designer, performer and critic. The qualification is designed to enable students to acquire a knowledge and understanding of the language of drama and theatre as well as to develop their performing and analytical skills.

The course is designed to provide a balance across a range of learning activities. The course combines the activities of exploring plays, creating theatre, the performing of plays, the analysis of theatre and the critical evaluation of all of these elements.

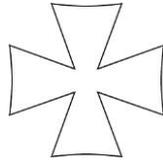
In devising theatre, students alternate roles between being playwright, performer, designer and director and apply their knowledge of different theatre forms and structures gained throughout the course.

In performing theatre, students are required to apply their knowledge, skills and understanding within the structure of a director's interpretation of a play and to operate at a highly intellectual level as well as at a highly skilled practical level. Throughout the course students will develop the confidence to operate more autonomously and with confidence within a drama and theatre context.

In the role of director, students are given the opportunity to determine their own interpretation of a play. As informed critics they are expected to make independent judgements in their analysis of the way other directors, designers and performers have applied their craft to the production of a play.

Why choose to study Drama and Theatre Studies at K.E.S.?

K.E.S. has a reputation for excellence in Drama and consistently achieves outstanding results at A Level. The school has strong links with many professional theatre companies, performing in venues such as The Royal Shakespeare Theatre and The Globe Theatre. The Drama Department also performs at the Edinburgh Fringe Festival biannually enabling students in the Sixth Form to experience cutting edge theatre in a professional context.



The Drama Department's production history has long been admired for the range and quality of the work both in terms of performance skill and technical expertise and the course will involve participation in these Drama productions. Furthermore, with many fantastic local theatre's, some of which are just on our doorstep, students will be provided with many opportunities to attend live theatrical performances.

How will the course be taught?

The course has strong practical orientation, combined with written coursework and more theoretical study. Students need to be prepared for working in small and large groups in a co-operative manner, learning how to negotiate, share ideas and arrive at informed decisions. Students are encouraged to express personal opinions and engage in lively and challenging debates. Students will be expected to develop skills of self-discipline and organisation, as they have to produce student generated work, engage in research and attend rehearsals in their own time.

How is the course organised and assessed?

The course consists of two coursework components and one externally examined paper.

Component 1: Devising

Coursework: 40% of the qualification

Students devise an original performance piece using **one key extract** from a performance text and a theatre practitioner as stimuli. Performer or designer routes available.

Component 2: Text in Performance

Externally Assessed: 20% of the qualification

This unit is an externally examined performance of a monologue/duologue and a group performance.

Component 3: Theatre Makers in Practice

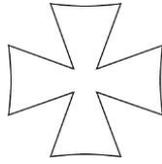
Written examination: 2 hours 30 minutes

40% of the qualification

This unit includes live theatre evaluation and the study of two plays, with a specific focus on how these can be realised for performance.

What next?

This is an exciting and challenging course which in recent years has seen students leave to study a variety of courses in higher education. For example BA (Hons) Theatre: Writing, Directing and Performance at York University, BA (Hons) Acting at Liverpool Institute of Performing Arts, BA (Hons) Drama and Theatre, Aberystwyth

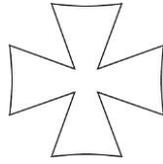


University. Furthermore, due to the broad nature of Drama developing skills such as team work, collaboration and confidence students have also thrived in other higher education contexts.

Students completing the course successfully will have a thorough understanding of drama and theatre, highly toned analytical and creative skills and an ability to communicate effectively with others.

Who should I contact for more information?

Mrs Nightingale, Head of Drama & Performance
ljn@kes.net



Economics A Level

Awarding Body: AQA

About the Course

Economics is a highly popular and well-respected A Level choice – indeed many of our students go on to study this subject at university. The course includes the study of both Microeconomics and Macroeconomics. It is an interesting mix of complex theory, real world study and the development of opinion and argument. Students will learn to apply what they have learned in the classroom to the burning news topics of the day whether of national, European or international importance.

The exam board requires students to ‘acquire a good knowledge of trends and developments in the economy which have taken place in the past ten years and also have an awareness of earlier events where this helps to give recent developments a longer term perspective’. For anyone with an interest in current affairs or anyone interested in developing an understanding of the world around them, then this is an ideal course.

A strong background in Mathematics is essential, and a good grasp of English is required because students need to be able to express ideas at length.

Economics combines equally well with Arts, Humanities and Science subjects.

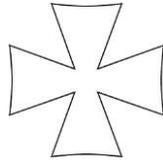
Assessment

Economics is in the first wave of reform and as a result we have moved to 2 year linear course. The content is outlined below and can be split broadly into two sections. Also detailed is the assessment structure of the three exams which will be sat at the end of the course.

Section 1

Individuals, firms, markets & market failure

- Economic problem and methodology
- Individual economic decision making
- Prices in competitive markets
- Production, costs and revenue
- Perfect competition, imperfectly competitive markets and monopoly
- Labour market economics
- Distribution of income and wealth: poverty and inequality
- Market mechanism, market failure
- Government intervention in markets



Section 2

Macroeconomics

- National and international economy
- Measurement of macroeconomic performance
- Circular flow of income and AD-AS analysis and related concepts
- Economic performance
- Financial markets and monetary policy
- Fiscal policies and supply-side policies
- The international economy
- Economic growth and development

Paper 1: *Markets and market failure:*

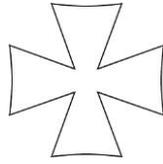
- Students answer two questions
- Section A: **Data response:** Choose one context from choice of two (40)
- 4 sub questions, carrying 2,4,9 and 25
- Section B – **Essay:** Choose one context from a choice of three (40)
- *Two parts to carrying 15 and 25 marks*

Paper 2: *National and international economy:*

- Students answer two questions
- Section A – **Data response:** Choose one context from a choice of two (40)
- Section B – **Essay:** Choose one context from a choice of three (40) (15 and 25)

Paper 3: *Economic principles and issues:*

- Section A - **MCQ** (30) – micro and macro, many will test quantitative skills
- Section B – **Extended writing** questions based on an unseen **case study** (50)
- 3 sub questions worth 10, 15 & 25 marks
- Students must refer to the source booklet
- Case study will also test quantitative skills
- Final question requires candidates to come to an **evidence-supported decision**



English Literature A Level

Awarding Body: **OCR**

English Literature

We are now in our third year of teaching the OCR English Literature A Level, a two year course with final examinations at the end of Year 13. Our students achieved 91% A*-B grade in last year's exams.

The OCR English Literature course is varied, challenging and offers deep and wide-ranging engagement with the subject area. Students will have the opportunity to engage with literature from Chaucer to the present day, looking at set texts and works that they have selected themselves. There is a focus on studying texts within their historical context and students are encouraged to compare texts by different authors across prose, poetry and drama.

The course is assessed through three components: two examination papers worth 40% each and one coursework submission worth 20%.

PAPER 1: Drama and pre-1900 Poetry – 40% of A Level

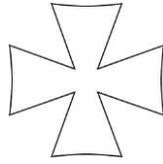
Candidates study three set texts for this paper: one Shakespeare play, one pre-1900 drama text and one pre-1900 poetry text. Shakespeare plays available for study are ***Hamlet, Measure for Measure, Richard III, The Tempest, Twelfth Night*** and ***Coriolanus***. Students will study one play written before 1900 by either **Marlowe, Webster, Goldsmith, Ibsen** or **Wilde**. The poets on the syllabus are **Chaucer, Milton, Coleridge, Tennyson** and **Christina Rossetti**.

The component is assessed with a two-hours and thirty minutes *closed text* examination.

PAPER 2: Comparative and Contextual Study – 40% of A Level

This component encourages the development of close reading and comparative analysis skills by studying at least two novels from a particular historical period or genre.

As well as exploring connections between their texts, students will develop an understanding of the influence of the contexts in which their chosen texts were written and received. The nature of this unit encourages students to read widely and develop an understanding of their topic by gaining familiarity with more than the minimum of two novels and also engaging with non-fiction and literary criticism related to their topic. Your teacher will select from the following list (with some of the texts available for study also noted here).



- **American Literature 1880–1940** (F. Scott Fitzgerald's *The Great Gatsby*; John Steinbeck's *The Grapes of Wrath*; Edith Wharton's *The Age of Innocence*)
- **The Gothic** (Angela Carter's *The Bloody Chamber*, Bram Stoker's *Dracula*; Iain Banks' *The Wasp Factory*)
- **Dystopia** (Margaret Atwood's *The Handmaid's Tale*; George Orwell's *Nineteen Eighty-Four*, Cormac McCarthy's *The Road*)
- **Women in Literature** (Jane Austen's *Sense and Sensibility*; Virginia Woolf's *Mrs Dalloway*; Thomas Hardy's *Tess of the D'Urbervilles*)
- **The Immigrant Experience** (Mohsin Hamid's *The Reluctant Fundamentalist*; Henry Roth's *Call it Sleep*; Monica Ali's *Brick Lane*)

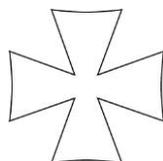
This paper will be assessed with a two-hours and thirty minutes *closed text* examination.

PAPER 3: Non-examined Assessment – 20% of A Level

This component is designed to encourage individual study and a particular enjoyment of modern literature. Learners will study three texts, which must include one prose text, one poetry text and one drama text. The chosen texts must have been published or performed in 1900 or later and one of the texts must have been first published or performed in 2000 or later. You will be supported by your teacher when selecting your texts and a proposal form will be submitted to the examination board before you commence your investigation.

Topics suggested by the examination board include: **War Through Time, Youth In Time, Irish Literature, Time, Young Women, Invasion and The City**. Suggested authors include **Wilfred Owen, Alan Bennett, W.B. Yeats, Ian McEwan, Sylvia Plath, Seamus Heaney, T.S. Eliot and Caryl Churchill**.

Paper 3 will reward those who are independent readers. The basis of the whole course is the encouragement of an active engagement in responding to literature. Developing your enthusiasm for reading is therefore crucial.



French A Level

Awarding Body: AQA

The aim of the syllabus is to enable candidates to develop the language skills needed for effective, sophisticated communication in French and to provide them with an opportunity to gain an insight into contemporary French-speaking societies around the world.

In addition to practising listening and reading, particular attention will be paid to the promotion of accuracy and wealth of structures in the more active speaking skills. Candidates will be encouraged to learn vocabulary in context by engaging personally and building up a portfolio of authentic articles on current affairs.

Scheme of Assessment

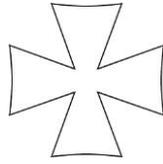
All papers below to be taken at the completion of the 2 year course
(End of Year 13)

Paper 1	Listening, reading and writing	2½ hrs	50%	Externally set and marked.
Paper 2	Writing. Literary component	2 hrs	20%	Externally set and marked
Paper 3	Speaking	21-23 mins to include 5 mins prep time.	30%	Assessments will be conducted by either the Centre or a visiting examiner and marked by an AQA examiner

Reporting of Achievement

Achievement is reported on a scale of six grades: A*, A, B, C, D, E

Students who fail to reach the minimum standard for Grade E will be recorded as U and will not receive a qualification certificate.



German A Level

Awarding Body: AQA

The German Department K.E.S follows the AQA Course.

Paper 1: Listening, Reading and Writing	2hrs 30 mins	(50% of total marks)
Paper 2: Writing (Literature/Film)	2hrs	(20% of total marks)
Paper 3: Speaking	23 mins	(30% of total marks)

Papers 1 and 3 are based on the following themes:

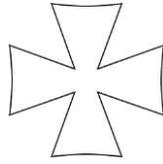
- Aspects of German-speaking society
- Artistic culture in the German-speaking world
- Multiculturalism in German-speaking society
- Aspects of political life in German-speaking society

The German Department at K.E.S. prides itself on the following:

- Academic rigour
- Emphasis on grammatical development
- Excellent preparation for a study of German at University level
- Study of Literature and Film
- Development of independent learners

Students are expected to develop independence in their learning at A Level. A dedicated resource room is available for our students and includes satellite television, films, books, magazines and various audio materials.

All students attend lessons with a native speaker twice a week to practise and improve their spoken word. A study of literature will form part of their studies. All students are encouraged to undertake work experience in Germany, whilst other opportunities that have arisen in recent years have included residential theatre trips to see the play studied at A Level.



Geography A Level

Awarding Body: Eduqas

Why choose Geography?

Contemporary geography is a subject which explicitly engages with the relationship of human populations to each other over space and time and their relationship with their physical environment at a variety of scales from the local to the global.

Geography is a most versatile subject that combines well with a variety of other subjects and counts as either a science or arts subject for university entrance. It is classified as a facilitating subject, making it a highly valued A Level. The broad nature of the subject will help you develop excellent, transferable skills for a flexible career path and as such those with Geography qualifications are in great demand by employers. A Level Geography has been the fastest growing of all the major subjects, with 30,650 sitting the qualification in 2018, the second highest number for 18 years.

A Level Examinations

Component 1 (30% of qualification)

Changing Landscapes and Changing Places

Section A: Coastal Landscapes

Section B: Changing Places

(2 hours 15 minutes: Two compulsory structured questions and data response)

Component 2 (30% of qualification)

Global Systems and Global Governance

Section A: Global Systems

Section B: Global Governance: Change and Challenges

(2 hours 15 minutes: Four structured skills and data response)

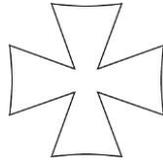
Component 3 (20% of qualification)

Contemporary Themes in Geography

Section A: Tectonic Hazards

Section B: Development in an African Context and Weather and Climate

(2 hours: One compulsory extended response question and two essays)



Component Four (20% of qualification)

Independent Investigation

(3000-4000 word independent investigation, based on the collection of both primary data and secondary information. Four days of fieldwork must be offered by the school to each candidate)

The new linear qualification was available for first teaching in September 2016 and was first examined in Summer 2018.

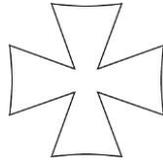
During A Level study there has traditionally been a mandatory week-long residential field trip to a Field Study Centre which forms vital preparation for Component 4. The centre runs tailor-made courses for schools specific to their own examination requirements.

Costs are difficult to estimate a year ahead but will be about £350.

So, Why choose Geography? ...*because it is dynamic, and relevant to YOU.*

Geography is a subject for our times. It is inherently multidisciplinary in a world that increasingly values people who have the skills needed to work across the physical and social sciences. Geographers get to learn data analysis, and to read Robert Macfarlane. They learn geographic information systems. They can turn maps from a two-dimensional representation of a country's physical contours into a tool that illustrates social attributes or attitudes: not just where people live, but how, what they think and how they vote. They learn about the physics of climate change, or the interaction of weather events and flood risk, or the way people's behaviour is influenced by the space around them.

All these are not just intrinsically interesting and valuable. They also encourage ways of seeing and thinking that make geographers eminently employable, which is why, according to the latest information from the Higher Education Careers Services Unit, only 4.8% of geography graduates were still job-hunting six months after they graduated, below the average unemployment rate for all subjects and one of the lowest of any single honours degree subjects.



History A-Level

Awarding Body: AQA

Entry Requirements

It is expected that students will achieve at least an A grade in GCSE History in order to take this subject in the Sixth Form.

- Students need to have good reading and writing skills.
- Students need to be well motivated and able to research and read around the subject outside of class time.

At A level students are taught a balance of modern and early modern/medieval History. This provides an interesting contrast and a good grounding for those wishing to study the subject further at university.

A Level History 2041 (new specification first taught from September 2015)

A Level students must study a period of more than 200 years.

- Component 1: Breadth Study

1C The Tudors: England, 1485–1603

The study of significant historical developments over a period of around 100 years and associated interpretations

- written exam: 2 hours 30 minutes
- three questions (one compulsory)
- 80 marks
- 40% of A-level

Section A – one compulsory question linked to historical interpretations (30 marks)

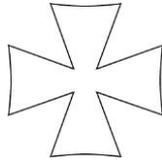
Section B – two from three essays (2 x 25 marks)

- Component 2: Depth Study

2R The Cold War, c1945–1991

The study in depth of a period of major historical change or development and associated primary evidence

- written exam: 2 hours 30 minutes
- three questions (one compulsory)



- 80 marks
- 40% of A-level

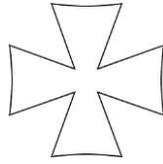
Section A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks)

Section B – two from three essays (2 x 25 marks)

- **Component 3: Historical Investigation (non-exam assessment)**

A personal study based on a topic of the student's choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for Components 1 and 2.

- 3000-3500 words
- 40 marks
- 20% of A-level
- marked by teachers
- moderated by AQA



Latin and Greek A Levels

Awarding Body: OCR

Students wanting to study Latin at A Level should have at least an A grade in GCSE Latin in order to take this subject in the Sixth Form.

Course Outline

Latin A Level builds on the skills and linguistic knowledge acquired at GCSE. Students are examined on their ability to translate from Latin into English and their understanding and appreciation of selected works of literature read in the original language. Popular authors studied include Cicero, Caesar, Livy, Ovid and Virgil. Reading is designed to develop linguistic understanding, a knowledge of myth, history and culture and an appreciation of literary style. There is an option of translation from English into Latin.

Assessment

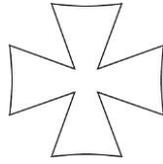
Candidates sit the four units of the course at the end of Year 13. Assessment is by written examination. The language papers examine linguistic ability through unseen translation (Language 01 – 100 marks) and comprehension or prose composition (Language 02 – 50 marks). The literature papers tests critical and essay writing skills. One 2 hr paper focuses on a prose literature (03 – 75 marks) and the other on verse literature (04 – 75 marks).

The texts for examination in 2020 are:

Prose texts (03):

Cicero, Philippic II

Cicero, Rome's most famous master of rhetoric, was embroiled in the complex struggles for power in the late republic. After Caesar's assassination, Antony emerged as one of the leading figures in Rome. Cicero attacks him viciously in these speeches. It was in revenge for these excoriating attacks that Antony had Cicero murdered and displayed his head in the centre of Rome; Antony's wife is said to have stabbed the tongue of the man who had attacked her husband with her brooch. For background to this turbulent period, Robert Harris' trilogy 'Imperium, Lustrum and Dictator' or the HBO Rome series provide a graphic introduction.



Tacitus Histories 1

Following the death of the emperor Nero, Rome fell into a short period of civil war which is closely and vividly documented by the bitter historian Tacitus. This has become known as The Year of the Four Emperors because in AD69 Galba, Otho Vitellius and finally Vespasian each ruled as emperor of Rome. The BBC drama 'I Claudius' based on the novels by Robert Graves gives a powerful and dramatic introduction to the end of the Julio-Claudians, setting the stage for Tacitus' Histories.

Verse texts (04):

Ovid Amores and Heroides

This selection of poems by the poet Ovid, who wrote during the reign of Augustus, give an idea of the wit and brilliance of golden Latin literature at its height. Some of his poems explore the nature of love through Ovid's own persona, others are 'love letters' exchanged between some of the great mythical heroes and heroines of mythology, like Jason and Medea or Theseus and Ariadne.

Virgil, Aeneid XI

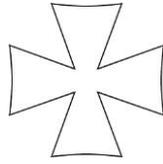
We will study the whole of Book XI of this epic poem, partly in translation, partly in Latin. In this book war has broken out between Aeneas and his Trojans and the Italians living in the area around the future site of Rome. The Trojans now have the upper hand and the Italians begin to wonder about the wisdom of remaining at war with so commanding a hero. Two young warriors, the handsome Turnus and the warrior maiden Camilla continue to offer resistance. Virgil's beautifully crafted and brilliant narrative is fully experienced through the original Latin.

Greek

Enrichment Greek can lead to a GCSE, AS or A2 qualification, depending on previous experience. Those who might be interested in making an Oxbridge application to study Classics are strongly advised to take Greek.

The texts for 2020-21 are Homer's *Iliad*, Book 18, extracts from Euripides' *Medea*, Herodotus' account of the battle of Marathon and Plato's *Phaedo*, all studied in the original Greek.

Please ask Miss Affleck for further details.



Mathematics A-Level

Entry Requirement: Grade 7 in GCSE Mathematics (Grade 8 recommended)

Awarding Body: AQA

Style of Course

The core mathematical elements of the course will develop the skills and techniques necessary to manipulate and solve mathematically formulated problems. These are then applied in statistical and mechanical contexts to draw inferences from data and model real-world situations.

In addition, the Mathematics A-Level course develops pupils' ability to think logically and analytically, solve problems and break their thinking into steps.

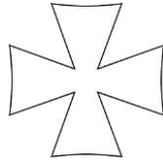
Why Choose A Level Mathematics?

Students studying A-Level Mathematics find it to be an enjoyable, rewarding, stimulating and empowering experience. It provides a challenge and a chance to explore new and/or more sophisticated mathematical concepts.

This course enables students to distinguish themselves as able mathematicians in the university and employment market. It also makes the transition to a mathematics-rich university course much easier. The qualification is widely respected by universities and will leave many careers routes open to students

Structure of the Examination

The A-Level examination comprises of three assessment units which are examined at the end of Year 13.



Further Mathematics A-Level

Entry Requirement: Grade 8 in GCSE Mathematics (Grade 9 recommended)

Awarding Body: AQA

Style of course

Further Mathematics complements the material covered in the A-Level Mathematics course, allowing students to go into greater depth.

Students who undertake Further Mathematics alongside their Mathematics studies will complete an additional three examinations in Year 13, finishing the two year period with an A-Level in Further Mathematics and in Mathematics.

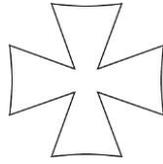
Why choose to study Further Mathematics?

Further Mathematics is mainly studied by pupils who wish to study a degree with significant mathematical content but it is also suitable for those looking to challenge themselves within the subject. It is ideal preparation for students planning to go on to degree courses in mathematics-rich subjects such as Engineering, Physics, Computing and Finance/Economics, as well as Mathematics itself

As well as introducing students to study a wider range of mathematics, it also improves their mathematical fluency, which often helps them to improve their A-Level Mathematics grade as well. University departments in mathematics-rich subjects are very keen for students to take Further Mathematics qualifications.

Is Further Mathematics just for the most able students?

Those students taking Further Mathematics will typically spend half of their lesson time studying some form of mathematics. Therefore, the most important thing is that they enjoy the subject. All pupils who take Further Mathematics will be studying four A-Levels so it is therefore important that they are proficient enough that they can make efficient progress in the Mathematics A-Level leaving them capacity for the extra study.



Core Mathematics

Entry Requirement: Grade 5 in GCSE Mathematics

Awarding Body: Edexcel (tbc)

Style of Course

Core Mathematics is a one year course which is being introduced at K.E.S. in September 2019. It is only suitable for those who are not studying for an A-Level in Mathematics.

In comparison to GCSE Mathematics, there is an increased focus on how to use and apply mathematics in different situations. You'll read articles from relevant and interesting sources that involve interpreting data and mathematical information. You will analyse quantitative questions with real-world implications: what will be the impact of global warming, of oil running out, of water becoming scarce and the world population hitting 9 billion?

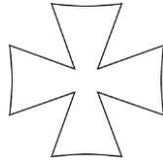
Why Choose Core Mathematics?

Core Maths is an opportunity to reinforce and develop the mathematical skills learnt at GCSE. As well as being a subject which students enjoy in its own right, the skills gained support courses such as A-level Psychology, Sciences and Geography. It can also give students the mathematical skills they need to succeed in social science degrees at university, technical and vocational qualifications or the workplace beyond.

Core Mathematics is a Level 3 qualification carrying a UCAS points tariff similar to an AS-Level. By taking the qualification in Year 12, you will already have received your results by the time you apply for university in Year 13.

Structure of the Examination

The Core Mathematics course is assessed in two examinations to be taken in May of Year 12.



Music A Level

Awarding Body: AQA

Requirements

Students studying Music in the Sixth Form are expected to play a full part in the life of the School and department. The life of the department is very full and rewarding indeed, and Sixth Formers have the opportunity to take the lead in some ensembles.

As well as the academic requirements for entry to the Sixth Form, we advise that students pass at least ABRSM Grade 5 (or equivalent) on their first instrument prior to beginning study.

Structure of the course

Year 12

Western Classical Tradition 1650-1910

- Baroque: the solo concerto
- Classical: the operas of Mozart
- Romantic: the piano music of Chopin, Brahms and Grieg

Contemporary Traditional Music

- Astor Piazzolla
- Toumani Diabaté
- Anoushka Shankar
- Mariza
- Bellowhead

Performance

- Opportunities for solo performances throughout the year
- Students are expected to have individual tuition across the two years on their first study instrument and any other instruments they wish to present for examination in Year 13

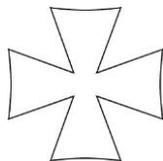
Composition

- A suite of exercises in both stylistic and free composition across the year
- Opportunities to have compositions performed at School and external events

Year 13

Western Classical Tradition 1650-1910 revising and extending Year 12

Contemporary Traditional Music revising and extending Year 12



Art Music since 1910

- Dmitri Shostakovich
- Olivier Messiaen
- Steve Reich
- James MacMillan

Performance

- As in Year 12, culminating in a final recital in March (see 'Examination requirements' below)

Composition

- Free composition
- Composition to a brief (released by AQA in September)

Examination requirements

Appraising music (40%)

The examination paper consists of listening, analysis and essay questions. Questions will be on set works and unseen extracts from the Areas of Study:

- Western Classical Tradition 1650-1910
- Contemporary Traditional Music
- Art Music since 1910

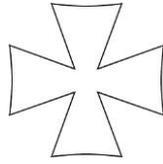
Performance (35%)

Students perform a recital between ten and twelve minutes in length; it can consist of solo or ensemble music on one or more instruments. It will be recorded during March in the year of examination.

As well as an armoury of technical skills, A-level candidates will need to develop a secure knowledge of stylistic issues in their chosen repertoire.

Composition (25%)

During Year 12, students will undertake a variety of non-examined compositional tasks which will expand their musical vocabulary. In Year 13, each student will write two compositions: one free composition and one composition to a brief released by AQA in the September before the year of examination. The total length of the music must be between four-and-a-half and six minutes. The deadline for submission will be during April in the year of examination.



PE A Level

Awarding Body: AQA the course followed is **GCE Physical Education**

Why choose Physical Education?

Physical Education is a most versatile subject that combines well with a variety of other subjects. This specification builds on the student's previous experience to enhance their knowledge and increase their understanding of the factors that affect performance and participation in physical education. The qualification looks to equip students with whole life skills and knowledge required for higher education and the world of work.

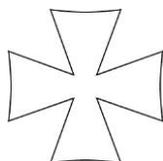
The specification offers students the opportunity to experience and develop an interest in a variety of roles in sport such as performer, official and/or leader/coach at Year 12 and then be able to specialise in one at Year 13. The content of the course will address current contemporary topics in sport such as the impact in the use of ergogenic aids, technology and increasing commercialisation of sport. It must be emphasised that a GCSE in Physical Education is not a requirement for students wishing to follow this course.

Specification

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Subject content

1. Applied anatomy and physiology
2. Skill acquisition
3. Sport and society
4. Exercise physiology
5. Biomechanical movement
6. Sport psychology
7. Sport and society and the role of technology in physical activity and sport

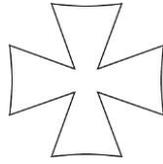


Assessment

Paper 1: Factors affecting participation in physical activity and sport	Paper 2: Factors affecting optimal performance in physical activity and sport	Non-exam assessment: Practical performance in physical activity and sport
<u>What's assessed</u> Section A: Applied anatomy and physiology Section B: Skill acquisition Section C: Sport and society	<u>What's assessed</u> Section A: Exercise physiology and biomechanics Section B: Sport psychology Section C: Sport and society and technology in sport	<u>What's assessed</u> Students assessed as a performer or coach in the full sided version of one activity. Plus: written/verbal analysis of performance.
<u>How it's assessed</u> <ul style="list-style-type: none"> •• Written exam: 2 hours •• 105 marks •• 35 % of A-level 	<u>How it's assessed</u> <ul style="list-style-type: none"> •• Written exam: 2 hours •• 105 marks •• 35 % of A-level 	<u>How it's assessed</u> <ul style="list-style-type: none"> •• Internal assessment, external moderation •• 90 marks •• 30 % of A-level
<u>Questions</u> <ul style="list-style-type: none"> •• Section A: multiple choice, short answer and extended writing (35 marks) •• Section B: multiple choice, short answer and extended writing (35 marks) •• Section C: multiple choice, short answer and extended writing (35 marks) 	<u>Questions</u> <ul style="list-style-type: none"> •• Section A: multiple choice, short answer and extended writing (35 marks) •• Section B: multiple choice, short answer and extended writing (35 marks) •• Section C: multiple choice, short answer and extended writing (35 marks) 	

Finally

Physical Education helps prepare young individuals to lead a healthy, active lifestyle. It helps to instil positive values and it is not only about your physical fitness or your physical structure, it is about your mental development in all aspects of your life. For example psychologically, your social behaviour and how you deal with situations which occur in your life. Many students have found that by undertaking Physical Education they are not only improving their interpersonal skills with those around them but are also increasing their own levels of motivation and pride in what they do. If you have any further questions regarding the A Level please contact Mr Robert Cook, Assistant Director of Sport or if you have any further questions regarding the Sports Programme please contact Mr Toby Wilson, Director of Sport.



Philosophy A Level

Awarding Body: AQA

What is Philosophy? Why should I take it?

Philosophy, along with Maths, is a subject that teaches students a method of thought rather than just the application of it. The purpose of Philosophy is to teach students how to find truth through the application of critical thinking skills. A student may leave a Philosophy lesson without any new knowledge but they will be more adept at argument and at understanding complex concepts.

Philosophy provides a useful background to a variety of further education courses and career choices including Law, Journalism, Politics and Medicine. More importantly however, it gives students essential skills that are applicable in all areas of life. Students are taught to think clearly and argue cogently; they become adept at spotting fallacies and constructing effective counter-arguments; and they have a better understanding of questions which humans have thought about for thousands of years.

What will I learn?

Year 1:

Moral Philosophy

Normative ethical theories
Applied ethics
Meta-ethics

Epistemology

What is knowledge?
Perception as a source of knowledge
Reason as a source of knowledge
The limits of knowledge

Year 2:

Metaphysics of Mind

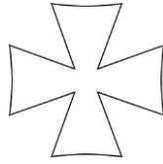
What do we mean by 'mind'?
Dualist theories
Physicalist theories
Functionalism

Metaphysics of God

Concept and nature of 'God'
Arguments on the existence of God
Religious Language

How will I learn?

For Philosophy to flourish, there needs to be a friendly but critical atmosphere in a classroom. As a result there is lots of discussion and debate. Students must be willing to challenge the arguments of others and defend their own. It is also encouraged for students to produce presentations working in groups and to produce



written work on a frequent basis. Lastly, it is expected that students should read around the topics studied and read commentaries as well as the work of philosophers in the original form.

How will I be assessed?

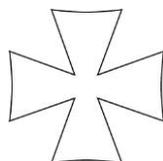
There are two exams, each are 3 hours long. They are long because AQA do not want to assess your ability to work quickly, but rather how good a philosopher you are. Each exam is worth 50% of the A level and there is 100 marks available in each. There is a mixture of short questions and extended essay-style questions. Students are expected to have high levels of literacy but to be concise and use subject specific terminology. There are two assessment objective which are:

AO1: To demonstrate knowledge and understanding of the core concepts and methods of philosophy, including through the use of philosophical analysis.

AO2: Analyse and evaluate philosophical arguments to form reasoned judgements.

What is the entrance criteria?

It should be noted that Philosophy is *not* like Religious Studies at GCSE and 'Ofqual' do not consider the two to be cognates so, whilst a level 7 in GCSE Religious Studies is helpful, it is **not** a requirement. What **is** a prerequisite, is a level 7 or above in English Literature. This is a better indication of an aptitude for Philosophy.



Physics A Level

Awarding Body: AQA

Entry Requirements

It is expected that students will achieve an A* or A grade in GCSE Physics or Science/Additional Science and an A* or A grade in GCSE Maths.

- Students need to have good mathematical and practical skills.
- Students need to be well motivated and able to research and read around the subject outside of class time.

The full A level Physics specification can be found at:

<http://filestore.aqa.org.uk/resources/physics/specifications/AQA-7408-SP-2015-V1-0.PDF>

Subject Content

1. Measurements and their errors (page 11)
2. Particles and radiation (page 12)
3. Waves (page 17)
4. Mechanics and materials (page 21)
5. Electricity (page 27)
6. Further mechanics and thermal physics (page 29)
7. Fields and their consequences (page 33)
8. Nuclear physics (page 40)

Optional Topic

11. Engineering and physics (page 54)

Assessments

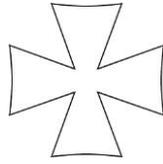
Paper 1

What's Assessed

Sections 1 to 5 and 6.1 (Periodic motion)

Assessed:	Written exam	2 hours
		85 marks
		34% of A-Level

Questions: 60 marks of short and long questions and 25 multiple choice questions on content.



Psychology A Level

Awarding Body: AQA

What will we study in Psychology?

As an A Level student you will learn about a plethora of psychological issues, from the wonder in the attachment between a mother and her child to the reasons the atrocities of the Holocaust took place. You will discover how we remember things, how to improve your memory for exams and what it means to have an addictive personality. You will learn why prescribed drugs can help to treat depression and schizophrenia, and how psychological therapies can treat phobias, OCD, and anorexia among others.

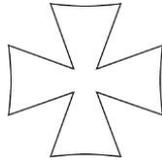
Over the two year course, students will cover the key approaches to psychology; from the biological discipline to the humanistic approach, from the outlook of the behaviourists, to the school of cognitive psychological thought. In Year 12 students will study highly relevant and interesting topics such as the various ways in which psychological abnormalities are managed, the ways in which a minority can influence a majority, reasons why people obey authority, and why eye witness testimonies might vary in accuracy.

In Year 13, students will take an in-depth look at the symptoms and treatments of schizophrenia, as well as looking at aggression and questions such as how does evolution explain warfare? Why do some sports fans become obsessive and aggressive? And what sort of aggression can occur in prisons? In addition year 13s will look at the psychological reasons for the development and breakdown of romantic relationships, and the growth of virtual relationships.

During both years of the qualification, students will complete modules in Research Methods, where they will scrutinise psychology as a science, and will even complete some psychological studies of their own. The course will inspire students to seek to understand human behaviour; their own, that of others, and that of society as a whole. Psychology A Level will support further study in a variety of areas, including clinical psychology, medicine, law and teaching. It combines well with all other A Level subjects.

Who will teach Psychology?

Psychology will be taught using up-to-date resources and textbooks written by chief examiners from AQA. We plan to invite various outside speakers to deliver talks, including a medical doctor and a university psychology lecturer. Sixth Form students will also be encouraged to attend a conference tailored to the AQA exam specification.



Examinations

Paper 1: Introductory Topics in Psychology (Social influence, memory, attachment, psychopathology)

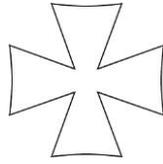
- Written exam: 2 hours
- 33.3% of A Level
- Mix of multiple choice, short answer and extended writing questions.

Paper 2: Psychology in Context (Approaches in psychology, biopsychology, research methods).

- Written exam: 2 hours
- 33.3% of A Level
- Mix of multiple choice, short answer and extended writing questions.

Paper 3: Issues and Options in Psychology (Issues and debates in psychology, relationships, schizophrenia, and aggression).

- Written exam: 2 hours
- 33.3% of A Level
- Mix of multiple choice, short answer and extended writing questions.



Spanish A Level

Awarding Body: AQA

Spanish is the second most spoken language in the world, being used in most of Central and South America and in many parts of Asia, as well as in Spain. If you want a language that will open up whole continents to you, Spanish is your best bet.

The new AQA A Level course gives students the opportunity to deepen their understanding of the Spanish language through the development of valuable skills such as reading, listening and translation. Students will also study aspects of the society and culture of the Spanish-speaking world and in addition, will develop the ability to write critically about two works of Spanish literature and film. Furthermore, they will be given the chance to conduct a piece of individual research on a subject of personal interest relating to Spain or a Spanish speaking country.

Assessment overview.

Listening, Reading and Translation

2 hours 30 minutes

50% of A Level

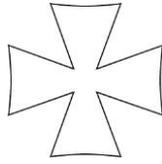
(100 marks)

- Listening 30 marks
Listening comprehension tasks based on spoken passages from a range of different contexts. All questions in Spanish.

- Reading 50 marks
Reading comprehension tasks based on a variety of texts written for different purposes. All questions in Spanish.

- Translation into English 10 marks
A passage of Spanish text of a minimum of 100 words.

- Translation into Spanish 10 marks
A passage of English text of a minimum of 100 words.



Writing

2 hours

20% of A Level

(80 marks)

- Two 300 word essays in Spanish 80 marks

Either one literary text and one film, or two texts will be studied from the AQA set list. Students answer one question for each of the two works they have studied.

Students are advised to write approximately 300 words per essay.

Questions are in Spanish and there will be a choice of two for each of the set works.

Speaking

21-23 minutes (including 5 minutes of preparation time)

30% of A Level

(60 marks)

- Discussion based on a stimulus card (5-6 minutes) 25 marks

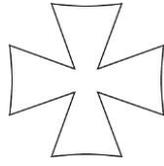
The student studies a stimulus card during 5 minutes of preparation time. The card will be based on one of the AQA A Level prescribed topics.

- Presentation/Discussion of Individual Research (12 minutes) 35 marks

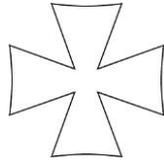
The student gives a presentation of an Individual Research Project (2 minutes)

The student discusses their Individual Research Project (9-10 minutes)

There is no access to a dictionary during any of the AQA A Level Spanish Assessments.



Notes



Notes