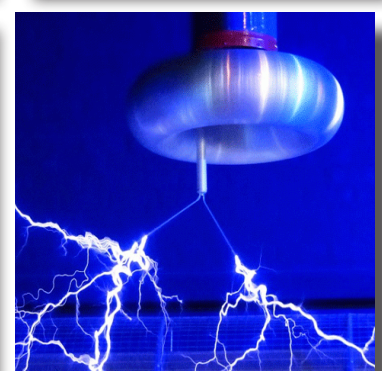
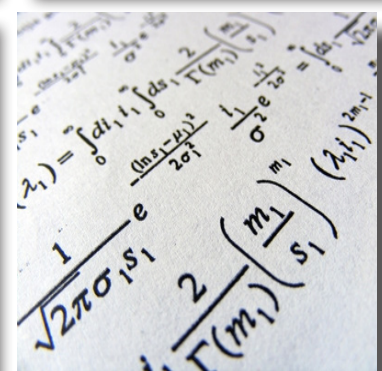
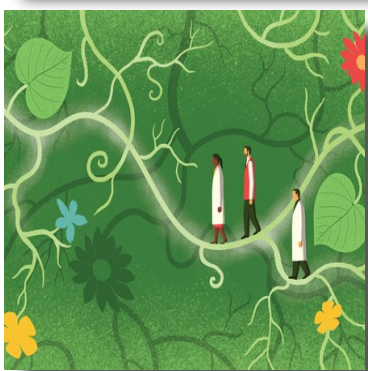
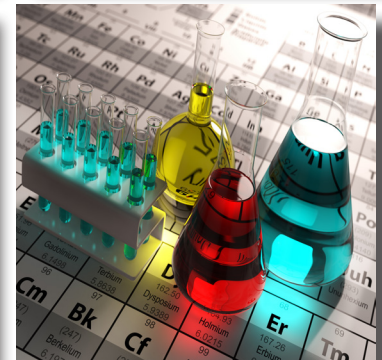
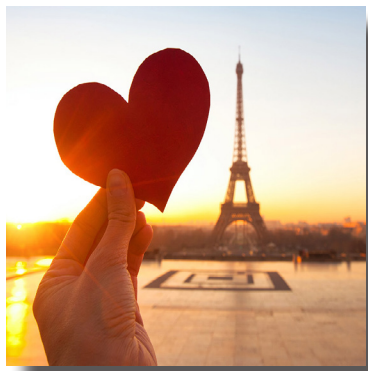




2020-2021
For current students

A levels Class 11 & 12



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How to make the best choices for you

All students taking A-levels will also be benefitting from the Steiner Waldorf Curriculum, please see the separate booklet. We recommend you choose 3 subjects options from the range below. In some circumstances 4 option choices may be taken after consultation and discussion with Guardians and teachers.

A-level Option Blocks 2020-2021

Class 11

1	2	3	4
Drama	Biology	Art	History
Maths	Spanish	English	Geography
Product Design		Geography	
Psychology		German	

Class 12

1	2	3	4
Biology	Art	Psychology	Art
Photography	Chemistry		Drama
Physics	English		Maths
	Geography		Product Design

There are GCSE grade requirements for some options. Students taking A-levels will need to have achieved certain grades and skills to enable them to succeed in these courses. In English, Mathematics and Science it is GCSE Grade 6. Other subjects also have grade criteria that should be checked with teachers.

You will be asked by your Guardian in coordination with the Assistant Principals to identify your choices before the end of the Autumn Term. We then consider all the students' choices and create a timetable that allows for as many students as possible to study their first choice.

All students have an interview with Upper School teachers to look at the suitability of their choice and ensure an appropriate and well-balanced programme to support current and future aspirations.

Meet the Prinicipal

It gives me great pleasure to introduce myself as an experienced school leader. I have been a teacher for 23 years having graduated as a Marine Biologist from Plymouth University and see my role as ensuring your son or daughter's learning experience is second to none. As a father of four young children, I am acutely aware of the importance of a high quality education for the whole child and truly believe that is what we do well here at Michael Hall School. I will be working closely with the teachers, tutors and guardians to ensure that teaching, learning and care promotes progress and enjoyment. Choosing to take your A-levels here at Michael Hall is a special opportunity to develop skills and attributes alongside your academic studies which sets our students apart.

Paul Farr - Principal

paul.farr@michaelhall.co.uk



Meet the Assistant Upper School Prinicipals



Michaela Devaris - Assistant Principal Upper School

michaela.devaris@michaelhall.co.uk



Richard Siddons - Assistant Principal Upper School

richard.siddons@michaelhall.co.uk

ENGLISH LITERATURE A-LEVEL

Meet the Teacher

I was reincarnated as a teacher 11 years ago, having spent the first phase of my professional life in theatre and film. I read English & American Literature as an undergraduate, graduating with a BA, Hons, from the University of Kent, and completed my MA at the Rossier School of Education at the University of Southern California, Los Angeles. I have full Qualified Teacher status in the United Kingdom and also hold the equivalent credential in California. I have lived and worked in 5 countries across 3 continents and my two daughters attended Upper School here at Michael Hall. catharine.gibson@michaelhall.co.uk



Catharine Gibson

Course Content

This A level is an exciting and relevant study which stretches students' imaginative and perceptual faculties; allowing them to develop a capacity to use their thinking and feeling to navigate the moral world making subtle and insightful judgements and expressing them eloquently.

Who studies English Literature?

Anyone who has good English skills and wishes to develop their interest in reading, writing and talking about Literature may discuss the possibility of advanced level study with the English teachers.

During the course you will read widely, critically and independently, across centuries, gender and genre, and experience an extensive range of views about texts and how to read them. You will be encouraged to explore comparisons and connections between texts and to appreciate the significance of cultural and historical influences upon readers and writers.

English Literature combines well with other Humanities subjects, such as History and Art. It can also act as a good balance to Science subjects and is a passport to the widest range of degree courses.

Students prepared to read and to work hard at essay writing skills can achieve excellent examination results.

EXAMINATION BOARD

ENGLISH LITERATURE- AQA Specification 7717B

EXAM PAPER

A-level English is a two-year course and involves three modules:

Paper 1
Literary Genres: Aspects of Comedy or Tragedy. Three texts, one Shakespeare and two others examined in a 2.30hr exam. This counts for 40% of the overall qualification.

Paper 2
Texts and Genres: Elements of either Crime Writing or Political Writing examined through three texts in a 3hr exam. This counts for 40% of the overall qualification.

Paper 3
Theory and Independence: involves the independent study of two texts examined through two coursework essays. This counts for 20% of the overall qualification.

HOMEWORK EXPECTATION

Expectation is at least 5 hours homework per week.

ONLINE RESOURCES

The AQA Specification 7717B has useful information for students on mark schemes and sample essays. Useful website links will be recommended as the time arises.

OUR TRACKING

Target grades will be decided in collaboration with students. When tracking, the teacher will give a “traffic light” colour for each student to indicate how they are progressing towards their target grade in their exam subjects. This information will be available via the Parent Portal every half-term.

HOW WORK IS STORED

Each student will have a portfolio of all assessed writing which will be supplied by the school.

TRIPS OUTINGS AND EXTRA EQUIPMENT

There will be a few Theatre trips and A-level lectures in London. These trips will be billed directly.

MATHEMATICS A-LEVEL

Meet the Teacher

I love mathematics for its challenge, for its history and for its applicability. Few other subjects have direct link to more than three-thousand years of human ingenuity, and yet remain fresh and new. I love problem solving. I love taking a problem, picking at it, pulling it apart, understanding the underlying structure, and then putting that new understanding into practice and making something new. If education is learning to learn, then mathematics is at the heart of education.

I was born and educated in Sussex. I studied Mathematics at the University of York and later took a Masters degree at the University of Warwick. My first experience of teaching came during a gap year before I started my MSc when I volunteered in Moldova over one winter.

I lived for eight years in Japan, where I taught English and Mathematics to students from age 4 to 44. I worked at schools, at conversation classes and at the Foreign Language Institute of University of Kanda. I learnt some Japanese and my children were born there. After we came back to the UK in 2008, I qualified as a teacher, and since I have taught in a wide range of schools across the Sussex, Surrey and Kent.

james.kilfiger@michaelhall.co.uk



James Kilfiger

Course Content

The magic of learning starts by discovering our students' strengths and the unique way they relate to Mathematics. One of the pleasures of teaching comes from the fact that each individual is unique and has a unique way of looking at the Mathematics, which we teach.

Who studies Mathematics?

The skills learnt on a Mathematics course will include:

- Analytical ability
- Logical thought processes
- Problem solving
- Investigative and communication skill

The skills learnt at A-level Maths are useful in all walks of life and a wide range of employers value them. Science students, particularly those wanting to read Physics, find Mathematics a very useful companion. It is also a requirement for some of the financial and Business Degrees offered at some universities.

EXAMINATION BOARD

Edexcel Specification 9MA0

EXAM PAPER

The Edexcel Maths A-level will be taught from a new linear syllabus. Students will start learning the material in September and will take three exams in May/June two years later.

Exam 1 – Pure Mathematics, out of 100 marks.
Counts for 33.33% of the qualification.
Duration of 2 hours.
Paper code: 9MA0/01.

Exam 2 – Pure Mathematics, out of 100 marks.
Counts for 33.33% of the qualification.
Duration of 2 hours.
Paper code: 9MA0/02.

Exam 3 – Statistics and Mechanics, out of 100 marks.
Counts for 33.33% of the qualification.
Duration of 2 hours.
Paper code: 9MA0/03.

HOMEWORK EXPECTATION

Expectation is 4.5 hours per week minimum.

ONLINE RESOURCES

Khan Academy
Exam Solutions

OUR TRACKING

Target grades will be decided in collaboration with students. When tracking the teacher will give a “traffic light” colour for each student to indicate how they are progressing towards their target grade in their exam subjects. This information will be available via the Parent Portal every half-term.

HOW WORK IS STORED

All exercise books, folders and text books will be supplied.

TRIPS OUTINGS AND EXTRA EQUIPMENT

Students will need a Scientific calculator Casio FX991EX-ClassWiz

BIOLOGY A-LEVEL

Meet the Teacher

After stints as an NHS microbiologist and running a 'Green' shop, I trained as a Science teacher in 1995, specialising in Biology to A-level. After gaining QTS, I re-trained as a Waldorf Class-Teacher on the NESTT course whilst working as an assistant teacher in Botton. I took a combined class through from Class 1 to Class 8. I also taught Woodwork, Gym and Form Drawing.

Doing the Bothmer Gym course built connections with Michael Hall, and I came here as an Upper School Science teacher in 2008.

In addition to Biology I have taught Physics and Chemistry (Main Lesson and Exam) here, as well as EFL, Gym and Religion.

I was a Trustee for 8 years, the SWSF rep for 5 years and latterly Upper School Faculty Chair.

I am passionate about Science, Spirituality and History; trying to understand in the big sense how we got here (and perhaps where we're headed) and sharing that understanding.

simon.grimshaw@michaelhall.co.uk



Simon Grimshaw

Course Content

September 2015 brought in changes at A-level for most subjects, Biology included. The content was adjusted and rearranged. The 1-year AS course continues to be a sub-set of the 2-year A-level course, so there is no difference in what is taught; but any exams sat for AS will no longer count towards the final A-level, where all exams are now to be sat at the end of the two-year course.

The practical exams have gone, swallowed up into the ordinary theory exams, with an added certificate of endorsement of practical skills from the teacher. This frees up more time for teaching, as there is no longer any coursework/ISA to prepare for.

Subject content of the newly structured course includes for both AS and the full A-level qualification:

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms

And for A-level only:

- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

The new course has a more logical sequence than the old one. It also leaves more of the detail at the discretion of the teachers. This, added to the extra time available (as much as 50% more for new material) allows for both a more relaxed and more in-depth experience for the students. More than a term of teaching time has been released in the full A-level program through not having to stop half-way through for AS exams and around another half a term through not having practical exams (which have only been very marginally 'practical' for some years now). This ironically frees up more time to make it hands-on and practical.

Who studies Biology?

The entry requirement is generally that students have reached at least a grade B in GCSE Double Science, although students with a lower grade may be successful if they have shown a particular aptitude for Biology in the past.

Traditionally Biology is studied in conjunction with the other sciences or with Mathematics and leads onto a scientific or medical career. It is a vibrant Science with high levels of investment and varied job opportunities. It is now equally popular with students who wish to follow the Arts or Humanities path but also wish to retain a link with the disciplines of a science based subject.

Biology leads to the development of many skills valued by universities and employers or indeed for life in general. It requires keen observational and language skills as it is descriptive and artistic. Students will also be faced with dealing with a wide range of variables and will need to interpret and make judgments. Another transferable skill, statistical analysis is also introduced. In the practical work, statistics will be introduced, another transferable skill. It is also hoped that students will be able to empathise with other living things, to be aware of ourselves and our limitations, both biologically and environmentally, whilst at the same time being capable of making informed and responsible decisions in a world increasingly facing difficult ethical questions as technology progresses.

EXAMINATION BOARD

BIOLOGY- AQA Specification 7402

EXAM PAPER

Paper 1

- Written exam: 2 hours
- Counts for 35% of the overall qualification.

Paper 2

- Written exam: 2 hours
- Counts for 35% of the overall qualification.

Paper 3

- Written exam: 2 hours
- Counts for 30% of the overall qualification.

HOMEWORK EXPECTATION

2 hours per fortnight maximum

ONLINE RESOURCES

Students will be directed to various resources as the need arises.

OUR TRACKING

Target grades will be decided in collaboration with students. The predicted grades are primarily based on test scores (including the mocks), with minor adjustments for homework and in-class performance. When tracking, the teacher will give a “traffic light” colour for each student to indicate how they are progressing towards their target grade in their exam subjects. This information will be available via the Parent Portal every half-term.

HOW WORK IS STORED

All exercise books, folders and text books will be supplied.

TRIPS OUTINGS AND EXTRA EQUIPMENT

None

CHEMISTRY A-LEVEL

Meet the Teacher

I am determined, self-motivated, independent and try to do things differently. I like working with strong dynamic teams to face challenges and solve problems – qualities I like to impart to my students.

I develop knowledge and understanding of different areas of Science and how they relate to each other. Through demonstrating an appreciation of the skills and scientific methods I foster competence and confidence in students helping them incorporate their mathematical and problem solving skills in Science.

I have a Masters degree from the University of Bristol in Aeronautical Engineering and have worked as an engineer in flight simulation and as an education manager for a finance association. Outside of school I own my own businesses, which has honed my skills in financial analysis and business strategy. On weekends I enjoy hiking up the nearest mountain with family.

richard.siddons@michaelhall.co.uk



Richard Siddons

Course Content

The A-levels have changed. The AS and A-level qualifications have been ‘decoupled’ which means that the AS will become a stand-alone qualification and AS marks will no longer contribute towards the full A-level qualification.

In Chemistry, the content of the AS and A-level qualifications will be split into three sections, which is a more traditional approach, based on Physical, Organic and Inorganic Chemistry.

The practical examination has been discontinued, but that does not mean in any way that there is no practical content to the course. Students will be awarded a separate endorsement of practical skills, which will be assessed by teachers. This will not be graded. If students pass, it will be recorded on their certificates. Otherwise it will not be recorded.

Topics (The list is extensive): Physical Chemistry is studied first and the topics include Atomic Structure; Amount of substance; Bonding; Redox reactions; Energetics: Kinetics and some Equilibria. Some of these subjects are studied at GCSE, but, as with all A-levels, the knowledge and understanding is both broadened and deepened.

At A-level, in addition to the above, Acids and Bases are explored in quite new ways and the full extent of their reactivity in a variety of chemical reactions is brought to the fore. Also included at A-level are Thermodynamics and Electrochemical cells.

Inorganic Chemistry looks in more depth at the structure of the Periodic Table, focusing initially on Group 2 (The Alkaline Earth Metals) and Group 7 (The Halogens).

At A-level, this is extended to Period 3 Elements and their Oxides; Transition Metals as well as looking at the behaviour of ions in aqueous solution. Organic Chemistry develops the themes established at GCSE. Alkanes, Alkenes and in addition the Haloalkanes and their importance in industrial processes are studied. Alcohols and organic analysis complete the AS section of this course.

At A-level, additional Homologous series are studied; Aldehydes and Ketones, Carboxylic Acids and Derivatives, Aromatic Chemistry (Benzene and its variants), Amines, Polymers, Amino Acids, Proteins and DNA, Organic Synthesis (useful in understanding drug synthesis and industrial processes) and the analytical techniques of Nuclear Magnetic Resonance Spectroscopy and Chromatography.

Who studies Chemistry?

‘.....nearly everything you look into leads you back to Chemistry in the end and nearly all of it is really interesting.’ Bill Bryson

Chemistry is an excellent A-level choice. The impact that Chemistry has on the world we live in is vast. It touches on everything from smart materials being used in the most incredible ways, to chemists working with paleontologists to discover the colour of dinosaurs. Chemists also play a crucial role in modern Medicine, designing drugs to tackle diseases that affect the global population. There is bound to be something that sparks an interest and makes you think ‘there could be a career in Chemistry for me’. However it is also considered one of the most difficult A-levels: there are challenging concepts certainly, Mathematics in new contexts and a lot of new vocabulary and facts to come to terms with. Students will need to work hard to make the most of their course, but there is lots of help out there and it will be very rewarding.

EXAMINATION BOARD

AQA Specification 7405

EXAM PAPER

Paper 1

- Written exam: 2 hours - Counts for 35% of the overall qualification.

Paper 2

- Written exam: 2 hours - Counts for 35% of the overall qualification.

Paper 3

- Written exam: 2 hours - Counts for 30% of the overall qualification.

Knowledge and understanding of practical work will be assessed in written exams.
About 15% of total marks in our AS and A-level exams will be based on practical questions.

HOMEWORK EXPECTATION

Expectation is 4 hours a week

ONLINE RESOURCES

None

OUR TRACKING

Target grades will be decided in collaboration with students. When tracking the teacher will give a “traffic light” colour for each student to indicate how they are progressing towards their target grade in their exam subjects. This information will be available via the Parent Portal every half-term.

HOW WORK IS STORED

All exercise books, folders and text books will be supplied.

TRIPS OUTINGS AND EXTRA EQUIPMENT

All conforming safety equipment is provided, however students may prefer their own pair of UVEX safety glasses

PHYSICS A-LEVEL

Meet the Teacher (See Chemistry above)

richard.siddons@michaelhall.co.uk

Course Content

Physics attempts to explain the physical world around us including its laws and the phenomena we encounter in our everyday lives. It is a continual quest to understand the underlying order in the universe, and the knowledge gained along the way has led to many technological advances that have been beneficial to society. Studying Physics will equip students with the necessary problem solving and analytical skills to enable them to face the challenges of the future, whichever path they eventually decide to take.

In order to take this course, students will need to have achieved a grade C or above in Mathematics and Double Award Science GCSEs. Normally the A-level will be taken as a two year course with no separate AS exam. If during the second year a student feels they would rather consolidate their existing knowledge than extend to the full exam then an AS award will be considered.

Year 1 (AS) outline: The Year 1 specification builds on previous studies in Physics at GCSE level as well as introducing new topics.

It is often a surprise to discover that what was previously taken as truth was only an approximation, and that science is a process of continual refinement as we deepen our powers of observation and understanding. Individual and team investigations will support students' learning throughout the course and practical skills will be assessed within the context of the main areas of study:

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity

Particle Physics is introduced and students learn to classify the fundamental building blocks of matter and how they interact. Quantum theory is touched upon in the areas of photoelectricity, atomic energy levels, light spectra, and wave-particle duality. The principles governing electricity in both direct current and alternating current circuits are explored, and a strong practical element is included. Students build upon their understanding at GCSE level of Mechanics, Materials, and Waves. They analyse the forces that maintain objects at rest or in uniform motion. The concepts of work, energy, and power are applied to applications such as drag forces and efficiency. Properties of materials including density and elasticity are explored. The study of waves encompasses the properties of refraction, diffraction, and interference, leading to the formation of stationary waves and total internal reflection as applied in the area of optics.

Year 2 outline: In Year 2 the specification builds on Year 1 and requires more rigour in the approach to the subject and questions about it. Exciting specialist topics are included which give students a taste for the scope and depth which are possible should they choose a career in the field. Individual and team investigations will again support students' learning throughout the course and practical skills will be assessed within the context of the main areas of study:

- Further mechanics (periodic motion)
- Thermal physics
- Gravitational, Electric, and Magnetic fields and their consequences
- Nuclear physics

Plus one optional topic:

- Astrophysics - how fundamental principles of physics and key devices such as CCDs and telescopes are used to gain knowledge and understanding of the universe, including stars and galaxies as well as objects such as quasars and black holes and concepts such as dark energy
- Medical physics
- Engineering physics - how fundamental physics can be applied to rotating devices such as motors and wheel-based appliances, and the vast area of thermodynamics is explored including engines, efficiency, pressure/volume/ temperature relationships, and heat transfer devices such as refrigerators
- Turning points in physics - the development of exciting ideas especially around the turn of the 20th century such as the discovery of the electron and quantization of charge, wave-particle duality and electron microscopes, and Einstein's theory of special relativity
- Electronics

Students learn about force and energy in the contexts of collisions and explosions, circular motion and oscillations, electric, gravitational and magnetic fields, thermal physics and nuclear energy. They revisit important ideas such as electric potential and meet new theories such as binding energy in nuclear physics and kinetic theory of gases.

Applications such as capacitors, generators, transformers, and nuclear reactors are studied.

Who studies Physics?

Many desirable key skills are incorporated in the Physics A-level curriculum. These include: thinking outside (and inside) the box, communication, information technology, application of number, working with others and problem solving. Social and ethical issues are also raised.

Physics graduates are in high demand by employers for a wide range of careers, including - beside the obvious - medicine, law, journalism, engineering, business, economics and banking!



Richard Siddons

EXAMINATION BOARD

AQA Specification 7408

EXAM PAPER

Paper 1

- Written exam: 2 hours - Counts for 34% of the overall qualification.

Paper 2

- Written exam: 2 hours - Counts for 34% of the overall qualification.

Paper 3

- Written exam: 2 hours - Counts for 32% of the overall qualification.

Section A: Compulsory section: Practical skills and data analysis

Section B: Students enter for one of sections: Astrophysics, Medical Physics, Engineering Physics, Turning Points in Physics or Electronics

HOMEWORK EXPECTATION

Expectation is 4 hours a week

ONLINE RESOURCES

None

OUR TRACKING

Target grades will be decided in collaboration with students. When tracking the teacher will give a “traffic light” colour for each student to indicate how they are progressing towards their target grade in their exam subjects. This information will be available via the Parent Portal every half-term.

HOW WORK IS STORED

All exercise books, folders and text books will be supplied.

TRIPS OUTINGS AND EXTRA EQUIPMENT

All conforming safety equipment is provided, however students may prefer their own pair of UVEX safety glasses

GEOGRAPHY A-LEVEL

Meet the Teacher

It gives me great pleasure to introduce myself as a future Teacher of Geography at Michael Hall. I have been a geography teacher and subject leader for over 14 years. Before training to become a teacher, I worked for many years in nursing and care work. As a committed teacher, I am passionate about inspiring young people to develop a love of learning and I believe Geography is one of the most important subjects to help them make sense of our ever-changing and fascinating world. Outside of teaching, my interests and hobbies include gardening, walking, landscape painting, dressmaking and vegetarian cookery! As a parent, I value the importance of an education that develops the whole child and I am really looking forward to joining Michael Hall and meeting the students from September.

samantha.bax@michaelhall.co.uk



Samantha Bax

Course Content

From 2016 a new 2 year A-level syllabus has been introduced by Edexcel, our chosen examination board for Geography. First examination took place in the Summer of 2018. The specification aims to enable students to engage critically with real world issues and places and apply their own geographical knowledge, understanding and skills to make sense of the world around them and be able to apply geography to all aspects of their life, whatever they choose to do in the longer term. It offers an issues-based approach to studying geography, enabling students to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change. The content gives students the opportunity to develop an in-depth understanding of physical and human geography, of the complexity of people and their relationship to the environment and to become critical, reflective and independent learners.

Who studies Geography?

Students develop a particularly deep feeling for the world and those who occupy and use it and this equips them well for further academic study or for the world of work.

Basic Geographical skills are put into the context of contemporary case studies and students are expected to be alive to current affairs and to read widely around the subject.

This course provides an excellent basis for many careers and degree courses including Environmental Science, Engineering, Journalism, Sociology, Geography, Geology, Accountancy, Business Management, Urban Development and Planning, Surveying, International Relations, Government, Diplomacy, Politics, Development Work, Teaching, Conservation and a host of related careers. Geography is a popular degree choice and all Geography departments have seen considerable growth and development in recent years.

EXAMINATION BOARD

Edexcel Specification 9GE0

EXAM PAPER

Paper 1 - Written examination: 2 hours and 15 minutes - Counts for 30% of the qualification

Section A relates to Topic 1: Tectonic Processes and Hazards.

Section B relates to Topic 2: Landscape Systems, Processes and Change. Students answer questions on Glaciated Landscapes and Change.

Section C relates to Topic 5: The Water Cycle and Water Insecurity and Topic 6: The Carbon Cycle and Energy Security.

The examination may include short open, open response and resource-linked questions. The examination includes

12-mark and 20-mark extended writing questions. Calculators may be used.

Paper 2 - Written examination: 2 hours and 15 minutes - Counts for 30% of the qualification

Section A relates to Topics 3 and 7: Globalisation/Superpowers.

Section B relates to Topic 4: Shaping Places.

Students answer questions on Topic 4A: Regenerating Places.

Section C relates to Topic 8: Global Development and Connections. Students answer questions on Topic 8A: Health, Human Rights and Intervention.

Paper 3 - Written examination: 2 hours and 15 minutes - Counts for 20% of the qualification

An externally-assessed written examination. A resource booklet will contain information about the geographical issue. All questions in the examination draw synoptically on knowledge and understanding from compulsory content drawn from different parts of the course. The examination may include short open, open response and resource-linked questions. The examination includes 8-mark, 18-mark and 24-mark extended writing questions. Calculators may be used.

Paper 4 - Non-examined assessment - Counts for 20% of the qualification

The investigation report is internally assessed and externally moderated.

The student will produce a written report of 3000–4000 words.

During the course there will be compulsory group fieldwork for which there will be a charge of approximately £350.

Not having a GCSE in Geography is not a bar to entering the A level programme though it would be advisable for any prospective student to speak to the Assistant Principal, Guardian or Geography teacher, prior to making the choice.

HOMEWORK EXPECTATION

Expectation is 3 hours per week, much of it will be background research.

ONLINE RESOURCES

Various online resources will be highlighted according to the topics studied. The Edexcel Exams Board website for A-level Geography is very useful.

OUR TRACKING

Target grades will be decided in collaboration with students. When tracking the teacher will give a “traffic light” colour for each student to indicate how they are progressing towards their target grade in their exam subjects. This information will be available via the Parent Portal every half-term.

HOW WORK IS STORED

Text books, files and exercise books will be supplied by the school.

TRIPS OUTINGS AND EXTRA EQUIPMENT

One 4 day field trip in the Summer Term of Class 11. This attracts an additional cost of £350.

HISTORY A-LEVEL

Meet the Teacher

I was born in the second half of the 20th century, about two months before the Moon Landing. My mother came from what was, before the Italian unification, The Kingdom of the Two Sicilies and my father was from the Papal State; that exposed me to two set of dialects which were my first languages which I spoke with my grandmother at home, in the Marche's countryside (centre-east of Italy); there, as a young adult, I studied, completed a year of military training (compulsory at the time) and worked (technical designer).

Decades later, in London, I graduated with Honours in History at the Royal Holloway (2002), completed my MSc (Politics of the Globalisation) at Birkbeck College (2003) and then the PGCE (History, Citizenship and Politics) at the Institute of Education (2005). Since then I have taught History, Politics and Geography in both state (about 5 years) and independent (10 years) schools across London.

Here, at Michael Hall, I teach History and Geography.

marco.piotti@michaelhall.co.uk



Marco Piotti

Course Content

Why should one study History?

Do you like reading stories? Finding out what happened and why? If so, then this is the first step towards choosing this subject. History is, at its core, the narrative of human adventures on this World. It is about how we, humans, turned out to be the way that we are; it is about how and why we acted as we did; it is the story of us then, in the past – far or recent. Are you interested?

The formal learning of History provides you with essential approaches/skills applicable to everyday life, that everyone should possess: answer questions specifically, using evidence to back up your arguments and judgements; research independently; comprehend that very different narratives (viewpoints) could be generated from the very same facts; empathise with other people: your ancestors, humanity's ancestors.

There are many professions that the study of History would support; but most importantly, it will make you aware of human affairs, close and far, in space and time.

Why these History topics rather than others?

The selection of Historical periods, events, times is not open-ended: examining boards provide lists of topics and set criteria and limits to their combination. My selection of History topics for the students at Michael Hall follows a rationale explained below.

I have chosen Exploration (Unit 2) and Renaissance (Unit 3) together because the latter frames the context in which the prior (Exploration) occurred. The stories narrated in these two Units allow students to explore great art, powerful institutions, cultural, political, artistic and philosophical turmoil and innovation; exceptional individuals and the adventurous and dramatic exploration of the 'New World' and the making of the 'Modern World'. All that had a long-lasting impact on the history of Europe and the World.

Unit 1 (Britain 1951-97 with Churchill) covers British recent History which provides a stark counter-narrative to Units 2 and 3 (the start of European domination and its imperial expansion) with a close look at the issues faced by the last major, waning European empire: Britain. This unit also offers students the possibility to analyse one of the most revered and controversial figures of 20th century Britain, Winston Churchill. To my judgment, having scrutinized all examining boards, this is the best set of options, for breath, depth, drama, controversy and beauty. I hope that you, students, will enjoy these stories too.

Unit 4 (topic-based essay) is an opportunity for each student to 'play the Historian'. Students will be guided through an independent research on a topic of their choice: any topic, any period, any time. The essay question, selected by the student and approved by me, their teacher (and the examining board), should be analysed in a 3000-4000 word essay, drawing from a range of primary and secondary sources. Very exciting!

What do I expect from the students?

Cooperation, participation and nothing but their best, consistent effort every week.

EXAM PAPER

Unit 1 1h 30 - 25% of A-level - 50 marks Class 12

British Period Study and Enquiry; unit entry code Y113. Britain 1930-1997; Enquiry topic: Churchill 1930-1951

Assessment overview for British Period and Enquiry:

Section A: the enquiry Churchill 1930-1951

Students will answer one compulsory question, requiring them to analyse and evaluate four primary sources in their historical context in order to test a hypothesis. This part of the paper is worth 30 marks.

Section B: period study Britain 1930-1997

Students will answer one essay question from a choice of two. This part of the paper is worth 20 marks.

Unit 2 1h - 15% of A-level - 30 Marks - Class 11

Non-British Period Study; unit entry code Y205 Exploration, Encounters and Empire 1445-1570 Assessment overview for Non-British Period Study:

Students will answer one two-part question from a choice of two. The first part of the question will require learners to compare two factors and to make a judgement about their relative importance. This is worth 10 marks. For the second part of the question students will write an essay on a different part of the period. This question is worth 20 marks.

Unit 3 - 2h 30 - 40% of A-level - 80 Marks Class 11

Thematic Study and Historical Interpretation; unit entry code Y305 The Renaissance c.1400-c.1600

Assessment overview for the Thematic Study and Historical Interpretation:

Section A is the interpretations section. Learners will read two extracts from historians about one of the three depth studies specified for their chosen option, and will write an essay explaining which they think is more convincing. This part of the paper is worth 30 marks.

Section B is the themes section. Students will answer two themes questions from a choice of three, each of which requires an essay covering the whole period studied. This part of the paper is worth 50 marks.

Unit 4 - 20% of A-level - 40 marks - End of Class 11 and 12)

Topic based essay: 3000-4000 word essay; unit entry code Y100

Non Exam Assessment. Students will write an essay based on an independent investigation on a topic of their choice. Students, in agreement with their teacher, will select an essay question, based on criteria set by the examining board, which will inform their independent research. The essay will be marked by the teacher and moderated by OCR.

HOMEWORK EXPECTATION - Expectation is 3 hours background reading and preparation, plus an essay per week.

ONLINE RESOURCES - Google.doc.

OUR TRACKING

Target grades will be decided in collaboration with students. When tracking the teacher will give a "traffic light" colour for each student to indicate how they are progressing towards their target grade in their exam subjects. This information will be available via the Parent Portal every half-term.

HOW WORK IS STORED - Text books and exercise books will be provided.

TRIPS OUTINGS AND EXTRA EQUIPMENT

There will be A-level conferences. Extra reading material will be suggested which students can buy if they wish.

GERMAN A-LEVEL

Meet the Teacher

I grew up in Germany and have always enjoyed languages. I have studied German Literature and Russian to a degree level.

I taught German and Russian in Germany. After coming to England I started teaching German in state schools to GCSE and A-level.

I became very interested in Waldorf education, especially after my children were born and over the years attended several courses in teaching foreign languages in Steiner schools.

For the last 16 years I have greatly enjoyed teaching German to all ages (Classes 1-12) in Michael Hall.

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Simone Pritchard

Course Content

This new 2 year A-level course combines a language and a culture component. In both we develop four main skills: reading, writing, speaking and listening, with grammar as an integral part of all of them. These skills will be tested with an examination at the end of the second year.

We follow the Edexcel course book, use the online course 'Dynamic Learning' and a huge variety of authentic materials.

During the course the students will develop and further their skills and attempt to master the language in every nuance. The emphasis is put on topics such as "the Environment, Current Affairs and Education", which gives room for plenty of individual research.

The essential aim of this course is to achieve a personal, independent approach to German culture and gain the ability to form balanced judgments and express them in German.

For the cultural topics, the students find out about the falling of the Berlin Wall in 1989 and life before and since the reunification, and they watch and discuss two films on the subject: "Goodbye Lenin" and "Das Leben der Anderen". They also explore German Literature by reading and analysing a novel or play by a German speaking writer.

In addition to that, every student will prepare an individual research project on the topic of their choice and present and discuss it in the speaking exam.

Who studies German?

Nowadays it is useful for anyone to speak a second language. Students who have studied German can go in all directions of Further Education.

We have small groups and are able to focus our lessons on the interests and needs of the individual students.

EXAMINATION BOARD

Edexcel Specification 9GN0

EXAM PAPER

Paper 1 - Listening, Reading and Translation- Written exam: 2 hours

- Section A: Listening (30 marks):

A listening assessment based on a recording, featuring male and female German speakers.

Students will respond to comprehension questions based on a variety of contexts and sources.

- Section B: Reading (30 marks)

A reading assessment based on a variety of text types and genres where students will have to respond to comprehension questions.

- Section C: Translation into English (20 marks)

An unseen passage to be translated from German to English.

This paper counts for 40% of the overall qualification.

Paper 2 - Written Response to Works and Translation- 2 hours and 40 minutes

- Section A: Translation (20 marks)

Students translate an unseen passage from English into German.

- Section B: Written response to works (literary texts) (50 marks)

Students must write an extended response on either one or two of the literary texts prescribed.

Students select one question from a choice of two for each of their chosen literary text(s).

- Section C: Written response to works (films) (50 marks)

Students who answer only one question from a literary text in Section B must now write an extended response on one of the films prescribed.

Students select one question from a choice of two for their chosen film.

This paper counts for 30% of the overall qualification.

Paper 3 - Speaking- Oral exam: between 21 and 23 minutes, which includes a single period of 5 minutes' formal preparation time

This paper counts for 30% of the overall qualification.

HOMEWORK EXPECTATION

Expectation is 4 hours per week.

ONLINE RESOURCES

Dynamic Learning

OUR TRACKING

Target grades will be decided in collaboration with students. When tracking the teacher will give a "traffic light" colour for each student to indicate how they are progressing towards their target grade in their exam subjects. This information will be available via the Parent Portal every half-term.

HOW WORK IS STORED

Folders and exercise books will be provided at the start of term.

TRIPS OUTINGS AND EXTRA EQUIPMENT

None.

SPANISH A-LEVEL

Meet the Teacher

I am still fascinated by the incredible potential of the Waldorf education system in today's world. After qualifying as a state school teacher, and after having experienced mainstream education for a number of years, I realised, over ten years ago, that a holistic approach to education was undoubtedly what I wanted to pursue for my professional career, and what I wanted for my children's education. I have been a teacher at Michael Hall since September 2019. Since I joined the Michael Hall community, I have been undertaking training to gain a good insight and understanding of anthroposophical teachings. I am thoroughly enjoying my experience as a Spanish teacher at the school.

I believe in a holistic approach to education that promotes the physical, mental and spiritual aspects of the human experience. At Michael Hall this is done by inspiring the thinking, doing and feeling aspects of young people. I believe that my knowledge and teaching experience, coupled with anthroposophical teachings and wisdom provides a great combination from which students can thrive and develop into their fullest potential.

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Ingrid Lidberg

Course Content

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment or to further study, including a modern languages degree.

The specification has been designed to be studied over two years. The approach is a focus on how Spanish-speaking society has been shaped socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of Spanish-speaking countries. In the second year further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. Students also study aspects of the political landscape including the future of political life in the Hispanic world by focusing on young people and their political engagement.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills. They will do this by using authentic spoken and written sources in Spanish.

The choice of works (literary texts and films) offers opportunities to link with the themes so that, for example, the play *La casa de Bernarda Alba* could be linked to the sub-theme Modern and traditional values while the film *Volver* could be connected to the sub-theme Equal rights.

Students following this specification will develop their language knowledge, understanding and skills through:

- using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of Spanish
- applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression using language-learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies
- listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers
- reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary

...continued overleaf

EXAMINATION BOARD

SPANISH- Specification 7692

EXAM PAPER

Paper 1

- Listening, Reading and Writing- Written exam: 2 hours 30 minutes
Counts for 50% of the overall qualification.

Paper 2

- Writing- Written exam: 2 hours
Counts for 20% of the overall qualification.

Paper 3

- Speaking- Oral exam: 21–23 minutes (including 5 minutes preparation time)
Counts for 30% of the overall qualification.

HOMEWORK EXPECTATION

Expectation is 4 hours per week.

ONLINE RESOURCES

Kerboodle and various sites to be advised on as the need arises.

OUR TRACKING

Target grades will be decided in collaboration with students. When tracking, the teacher will give a “traffic light” colour for each student to indicate how they are progressing towards their target grade in their exam subjects. This information will be available via the Parent Portal every half-term.

HOW WORK IS STORED

Text books and exercise books will be provided.

TRIPS OUTINGS AND EXTRA EQUIPMENT

There will be a couple of short trips.

SPANISH A-LEVEL continued

- understanding the main points, gist and detail from spoken and written material
- inferring meaning from complex spoken and written material, including factual and abstract content
- assimilating and using information from spoken and written sources, including material from online media
- summarising information from spoken and written sources, reporting key points and subject matter in speech and writing
- translating an unseen passage from Spanish into English
- translating an unseen passage from English into Spanish.

Students must also study either one book and one film or two books from the lists in this specification. They must appreciate, analyse and be able to respond critically in writing in Spanish to the work they have studied. Their understanding of the work must include a critical appreciation of the concepts and issues covered and a critical and analytical response to features such as the form and the technique of presentation as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera-work in a film).

In addition, students will:

- develop research skills in Spanish, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where Spanish is spoken
- identify a key question or subject of interest and select relevant information in Spanish from a range of authentic sources, including the internet
- use information to illustrate knowledge and understanding of the research subject
- analyse and summarise research findings, elaborating on key points of interest, as appropriate, through oral presentation and discussion.

Students may study the themes listed below in relation to any Spanish-speaking country or countries.

- Aspects of Hispanic society
 - Modern and traditional values
 - Cyberspace
 - Equal rights
- Multiculturalism in Hispanic society
 - Immigration
 - Racism
 - Integration
- Artistic culture in the Hispanic world
 - Modern day idols
 - Spanish regional identity
 - Cultural heritage
- Aspects of political life in the Hispanic world
 - Today's youth, tomorrow's citizens
 - Monarchies and dictatorships
 - Popular movements

Students must study either one text and one film or two texts from the list below.

- Federico García Lorca La casa de Bernarda Alba
- Gabriel García Márquez Crónica de una muerte anunciada
- Laura Esquivel Como agua para chocolate
- Ramón J. Sender Réquiem por un campesino español
- Carlos Ruiz Zafón La sombra del viento
- Isabel Allende La casa de los espíritus
- Gustavo Adolfo Bécquer Rimas
- Fernando Fernán-Gómez Las bicicletas son para el verano
- Luis de Castresana El otro árbol de Guernica
- Gabriel García Márquez El coronel no tiene quien le escriba

Films

- El laberinto del fauno Guillermo del Toro (2006)
- Ocho apellidos vascos Emilio Martínez-Lázaro (2014)
- María, llena eres de gracia Joshua Marston (2004)
- Volver Pedro Almodóvar (2006)
- Abel Diego Luna (2010)
- Las 13 rosas Emilio Martínez-Lázaro (2007)

Future Progression

Students will be able to pursue their interests in Spanish at university, either as specialists or in conjunction with another subject. Employment and career opportunities are greatly enhanced for applicants who can demonstrate a higher level of linguistic competence. With the knowledge of a foreign language, students can pursue a wide range of careers in Law, Finance and Business, Travel and Tourism, Translator and Interpreter and Teaching.

Suggested Reading/Resources

It is recommended that students read Spanish newspapers and magazines online as well as watching films in the target language.

DRAMA A-LEVEL

Meet the Teacher

I was reincarnated as a teacher 11 years ago, having spent the first phase of my professional life in theatre and film. I read English &

American Literature as an undergraduate, graduating with a BA, Hons, from the University of Kent, and completed my MA at the Rossier School of Education at the University of Southern California, Los Angeles. I have full Qualification Teacher status in the United Kingdom and also hold the equivalent credential in California. I have lived and worked in 5 countries across 3 continents and have two daughters currently attending Upper School here at Michael Hall.

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Catharine Gibson

Course Content

A-Level Drama and Theatre offers students the opportunity to explore Drama as a practical art form, in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Students will:

- create, perform and respond to Drama and Theatre
- develop the creativity and independence to become effective theatre makers
- explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts
- learn how relevant research, independent thought and analysis of live theatre production can inform decision making in their practical work and put this understanding into practice
- experience the ways in which theatre makers collaborate to create theatre.

The subject content for A-Level Drama and Theatre is divided into three components:

Component 1: Drama and Theatre

This component is a written exam in which students are assessed on their knowledge and understanding of how Drama and Theatre is developed and performed and on their ability to analyse and evaluate the live theatre work of others. It will involve study of two drama texts, one classical and one modern, and critical analysis of live (and digitally-recorded) professional theatre productions of several plays.

The exam paper is divided into three compulsory sections:

- Section A: Drama through the ages
- Section B: 20th and 21st century drama
- Section C: Live theatre production.

In the exam, students are expected to demonstrate knowledge and understanding of the subject content.

The paper constitutes 40% of the A-level. Students have 3 hours to answer the paper. It is marked by AQA examiners.

Component 2. Creating Original Drama

This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning as part of the theatre making process making connections between dramatic theory and practice and apply theatrical skills to realise artistic intentions in live performance.

For this component, students must complete two assessment tasks:

- produce an individual Working notebook documenting the devising process
- contribute to a final devised, group performance.

The Working notebook is marked out of 40.

Each student's contribution to the final devised performance is marked out of 20.

Component 2 constitutes 30% of the A-level. It is marked by teachers and moderated by AQA.

Component 3: Making Theatre

For the practical components students choose to work as performers, designers (design students may choose lighting, sound, set, costume or puppets) or directors.

This is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work.

For this component students must practically explore (workshop) and interpret three key extracts each from a different play and complete two assessment tasks:

- formally present Extract 3 to an audience
- produce an individual Reflective report analysing and evaluating their theatrical interpretation of all three key extracts studied.

Each student's contribution to the performance of Extract 3 is marked out of 40. Their Reflective report is marked out of 20.

Component 3 constitutes 30% of the A-level. It is marked by AQA.

EXAMINATION BOARD

The AQA Drama & Theatre (7262)

EXAM PAPER

Component 1: Drama and Theatre

The paper constitutes 40% of the A-level. Students have 3 hours to answer the paper. It is marked by AQA examiners.

Component 2: Creating Original Drama

Component 2 constitutes 30% of the A-level. It is marked by teachers and moderated by AQA.

Component 3: Making Theatre

Component 3 constitutes 30% of the A-level. It is marked by AQA.

(see full information under 'Course Content' on opposite page).

HOMEWORK EXPECTATION

3- 5 hours per week

ONLINE RESOURCES

National Theatre, RSC and other drama and theatre websites are very useful for students.

The AQA Drama & Theatre (7262) is also a great resource for course details.

OUR TRACKING

Target grades will be decided in collaboration with students. When tracking the teacher will give a "traffic light" colour for each student to indicate how they are progressing towards their target grade in their exam subjects. This information will be available via the Parent Portal every half-term.

HOW WORK IS STORED

Written work is stored in students' folders.

Recordings of performances are kept in digital formats on USB sticks or on CD's which are locked in the Exam Officer's Office.

TRIPS OUTINGS AND EXTRA EQUIPMENT

Students will attend several professional productions over the two-year course.

PSYCHOLOGY A-LEVEL

Meet the Teachers

For as long as I can remember I've been interested in psychology and enthusiastically did my degree in Psychology and Counselling. After having children, I taught psychology A-level at Reigate Sixth Form College, which is a Beacon college, before coming to Michael Hall ten years ago as a trainee Waldorf Steiner teacher after discovering and becoming very interested in Waldorf Steiner education. As well as teaching one session a week of psychology for Classes 11 and 12, I am in my eighth year of being a Class Teacher.

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Emmeline Hawker



Sam Bayley

I have been teaching for fifteen years, starting my career at St Alban's College as a psychology lecturer. I then went on to be in charge of psychology at Wanstead High School where I also held position as Deputy Head of Sixth form. From there I became Head of Psychology at Westhatch High School. I took some time off to look after my children but managed to squeeze in some exam invigilating and exam marking, so I understand the process of A-Levels from the beginning to the end. I have taught a range of syllabus but am now teaching my favourite syllabus, AQA at Michael Hall as well as adult courses at Tunbridge Wells College and an online A-Level course for students with mental health issues.

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Course Content

The compulsory modules are:

- Social psychology with a focus on social influence and conformity
- Attachment psychology
- Psychopathology focusing on OCD, depression and phobias
- Approaches in psychology looking at the learning, cognitive, biological, humanistic and psychodynamic approaches
- Biospsychology
- Issues and Debates in psychology including gender and cultural bias in research, free will vs determinism, the nature-nature debate, holism vs reductionism, idiographic vs nomothetic approaches and the ethical implications of research and theory.
- Research methods and statistics

Three modules must also be chosen from the following options:

Relationships, Gender, Cognition, Schizophrenia, Eating Behaviour, Stress, Aggression, Forensic Psychology and Addiction.

EXAMINATION BOARD

AQA

EXAM PAPER (TWO PAPERS)

Three papers, each of which is 2 hours and 33.3% of the final A level mark.

HOMEWORK EXPECTATION

Expectation is 3 hours per week

ONLINE RESOURCES

We have a fantastic online resource which accompanies the book and for which the students will receive login details. This resource contains the whole course book online with annotations and extra material including quizzes, past exam questions, links to helpful websites with youtube videos or other relevant content and extension material to challenge and stretch students who are aiming for the top grades.

OUR TRACKING

Target grades will be decided in collaboration with students. When tracking the teacher will give a “traffic light” colour for each student to indicate how they are progressing towards their target grade in their exam subjects. This information will be available via the Parent Portal every half-term.

HOW WORK IS STORED

Students will need to purchase an A4 Ring Binder and worksheets and paper will be supplied by the School.

TRIPS OUTINGS AND EXTRA EQUIPMENT

None

PHOTOGRAPHY A-LEVEL

Meet the Teacher

Having a degree in Fine Art and a Masters in Animation, I spent the first 10 years of my working life teaching Art, writing for Art Journals and focused on my own Art Practice, followed by 15 years in animation for TV, film and games. All three of my children have been through Michael Hall. I joined as a teacher in 2013, and am currently teaching Photography A-level and Ironwork part-time, alongside pursuing my own Craft practice.

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Andrew Lindsay

Course Content

It is estimated that 900 billion photographs will be taken in 2018. The advent of digital photography, particularly with mobile devices has meant that we are all photographers, all of the time – but that doesn't necessarily mean we make 'good' photographs.

In A-level Photography students investigate the past and present of the photograph, studying the technical aspects and creative potential of image-making, finding a personal focus through projects and workshops. An understanding of the context of their work is important as is experimentation.

Though the course is centered on non-commercial artistic genres, students have many opportunities to follow their own specific and personal interests, be that photojournalism, landscape, fashion photography etc.

On the technical side, students will be able to work with a variety of cameras and lenses, with film, developing and printing, studio lighting and of course digital imaging.

This is a two-year linear course:

Component 1

- Portfolio and Personal Investigation – technical and aesthetic workshops and mini-projects on set topics, including approaches to portraiture, Black & White developing and printing, street photography, the political/social uses of photography, photography in art, commercial photography such as fashion, abstraction and others, set the foundation for the course. Experimentation is essential as is looking at and responding to the work of past and present photographers and artists. Students learn how to work to a brief or specific assignment.
- A main theme is chosen two-thirds the way through the component which students pursue in a personal manner. Starting with a broad and experimental approach, students refine their area of interest during the component – visiting exhibitions and researching the work of contemporary and historical photographers to inform their own work. Students write a 1000-3000 word essay or piece of creative prose on their area of interest. The personal investigation can be based around a style or genre of photography, be inspired by the work of an established practitioner, based on an aesthetic or visual concept, a cultural or personal theme etc.
- Students produce an extensive body of developmental/experimental work resulting in a selection of final pieces.

Component 2

- Externally Set Assignment. Students choose a theme or title from a list of eight set by AQA. A preparatory period leads to 15 hours supervised time. Extensive research, context, experimentation and development of ideas are required to support the final piece or pieces.

Throughout the course, showing how the end results were achieved and the relationship to the work of practitioners is crucial – demonstrating exploration and development of ideas and themes.

Students are encouraged to regularly visit galleries and museums to see photography in the flesh, to research thoroughly and immerse themselves in the culture and uses of photography in the contemporary world. Field trips, and work-experience possibilities, are integrated with the course.

Though Photography A-level is a demanding course and students should expect to be doing a lot of work outside of the classes, they can expect to have plenty of fun and be challenged in many creative ways through the coursework and regular set mini-projects.

Who studies Photography?

Students considering further study or careers in Art, Photography, Media, Television, Advertising, Film and Animation, Design, Journalism and many other creative areas take this course. In fact, almost anyone interested in current issues and culture can study Photography.

EXAMINATION BOARD
PHOTOGRAPHY- AQA Specification 7206

EXAM PAPER

Component 1 - 60% of A Level
(See full information on opposite page)

Component 2 - 40% of A Level
(See full information on opposite page)

HOMEWORK EXPECTATION
Expectation 2 hours per week

ONLINE RESOURCES
None

OUR TRACKING

Tracking will be done every half-term. In Class 11 feedback will be 'formative', relative to the development of the student's visual, technical and conceptual progress, as individuals not in the context of the exam. In Class 12 when students embark on externally assessed work, tracking will be done in the context of the exam assessment objectives, and possible grade attainment will start to be discussed.

HOW WORK IS STORED

Work is stored on computers, SD cards, USB sticks and all prints are stored in a safe place in school. All students will have access to Adobe Photoshop

TRIPS OUTINGS AND EXTRA EQUIPMENT

There is at least one visit each year to a major Photography exhibition in London or to galleries in the South of England, including PhotoLondon fair at Somerset house.

It is essential that students have a DSLR of their own for the duration of the A-level. We recommend something like a used Canon 1200d with an extra 50mm lens for portraits, which can be found on ebay for around £200 and £70 respectively. There is an annual studio fee of £50 per student.

ART & DESIGN A-LEVEL

Meet the Teacher

I joined Michael Hall at Easter 2018 to teach A-level Art following over 10 years of teaching Art mainstream education. I am also delighted to be a Class 9 Guardian. Following my degree in Photography I worked as a freelance photographer, senior sailing instructor and ski guide in various countries, and later completed my PGCE in Secondary Art Education at Cambridge University in 2006. I originally started teaching at the age of 16, gaining my RYA dinghy sailing instructor, followed by my senior instructor qualification; the fascination for teaching has never left me. I also continue to create and exhibit my own art, often working on projects in collaboration with a textile artist. Teaching Art in the Upper School continues to inspire me as I facilitate and nurture the students' creativity, imagination, skills and constant curiosity about the world around them.

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Jo West

Course Content

The main purpose of an Art and Design course is to develop the student's ability to appreciate the visual world and to respond in a personal, creative and original way.

The focus of the first year is to explore multiple induction techniques, methods and mediums, with an emphasis towards drawing in order to develop the student's ability to record freely and fluently.

Within the first term the tasks are closely related to the techniques explored in the class. Students are encouraged to analyze and discuss their progress in written form. Through discussions with their teacher, students are introduced to the work of relevant artists and genres.

During the Spring Term students research and develop their own ideas inspired by a set theme (a mock question paper). This is important as it is the student's first opportunity at A-level to explore independent work using the skills they have learnt and are able to acknowledge practically and through experience the assessment objectives set by the exam board.

The second year incorporates two linked elements for marking and accessing:

- A Personal Investigation
- A Related Study – of continuous prose with a guided minimum of 1,000 words

The Personal Investigation can find its expression through two or three dimensional media. Pupils are free to explore themes, but must show a process of development of an idea/theme to a finished outcome. Research is undertaken upon a theme connected with any aspect of art. The format is as broad/narrow as the student would like it to be and could be presented in many different ways, i.e. video, sketchbook, portfolio.

Who studies Fine Art?

The course generally appeals to a good number of our students who are aiming to study further in the Arts. Students who are engaged in more scientific subjects also find a good balance in this subject. Both universities and employers increasingly value candidates who can demonstrate a broad base of interest and study and, therefore, a more rounded personality.

EXAMINATION BOARD AQA

EXAM PAPER

In February, an Externally Set exam paper is issued, students work with the same criteria as their Personal Investigation and in the Summer Term they sit a 15 hour Controlled Test over one week, which is supervised under exam conditions.

Component 1 – Personal Investigation and Related study equates to 60% of the A-level.

Component 2 – Externally set task equates to 40% of the A-level.

The AS is ran in accordance with the first years program however an externally set exam paper is issued and replaces the mock/project period, equating to 100% of the marks.

Internal assessment is carried out by the teacher which is then moderated by the Examination Board.

HOMEWORK EXPECTATION

Expectation is 5 hours per week.

ONLINE RESOURCES

<https://www.studentartguide.com/>, tate.org.uk, art2day.co.uk

OUR TRACKING

Target grades will be decided in collaboration with students. When tracking the teacher will give a “traffic light” colour for each student to indicate how they are progressing towards their target grade in their exam subjects. This information will be available via the Parent Portal every half-term.

HOW WORK IS STORED

The pupil is given a good quality sketchbook.

TRIPS OUTINGS AND EXTRA EQUIPMENT

There will be a yearly trip to London galleries to explore relevant contemporary artwork. Students are also expected to attend galleries independently for research and complete photo shoots to gain primary sources for inspiration.

Equipment - Students are expected to have a range of basic art materials at home to allow them to complete homework. The art studio is open all day for students to work independently and has most materials, but students often like to have their own set of brushes which are available to purchase at the start of the year. If students need art materials we can recommend Seawhites factory shop at Partridge Green near Horsham, <http://www.seawhite.co.uk>.

PRODUCT DESIGN A-LEVEL

Meet the Teacher

I joined Michael Hall in 2012, teaching ICT, Joinery and Product Design. During the past twenty years, I have worked in several schools in Sussex and Kent. My last and longest position was at Hugh Christie in Tonbridge, where I was an Assistant Head and taught Design and Technology, Electronics and ICT. I am an old scholar of Michael Hall, going from Kindergarten to Class 12. I then studied Computer Information Systems at Brighton University, then spent some time working and travelling and then later returned to university to study a BA in Design and Technology with Qualified Teacher Status. I enjoy practical problem solving and encouraging the students to be resourceful, innovative and enterprising as they tackle real and relevant design challenges. In an increasingly computer dependent society, I feel it is important to support our students in retaining and developing their practical, creative and form-building capabilities.

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Thackery Davis

Course Content

This creative and thought-provoking qualification gives students 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 in to practice by producing prototypes of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

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.

EXAMINATION BOARD

AQA - A-level Design and Technology: Product Design

PAPER 1

What's assessed: Technical principles

How it's assessed: Written exam: 2 hours and 30 minutes

120 marks - 30% of A-level

Questions: Mixture of short answer and extended response.

PAPER 2

What's assessed: Designing and making principles

How it's assessed: Written exam: 1 hour and 30 minutes

80 marks - 20% of A-level

Questions: Mixture of short answer and extended response questions.

Section A: Product Analysis: 30 marks

Up to 6 short answer questions based on visual stimulus of product(s).

Section B: Commercial manufacture: 50 marks

Mixture of short and extended response questions

Non-exam assessment (NEA)

What's assessed: Practical application of technical principles, designing and making principles.

How it's assessed: Substantial design and make project - 100 marks - 50% of A-level

Evidence: Written or digital design portfolio and photographic evidence of final prototype.

HOMEWORK EXPECTATION

Students are expected to complete a minimum of 3 hours of homework per week.

ONLINE RESOURCES: Lesson Plans, Homework, PowerPoint Presentations and all materials used in the lesson will be made available on the Student Portal at the end of each lesson.

OUR TRACKING

Target grades will be decided in collaboration with students. When tracking the teacher will give a "traffic light" colour for each student to indicate how they are progressing towards their target grade in their exam subjects. This information will be available via the Parent Portal every half-term.

HOW WORK IS STORED

Students will use their personal School Accounts to store their work, they will also have their own Portfolio. All books will be supplied by us.

TRIPS OUTINGS AND EXTRA EQUIPMENT

There may be trip/s to the Design Museum in London, depending on what is being exhibited and whether it is relevant to the students' work.

EDEXCEL LEVEL 3 EXTENDED PROJECT QUALIFICATION

ABOUT THE PROJECT

The Edexcel Level 3 Extended Project allows learners to study a topic area which extends their learning in their area of study, either as a standalone qualification or as part of a 14-19 Diploma. Learners select one of the four units, which may be completed over one or two years. They should select a project topic which expands their learning in their field of study, in a related area, or that is relevant to their own personal interests. Each of the four units offers a different type of project: a dissertation, an investigation/field study, a performance or an artefact. Learners will be assessed on their ability to plan, manage, complete and review their project. It can be completed over one or two years, and is assessed by a tutor-assessor from within the centre and externally moderated by Edexcel.

Key features of the Level 3 Extended Project

This qualification will enable learners to:

- have significant input to the choice and design of their project and take responsibility for an individual task or a defined task within a group project
- develop and improve their own learning and performance as critical, reflective and independent learners
- develop and apply decision making and, where appropriate, problem solving skills
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- where appropriate, develop as e-confident learners and apply relevant technologies in their studies
- develop and apply skills, creatively demonstrating initiative and enterprise
- use their learning experiences to support their personal aspirations for further education and/or career development.

Assessment objectives and weightings

There are four assessment objectives for the Edexcel Level 3 Extended Project.

These detail the knowledge, skills and understanding that the learner is required to demonstrate in each unit.

They are as detailed opposite, along with the approximate weighting that they are given in each unit.

Assessment objective	Marks available	Weighting
AO1 Manage - Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	9	17%
AO2 Use resources - Research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.	12	22%
AO3 Develop and realise - Select and use a range of skills, including, where appropriate, new technologies and problem solving, to take decisions critically and achieve planned outcomes.	24	44%
AO4 Review - Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.	9	17%
Total	54	100%

STRUCTURE OF THE QUALIFICATION

The qualification consists of four units, one of which should be selected. All are equally weighted. All units are internally assessed. Learners must not select more than one unit.

Edexcel Level 3 Extended Project			
Unit	Optional units (one must be selected)	GLH	Level
1	Dissertation	120	3
2	Investigation/Field Study	120	3
3	Performance	120	3
4	Artefact	120	3

ASSESSMENT

This qualification is assessed by the tutor-assessor. Where marking for this specification is carried out by more than one marker in the centre, there must be a process of internal standardisation in order to ensure that there is consistent application of the criteria laid down in the marking grids.

Marks awarded by the centre will be subject to Edexcel's quality assurance processes. This is to ensure consistency with national standards. A sample of projects will be examined and marks will be adjusted where they are found to vary from the national standard.

HOMEWORK EXPECTATION

Student assesses.

FULL ONLINE INFORMATION

<https://qualifications.pearson.com/content/dam/pdf/Project-Qualification/Level-3/2010/Specification/Project-Specification-Level-3.pdf>

TRACKING

The student will meet with their tutor-assessor regularly at a time agreed with the student.

HOW WORK IS STORED

Any equipment needed by the student for their project must be supplied by the student.

TRIPS OUTINGS AND EXTRA EQUIPMENT

None

EDEXCEL LEVEL 3 EXTENDED PROJECT QUALIFICATION continued

Learning outcomes

On completion of this unit a learner should:

1. Be able to identify, plan and manage a dissertation project
2. Be able to undertake research, collect evidence and select information using appropriate methodology
3. Be able to interpret evidence, draw conclusions and write up results into a finished dissertation
4. Be able to present findings, conclusions and an evaluation to an audience.

The assessment evidence presented by the learner must evidence all the above learning outcomes.

Unit summary

Learning outcome number	Learning outcome The learner will:	Assessment The learner can:
1	Be able to identify, plan and manage the production of an artefact or design	<ul style="list-style-type: none">• identify the main objectives for the project• provide an appropriate plan• use organisational skills and strategies appropriately.
2	Be able to research and select appropriate techniques and materials	<ul style="list-style-type: none">• research materials, techniques and processes• select appropriate materials, techniques and processes• relate investigated processes to the project.
3	Be able to produce an artefact or design, using appropriate techniques and materials	<ul style="list-style-type: none">• create an artefact or design with appropriate materials, techniques and processes• show development of ideas and consideration of alternative designs• acknowledge creative influences.
4	Be able to present project outcomes and an evaluation to an audience.	<ul style="list-style-type: none">• review and evaluate the project and own learning• present the project outcomes in an organised manner, engaging with audience and responding to questions.

Previous project titles from students at Michael Hall have included the following:

“How can I tell a story through aerial skills”

“To what extent can I train a group of pupils to be able to present a performance in gymnastics, aerial and acrobalance”

“How self sufficient can I be in making my own tools for a survival situation”

“How do the mechanisms of film engage the modern audience?”

“Building a Hydrogen Fuel Cell”

“Having the courage to write and perform my own poetic work in order to change people’s views on a controversial subject matter.”

“Designing and producing a selection of quilts to explore the theme of colours and their qualities.”

“How can you create a successful catering business in the food industry?”

“Growing vegetables and then creating a bio-dynamic recipe book”

“Producing a recipe book for a diabetic”

“Creating effective and dynamic lighting for the Class 12 play”

“Horses and Dogs and their inter-relationship with humans”

