



QUEST6

SUPPLEMENTARY INFORMATION

*Please use this guide to
learn more about the
courses that can be taken
at **Quest6**.*

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Art

1. Specification

The specification can be found [here](#).

2. Topics Covered

The definition of Art is continually in flux. Art is a subject that is responsive to the world around us and evolves to best fit the needs of society. The Oxford dictionary defines Art as “The expression or application of human creative skill and imagination” you could argue that this definition is now outdated. The advancements in technology have given the artist an arsenal of new creative means in which to create, disseminate and define what Art means today. The British artist Banksy defines the subject as “Art should comfort the disturbed and disturb the uncomfortable”, this definition of Art feels more appropriate today. Art should challenge conventional views and lead the recipients of the artwork to question and consider personal views that may need reflection. Whichever definition you affiliate with, it’s important to take note of the American artist James Turnells definition “Art is a completed pass, you don’t just throw it out into the world - someone has to catch it”.

This course is an exciting step towards working in any creative industry. You will build your imaginative and creative skills and develop your practice within a broad spectrum of themes and media. This course allows you to work as an artist through developing your projects from personal starting points. You will have the opportunity to take part in skills-based workshops, trips to galleries, exhibitions, shows and work with visiting artists and designers. You will explore a range of artistic styles, from abstract and expressive to technical and methodical in response to art contexts and the world around you. This course requires a high level of enthusiasm and commitment and you will be expected to be able to work independently during self directed time, taking ownership over your practical work and your materials and tools.

3. How is this course assessed?

Component 1: This is worth 60%. You complete component 1 over year 12 and the beginning of year 13. This will include a variety of projects incorporating different techniques such as printmaking, ceramics, painting and photography.

Component 2: This is worth 40%. You complete component 2 in year 13. This element of the coursework culminates in a 10 hour exam. The theme is set by the exam board.

4. Academic skills that will be developed on the course

Studying the Arts alongside other subjects significantly boosts student achievement. Schools that integrate arts into their curriculum show improved student performance in Maths, English, critical thinking and verbal skills. Arts education can also help with developing skills and ways of working that will benefit you in the future in whatever career you choose. The leading people in any field are those who can think creatively and innovatively. These are skills that employers value alongside qualifications. Making and participating in the arts aids the development of these skills. Learning through and about the arts enriches the experience of studying while at school as well as preparing students for life after school. Arts subjects encourage self-expression and creativity and can build confidence as well as a sense of individual identity. Every student that walks into the Art room will be given the opportunity to define what Art means to them. They may produce artwork that is political, abstract, conceptual or surrealist. Whatever it may be they will be provided with the skills, knowledge and space to do so. They will shape the subject for themselves or in the words of the poet Bertolt Brecht “Art is not a mirror held up to reality but a hammer in which to shape it”.

5. Opportunities

There is a wealth of art galleries for students to view especially in central London to gain inspiration from during school trips.

6. Degrees related

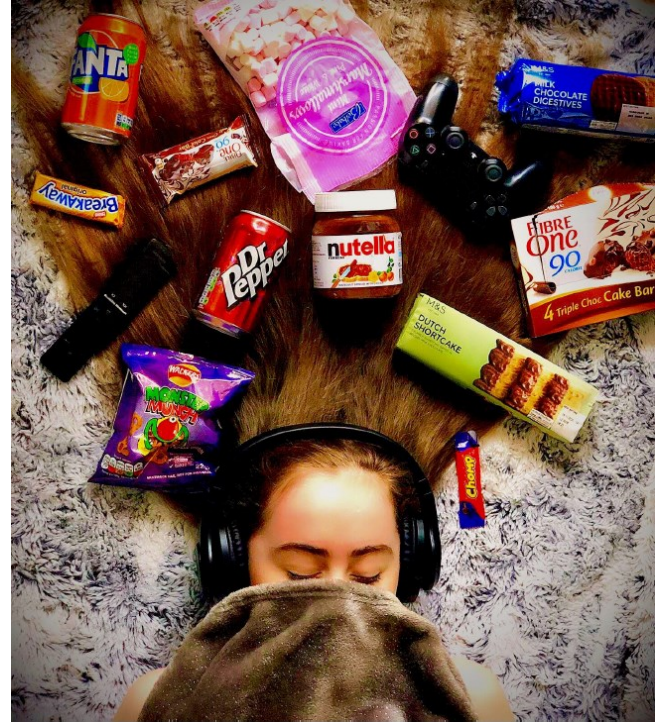
- fine art
- design studies
- music
- drama
- dance
- cinematics and photography
- crafts
- creative/imaginative writing

7. Careers Paths

Studying art and design at school opens the door to a range of careers in the creative industries. The creative industries, which include art, design and music, are an important part of the British economy – one of the areas of the economy that is still growing. Art and Design jobs are also future proof, they are one of the very few industries that are least likely to be automated. Robots are not very creative!

8. Course Alumni

A number of our alumni students have left a legacy of artwork which has been framed and is still on display down the art corridor. Please see below for a small section of their work:



9. Suggested Reading List

All U, PG or
12 cetificate

ARTFLIX




Arty TV & film from Netflix, BBC and C4

 <p>Netflix - Film 'Mrs Lowry & Son'</p>	 <p>BBC Documentary series 'The Art of Japanese Life'</p>	 <p>Channel 4 - Series 'Grayson's Art Club'</p>
 <p>Netflix - Film 'At Eternity's Gate'</p>	 <p>BBC Documentary Antony Gormley 'How Art began'</p>	 <p>BBC Documentary 'Becoming Matisse'</p>
 <p>Netflix - Documentary 'Sky Ladder'</p>	 <p>BBC Documentary series 'Museums in Quarantine'</p>	 <p>BBC Series Bob Ross 'The Joy of Painting'</p>
 <p>Netflix - Documentary 'Saving Banksy'</p>	 <p>BBC - Series 'The Great British Sewing Bee'</p>	

10. Further information

For further information please contact: Eoin Barry EBarry@thequestacademy.org.uk

Biology

1. Specification

AQA A-Level Biology. More details can be found [here](#).

2. Topics Covered

Biology is split up into 8 sections and all of these topics build on concepts covered over the biology GCSE syllabuses. Biology is the study of living things. This includes all the main groups of organisms of Earth and includes the relationships between them and evolutionary relationships. A-level Biology is a challenging, rewarding course that helps students develop skills and knowledge necessary for a successful career. Students studying Biology at this level will develop essential knowledge and understanding of different areas of the subject and how they relate to each other. Students will demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods, as well as develop competence and confidence in a variety of practical, mathematical and problem-solving skills. Students will develop their interest in and passion for the subject and understand how society makes decisions about scientific issues and how biology contributes to the success of the economy and society. The 8 main sections are as follows:

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

3. How is this course assessed?

Paper 1	+	Paper 2	+	Paper 3
What's assessed <ul style="list-style-type: none">Any content from topics 1–4, including relevant practical skills		What's assessed <ul style="list-style-type: none">Any content from topics 5–8, including relevant practical skills		What's assessed <ul style="list-style-type: none">Any content from topics 1–8, including relevant practical skills
Assessed <ul style="list-style-type: none">written exam: 2 hours91 marks35% of A-level		Assessed <ul style="list-style-type: none">written exam: 2 hours91 marks35% of A-level		Assessed <ul style="list-style-type: none">written exam: 2 hours78 marks30% of A-level
Questions <ul style="list-style-type: none">76 marks: a mixture of short and long answer questions15 marks: extended response questions		Questions <ul style="list-style-type: none">76 marks: a mixture of short and long answer questions15 marks: comprehension question		Questions <ul style="list-style-type: none">38 marks: structured questions, including practical techniques15 marks: critical analysis of given experimental data25 marks: one essay from a choice of two titles

Students also achieve a practical skills assessment of a pass or fail. Students are assessed on four main practical elements over a huge range of laboratory work.

1. Follows written procedures
2. Applied investigative approaches and methods when using instruments and equipment
3. Safely uses a range of practical equipment and materials
4. Makes and records observations
5. Researches, references and reports

4. Academic skills that will be developed on the course

You will develop your ability to analyse data and evaluate laboratory work. You will experience a range of practical work that will develop your precision and accuracy with laboratory equipment. You will gain confidence in discussing difficult concepts and presenting them to others. You will build on your research skills and independence.

5. Opportunities

There are a range of experiences to get involved with from medical masterclasses to biological work experiences. We offer the opportunity to take assessments such as BMAT, Ucat and national competitions such as Biology Olympiad. We often conduct ecology practical work at destinations such as the beach at Camber Sands.

6. Degrees related

This course is ideal preparation for a wide range of subjects at university including Biomedical science, microbiology, biochemistry, nutrition, food science, veterinary bioscience, medicine, dentistry, ecology and conservation, toxicology, genetics, molecular science, plant sciences, zoology, environmental science, bioengineering, orthoptics, radiology or radiography to name a few. Courses are generally three years full-time (5 years for medicine and Veterinary medicine) but can be found with a year abroad. Biology also provides the core skills to compliment many other degrees.

7. Careers Paths

Biological sciences at university opens up an enormously broad world of diversity, both in its literal sense of life on earth, and also in the context of modern developments in all types of life sciences; from molecules to genes, ecology to evolution. It enables students to cover the whole range of topics, or alternatively to specialize, ranging from, for example, marine ecology to cell biology. As well as providing one of the most exciting subjects in the modern world, graduates acquire a broad range of talents, which are highly suitable for many careers outside biology. Students who have a Biology degree will find they have a good footing from which to transfer to medicine, while others go to work in research laboratories or the pharmaceutical or biotech industries. The list of possible careers available with a Biology degree is endless.

8. Course Alumni



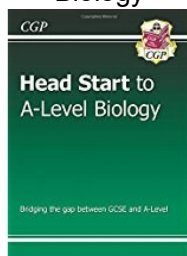
Jasmine Florence achieved an A in Biology and now reads Biological Sciences at the University of Warwick.

She Said: "I'm extremely grateful for this journey that I've been on at the Quest Academy. I would have not been able to get the results that I did without the help of my teachers who went above and beyond to help my fellow students and me. One practical lesson that particularly inspired me to pursue a career in biology was observing mitosis and cell division under the lab microscopes. I'm very excited to start my new journey at Warwick and am hoping to pursue a career in microbiology."

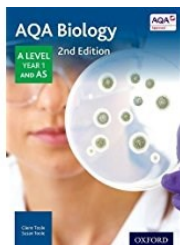
9. Suggested Reading List

We provide electronic copies of the main textbook however it is advisory to get hold of an AQA revision guide.

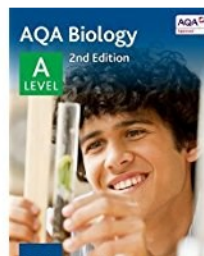
CGP Head Start to Biology



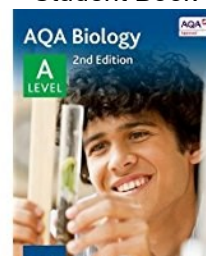
AQA Biology AS / Year 1 Student Book



AQA Biology A Level Student Book



AQA Biology A Level Student Book



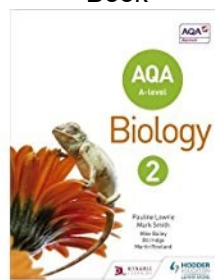
Maths Skills for Biology A Level

Maths Skills for A Level Biology

James Purrey



AQA Biology A Level (2nd Edition) Student Book



10. Further information

Further details about the course are available from Mrs Ibrahim, Team Leader of Science:

JIbrahim@thequestacademy.org.uk.

Business Studies

1. Specification

The specification can be found [here](#).

2. Topics Covered

The course is separated into 4 main units of work, this each cover:

- Exploring Business which includes the key features of different business and analysing what makes them successful. You will also investigate how different businesses are organised and why. You will then examine how the internal and external environment can influence business decisions and review how existing businesses have overcome challenging business environments. Lastly in this unit you will investigate the role and contribution of innovation and enterprise to the success of a business.
- Developing a marketing campaign in which you will analyse existing marketing campaigns and interpret data and information to help inform your decisions when creating your own marketing campaign.
- Personal and business finance, you will study the purpose and importance of personal and business finance. You will develop the skills and knowledge needed to understand, analyse, and prepare financial information.
- Recruitment and selection process in which you will examine existing recruitment practices that contribute to the success of a business. You will then participate in the recruitment process which applying for an existing job, this leads onto you being able to reflect on the recruitment process and your individual performance.

3. How is this course assessed?

58% of this course is assessed as examinations with 42% as coursework assignments. The examinations consist of a 3 hour exam where students develop a marketing campaign and a 2 hour exam with a third of the questions about personal finance and two thirds of the questions about business finance. Some of the coursework elements involve critically analysing and evaluating businesses, presenting about innovations in businesses and even modelling interviews.

4. Academic skills that will be developed on the course

This course offers you the chance to develop cognitive and problem-solving skills as you are expected to critically examine existing businesses and what's made them successful. This course has a strong emphasis on intrapersonal skills such as communication, working collaboratively, negotiating and self-presentation. The work submitted is a mixture of individual tasks but also working with your peers and presenting to the class your findings. The final part of the course also allows you to develop your interview technique as you will participate in mock interviews.

5. Opportunities

We invite guest speakers to share their ideas with the class, these are successful local entrepreneurs who will talk openly about the trials of starting up a business. This course will also allow you the chance to present to the rest of the class, a vital skill for future jobs.

6. Degrees related

Business, Marketing, Finance, Economics, Human resources, Public relations, Travel and tourism.

7. Careers Paths

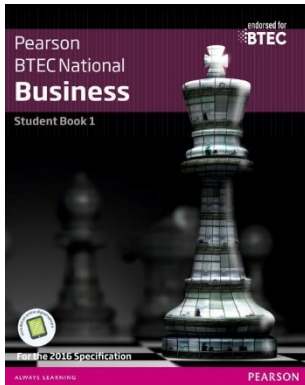
Advertising, Hospitality, Public relations, Human resources, Media, Accountancy, Sales, Entrepreneurs.

8. Course Alumni



Jada Gordon-somers achieved the highest grade that can be awarded in this qualification and we are very proud of her. She is now studying Business Management and Finance at the University of Roehampton. Her exceptional use of referencing and strong work ethic has helped her transition to undergraduate level study and we have no doubt she will flourish on her degree.

9. Suggested Reading List



10. Further information

Further details about the course are available from Mr Barnard jbarnard@thequestacademy.org.uk

Chemistry

1. Specification

OCR A-Level Chemistry. More details can be found [here](#).

2. Topics Covered

Chemistry is split up into 6 sections and all of these topics build on concepts covered over the chemistry GCSE syllabuses. Chemistry studies the material world, and through chemistry we can describe and explain questions such as: "what happens when sugar dissolves in tea?"; "why is mercury a liquid at room temperature?"; "how do we make plastics?"; "what can we do about global warming?"; "how and why will I be affected if oil runs out?". Chemistry courses cover a wide variety of basic concepts such as the structure of the atom; the interaction of matter and energy; how to control reactions; patterns in the Periodic Table; understanding carbon-based molecules.

In all these topics, you will need to learn facts and build a body of knowledge but also to understand and apply the ideas. Many topics include calculations and so you should feel comfortable rearranging equations and using numbers. Importantly, chemistry is a hands-on science, and you will carry out experiments on a regular basis. This is to consolidate your theory work, but also provide you with the opportunity to use new apparatus and build your skills and confidence to complete safe and accurate practical work.

1. Module 1 – Development of practical skills in chemistry
2. Module 2 – Foundations in chemistry
3. Module 3 – Periodic table and energy
4. Module 4 – Core organic chemistry
5. Module 5 – Physical chemistry and transition elements
6. Module 6 – Organic chemistry and analysis

3. How is this course assessed?

Component	Marks	Duration	Weighting
Periodic table, elements and physical chemistry (01)	100	2 hour 15 mins	37%
Assesses content from modules 1, 2, 3 and 5			
Synthesis and analytical techniques (02)	100	2 hour 15 mins	37%
Assesses content from modules 1, 2, 4 and 6			
Unified chemistry (03)	70	1 hour 30 minute	26%

Students also achieve a practical skills assessment of a pass or fail. Students are assessed on five main practical elements over a huge range of laboratory work.

1. Follows written procedures
2. Applied investigative approaches and methods when using instruments and equipment
3. Safely uses a range of practical equipment and materials
4. Makes and records observations
5. Researches, references and reports

4. Academic skills that will be developed on the course

You will develop your ability to analyse data and evaluate laboratory work. You will experience a range of practical work that will develop your precision and accuracy with laboratory equipment. You will gain confidence in discussing difficult concepts and presenting them to others. You will build on your research skills and independence.

5. Opportunities

There are a range of experiences to get involved with from medical masterclasses to chemistry work experiences. We offer the opportunity to take assessments such as BMAT, Ucat. Opportunity to take part in several prestigious competitive events including the Royal Society of Chemistry Olympiad exam, Cambridge Chemistry Challenge and the Royal Society of Chemistry Analyst competition.

6. Degrees related

Chemistry is the compulsory choice for anyone wishing to pursue medicine, dentistry and veterinary science, as well as chemistry-based degrees, such as pharmacy, pharmacology, and biochemistry

7. Careers Paths

Chemistry can lead to a range of careers as varied as medicine, dentistry, forensic chemistry, geochemistry, research and development management, pharmacy, chemical engineering, petroleum engineering and perfumery.

8. Course Alumni

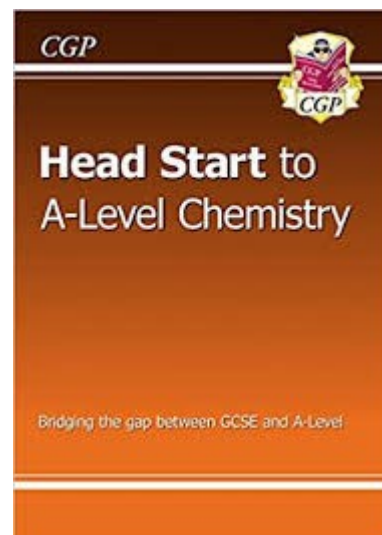
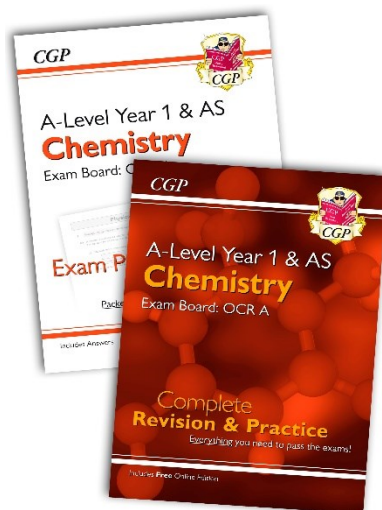
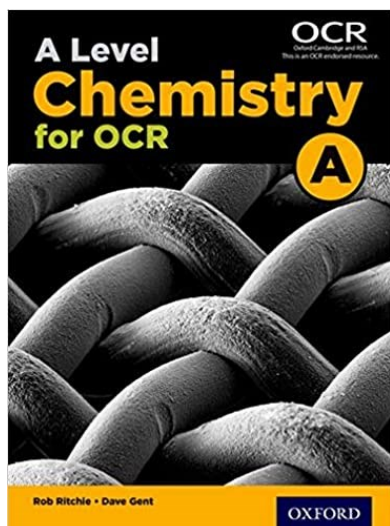


Idorenyin Hope Akpan, head girl 2020-2021 achieved a B in Chemistry and now studies biotechnology and microbiology at the University of York.

“The support I received at Quest is unparalleled. The sounds of laughter in Chemistry class will never be forgotten alongside all the great practical’s we did in both Biology and Chemistry. I am a big believer in competition being essential to educational success and having some highly motivated classmates was truly inspiring. I am immensely grateful to not only my teachers for all their support but also to my peers.”

9. Suggested Reading List

We provide electronic copies of the main textbook however it is advisory to get hold of an OCR A Level revision guide.



10. Further information

Further details about the course are available from Mrs Ibrahim, Team Leader of Science:

jibrahim@thequestacademy.org.uk

Creative Digital Media Production

1. Specification

The course specification can be found [here](#).

2. Topics Covered

Advertising / Audience Behaviour / Media Theories / Mise en Scene / Marketing / Media law / Media research / postmodern culture / Use of editing software PremierPro and AfterEffects.

3. How is this course assessed?

Film Production	Investigate how different Narrative and Stylistic codes and conventions are used in TV & Film exploring a wide range of examples. The topic culminates in you planning, filming and editing your own short film.	Internally Assessed
Scriptwriting	Here you will develop your understanding of the role of a scriptwriter in TV & Film before then exploring various scriptwriting techniques before finally developing your scripts for media products.	Internally Assessed
Sound Recording	You will explore the theory and practice of sound recording in both interior and exterior environment. You will record your own examples of soundtracks for identified purposes.	Internally Assessed
Lighting Techniques	Throughout this topic you will focus on the use of lighting in Digital Media Production and the way it can have a dramatic impact on the audience of a product	Internally Assessed
Digital Media Skills	You will have the opportunity to demonstrate your ability to construct your own Digital Media Product, showcasing your capability of using the various skills you have learned over the course. This will involve working from a brief, choosing the format and medium for your project. You will demonstrate your understanding of pre-production, production and post production as well as your ability to prepare the appropriate documentation	Externally Assessed

4. Academic skills that will be developed on the course

- Analysis
- Visual Communication
- Verbal Communication
- Problem Solving
- Organisational skills
- Presentation skills

5. Opportunities

Produce your own content, Take part in Nationally recognised schemes when available, Enter local, national and international film festivals, Critique and review existing media products, Hands on approach to using new software, Produce content to benefit the school community

6. Degrees related

Performing Arts, Broadcast & Media, Publishing and Journalism, Advertising and Marketing, Graphic Design, Design, Acting – Directing.

7. Careers Paths

Acting, Directing, Broadcasting, Writing, , Studio Management, Producer, TV & Radio presenting, Lighting technology, Entertainment, Law, Teaching, Radio production, , Stage management, Runner, Marketing Manager, 1st/2nd/3rd AD, Researcher, Digital Marketing Consultant, Public Relations, Social Media Manager, Social Media Influencers, Event Manager, Broadcast Journalist, photographer.

8. Course Alumni



Florence Buonya is now studying Advertising and Digital Marketing Communications at the University of Greenwich. She is also drawing on her knowledge of Business and Sociology at sixth form to compliment her on this undergraduate course. The combination of subjects chosen at sixth form can embed skills and knowledge that enables students to thrive at University.

9. Suggested Reading List

- Media Studies: The essential introduction – Rayner, Wall & Kruger (Routledge)
- Desperately seeking the audience – Ang (Routledge)
- Ways of seeing – Berger (Penguin)
- Film Art: An introduction – Bordwell & Thompson (McGraw-Hill)
- Reading Television – Fiske & Hartley (Methuen)
- Understanding Television – Goodwin & Whannel (Routledge)
- The media students book – Branston G, Stafford R; 2006
- Media studies: Texts, institutions and audiences – Taylor & Willis

10. Further information

If you would like to know more about this course please speak to Mr Russell:

jrussell@thequestacademy.org.uk

Drama

1. Specification

The specification can be found [here](#)

2. Topics Covered

Drama and Theatre (which used to be known as 'Theatre Studies') assesses your engagement with play texts and your practical skills as an actor, designer or director. You are expected to become committed to the experience of live theatre. This will hopefully lead to a life-long interest in theatre-going as well as making the two year course a memorable one. The theoretical and practical elements of Drama and Theatre make it both a challenging and a very rewarding subject. It is by no means a soft option.

In the first year you undertake a practical exploration and a theatrical interpretation of passages taken from play texts you and your class chose with your teacher's help, and suiting the tastes and make-up of the group. You can contribute as either a performer, designer or director, and you learn how to write about the performance, as preparation for the second year portfolio.

You study two play texts which you will revisit in the second year thus creating a continuity between the two years of study. In the second year of the course, you deepen your engagement with the two play texts, re-thinking the plays in line with the emphasis of the paper.

The practical element of the Drama and Theatre requires you and your class collaboratively to create a devised theatrical piece and to undertake a practical exploration and interpretation of three extracts taken from different plays. You will be assessed by a visiting examiner on the performance. You can contribute as actor, designer or director and you produce a portfolio to accompany the practical work, providing evidence of how you analysed, interpreted and evaluated the performance.

3. How is this course assessed?

Component 1 40%	Devising: Create and develop a devised piece of drama from one key extract from a performance text being influenced by a theatre practitioner	80 Marks	Internally Assessed Performance + Coursework
Component 2 20%	Text in Performance: A group performance from one key extract from a text and another different solo/duo performance from a different performance text.	60 Marks	Externally Assessed Performance
Component 3 40%	Section A: Theatre Makers in Practice: One extended response evaluating and analysing a live theatre performance	20 Marks	Externally Assessed 2hr 30 Written Exam

4. Academic skills that will be developed on the course

Oral communication, creative problem solving, independence, time-budgeting, initiative, respect, ability to work under pressure, healthy self-image, acceptance of disappointment, ability to bounce back, self-discipline, concentration, responsibility, leadership and self-confidence.

5. Opportunities

Practical public performances, Visiting theatre workshops, Theatre/workshop trips, Specialist teacher led workshops, School production involvement, Expectation to be a role model and help younger years in the subject, Access to paid & high quality online resources which help in English and Drama.

6. Degrees related

Acting (Stage and screen) / Writing / Technical / Musical / Teaching / Critical / Societal / Law.

7. Careers Paths

TV & Radio presenting, Stunt work, Drama facilitation, Film & TV Production, Lighting technology, Drama coaching, Entertainment, Law, Teaching, Set Design, Arts Administration, Radio production, Costume designer, Stage management, Community Arts work, Charity work & Casting Agency work.

8. Course Alumni



Kwaku Boateng achieved an A in Drama and is now studying Film and Theatre at The University of Reading. He said:

“The real highlights of my time at Quest have been the drama, with the guidance and assistance of both Mr Russell and Mr Kensit; two teachers who I genuinely take inspiration from on a day to day basis. The Les Miserables production was a real-eye opener for me, particularly working backstage and being able to help the younger performers. We were the first A Level Drama cohort at the Quest and with results like this, I’m really hoping to inspire students who come after me.”

9. Suggested Reading List

- Antigone - Euripedes
- Road – Jim Cartwright
- Lysistrata – Sophocles
- AS Drama and Theatre Studies – The Essential Introduction for Edexcel A. Perks and J. Porteous •
- P. Brook The empty space
- Bermel Artaud's Theatre of Cruelty
- J. Willett The Theatre of Bertolt Brecht
- D. Cannon In Depth Acting
- J. Benedetti Stanislavski: An Introduction
- Perks and J. Porteous A2 Drama and Theatre Studies – The Essential Introduction for Edexcel,
- Actions: The Actors' Thesaurus By Marina Caldarone and Maggie Lloyd-Williams
- The Actor and the Target By Declan Donnellan
- Anger and After (Routledge Revivals) A Guide to the New British Drama By John Russell Taylor
- Becoming an Actor By Thomasina Unsworth
- Finding Your Voice - A step-by-step guide for actors By Barbara Houseman
- Laban For All By Jean Newlove and John Dalby
- Meisner in Practice - A Guide for Actors, Directors and Teachers By Nick Moseley
- Performing Shakespeare - Preparation, Rehearsal, Performance By Oliver Ford Davies
- Shakespeare on Theatre By William Shakespeare Compiled by Nick de Somogyi
- Shakespeare On Stage - Thirteen Leading Actors on Thirteen Key Roles By Julian Curry

- Tackling Text [and subtext] By Barbara Houseman
- The Domino Effect and other plays for teenagers By Fin Kennedy
- Girls Like That and other plays for teenagers By Evan Placey
- Second Person Narrative By Jemma Kennedy
- This Changes Everything By Joel Horwood
- The Active Text - Unlocking Plays Through Physical Theatre Dymphna Callery
- Fifty Key Theatre Directors (Routledge Key Guides) by Shomit Mitter
- Stanislavski in Practice by Nick O'Brien
- The Oxford Illustrated History Of Theatre (Oxford Illustrated Histories) by John Russell Brown
- Greek Theatre in Context (Greece and Rome: Texts and Contexts) by Eric Dugdale
- Greek Theatre (Ancient Greece) by Stewart Ross
- Shakespeare's Theatres and the Effects of Performance (The Arden Shakespeare Library) by Tiffany Stern
- Shakespeare on Theatre: A Critical Look at His Theories and Practices by Robert Cohen
- Performing Shakespeare (Theatre Studies) by John Hester
- The Greek Sense of Theatre Tragedy and Comedy, 3rd Edition By J Michael Walton
- Theatre in Ancient Greek Society By J. R. Green
- Shakespeare on Toast - Getting a Taste for the Bard Ben Crystal
- Faber Pocket Guide to Shakespeare's Plays Author: McLeish, Kenneth
- This Wide and Universal Theater - Shakespeare in Performance, Then and Now Author: Bevington, David
- 100 Great Plays For Women Lucy Kerbel
- The Excellent Audition Guide By Andy Johnson
- The Monologue Audition - A Practical Guide for Actors By Karen Kohlhaas
- Shakespeare Monologues for Young Women By Luke Dixon
- Shakespeare Monologues for Young Men By Luke Dixon
- Taking Stock: The Theatre of Max Stafford-Clark By Max Stafford-Clark and Philip Robert
- Theatre in Practice A Student's Handbook By Nick O'Brien, Annie Sutton
- The Methuen Drama Book of Monologues for Young Actors By Anne Harvey and Jane Lapotaire
- Audition Speeches for Younger Actors 16+ by Jean Marlow
- The Oxford Dictionary of Plays by Michael Patterson

10. Further information

If you would like to know more about this course please speak to Mr Russell:

jrussell@thequestacademy.org.uk

Economics

1. Specification

Awarding Body – AQA [Here](#)

2. Topics Covered

The areas of study during year one of the course are as follows: the economic problem, aggregate demand, aggregate supply, price determination in a competitive market, production costs, revenue, profit, types of markets, the market mechanism, market failure, government failure, the circular flow of income, measuring macroeconomic performance and macroeconomic policy, perfect competition, monopoly, the labour market, the distribution of income & wealth, poverty, inequality, financial markets, supply-side policies and the international economy.

3. How is this course assessed?

Paper 1: Markets and market failure	+	Paper 2: National and international economy	+	Paper 3: Economic principles and issues
What's assessed		What's assessed		What's assessed
Content 1 – 8 above		Content 9–14 above		All content 1 – 14 above
Assessed		Assessed		Assessed
<ul style="list-style-type: none"> written exam: 2 hours 80 marks 33.3% of A-level 		<ul style="list-style-type: none"> written exam 2 hours 80 marks 33.3% of A-level 		<ul style="list-style-type: none"> written exam: 2 hours 80 marks 33.3% of A-level
Questions		Questions		Questions
<ul style="list-style-type: none"> Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks Section B: essay questions requiring written answers, choice of one from three worth 40 marks 		<ul style="list-style-type: none"> Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks Section B: essay questions requiring written answers, choice of one from three worth 40 marks 		<ul style="list-style-type: none"> Section A: multiple choice questions worth 30 marks Section B: case study questions requiring written answers, worth 50 marks

4. Academic skills that will be developed on the course

The aims and objectives of this qualification are to enable students to:

- Understand Economics and Economic concepts in a way that promotes confidence, fosters enjoyment, and provides a strong foundation for progress to further study
- Develop their range of Economic skills and techniques
- Apply Economics to the world around us and be aware of the relevance of Economics in everyday decision making by individuals, organisations and governments
- generalise mathematically and construct mathematical proofs
- Use their Economic skills and techniques to answer challenging questions that require them to think deeply about real-world problems
- Use Economic concepts to represent problems and find Economically sound solutions

- Analyse data to identify trends and draw conclusions
- Draw diagrams to explore and visualise Economic concepts
- Use basic Mathematical calculations to support their writing

5. Opportunities

There are a range of trips to companies, work experience opportunities and industry specialists we bring in to speak to students.

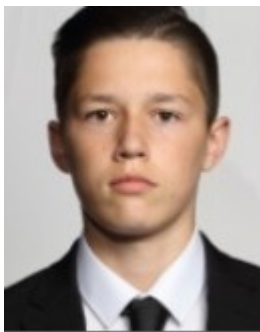
6. Degrees related

Economics, Business, Management, Marketing, Finance

7. Careers Paths

Economics is highly regarded by the majority of employers and universities, because of the highly coveted skills, knowledge and deep understanding of the world it develops within students. Many Economics students go on to use their qualification directly, with many alumni studying Economics or related subjects at university. Some go straight into employment, with fields such as accountancy, stock traders and big data offering highly viable careers straight from Economics.

8. Course Alumni

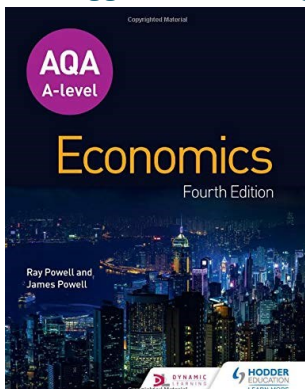


Conner Baker to the left achieved an A grade in Economics and is now studying Economics at the University of Greenwich.

Mamadou Coulibaly to the right also achieved an A grade in Economics and is now studying Economics, Statistics and Mathematics at Queen Mary University of London.



9. Suggested Reading List



Economics is a diverse and surprisingly old subject. There are many different aspects of Economics to explore from the study of how humans make to decisions to exploring solutions to the climate crisis and increasing inequality. There is a list of a few books below that will help you discover some of the diverse forms that Economics takes. The most important thing you can read before starting to study Economics is the News. This is because a large part of your success relies on your relating your knowledge to what is going on in the real-world. We hope that these books will inspire you to discover a reading list of your own. Most books are available in the public or school libraries.

- Freakonomics by Steven Levitt & Stephen Dubner
- The Divide: A Brief Guide to Global Inequality and its Solutions by Jason Hickel
- A Little History of Economics by Niall Kishtainy
- The Economist – Weekly Newspaper/magazine

10. Further information

Further details about the course are available from Mr Barnard, Business and Economics Coordinator
jbarnard@thequestacademy.org.uk

English Literature

1. Specification:

Edexcel – click [here](#).

2. Topics Covered:

- Metaphysical Poetry (John Donne)
- A Streetcar Named Desire
- Hamlet
- Post-Feminist Movement

3. How is this course assessed?

- **Drama.** 30% of qualification, 2 hour 15 min exam. 3 essays.
- **Prose.** 20% of qualification, 1 hour 15 min exam. 1 essay using 2 prose texts.
- **Poetry.** 30% of qualification, 2 hours 15 mins exam. 4 essays.
- **Coursework.** 20% of qualification. One extended comparative essay referring to two texts. Roughly 3000 words.

4. Academic skills that will be developed on the course

Students are required to:

- Show knowledge and understanding of how playwrights use dramatic forms to shape meaning in drama texts and evoke responses in audiences.
- Show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning.
- Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts.
- Show knowledge and understanding of a range of ways to read and experience texts, responding critically and creatively.
- Respond to and evaluate texts, drawing on their understanding of interpretations by different readers such as literary critics.
- Identify and explore how attitudes and values are expressed in texts.
- Communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts.
- Use literary critical concepts and terminology with understanding and discrimination.
- Make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources.

5. Opportunities

Exposure to a wide range of texts across literary history. Exposure to high concept ideas relevant to today's world. Ability to pick up strategies relating to exam technique and completion of coursework.

6. Degrees related

English Literature (with any number of joint honour opportunities.)

7. Careers Paths

Management, Law, Publishing, Editing, Acting, Administration, Teaching, Politics, Proof-reading, Journalism, Marketing, Copy Writing, Speech Therapy, Film/TV Production/Directing, Civil Service, Advertising, Public Relations, Broadcasting

8. Course Alumni



One thing we pride ourselves on in the English department is that we train our students to go on and complete a number of varying university courses that have similar disciplines. This is best shown from last year's cohort where **Lilia Mezali** went to Reading to study Philosophy whilst **Olivia Brito Gandra and Faheema Begum** are studying

Psychology and Law respectively at the University of Kingston.

9. Suggested Reading List

- The Metaphysical Poems of John Donne
- A Streetcar Named Desire by Tennessee Williams
- Hamlet by William Shakespeare
- Wuthering Heights by Emily Bronte
- Mrs Dalloway by Virginia Woolf

10. Further information

For further information contact Ms Feitor on sfe@thequestacademy.org.uk

Food and Beverage Service Supervision

1. Specification

More details can be found here: [Level 3 Food Science and Nutrition \(wjec.co.uk\)](http://wjec.co.uk)

2. Topics Covered

Food Science is the scientific study of food and its relationship to the human body. An understanding of Food Science and Nutrition is important to many industries and job roles. Nutritionists in hospitals and care providers use this knowledge as well as sports coaches and fitness instructors to plan menus that meet the nutritional needs of their clients. Hotels and restaurants, food manufacturers and government nutritionists' policy makers use this understanding to create menus, food products and policies that support healthy eating guidelines. Many employment opportunities are available to Food Science and Nutrition graduates.

Food Safety, Nutrition, Nutritional Needs of Humans, Diets, Menu Planning, Preparation and Cooking Techniques, Experimenting to Solve Food Production Problems and Current Issues in Food Science and Nutrition.

3. How is this course assessed?

Each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose demands authentic work-related learning in each of the available units. It also requires learners to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment. In the first year of this course students complete unit one which is 50 % of the course and in the second year students complete unit two which is mandatory and either unit three or four; these constitute to the other 50% of the course.

WJEC Level 3 Diploma in Food Science and Nutrition		
Unit Number	Unit Title	Assessment
1	Meeting Nutritional Needs of Specific Groups	Internal and External
2	Ensuring Food is Safe to Eat	External
3	Experimenting to Solve Food Production Problems	Internal
4	Current Issues in Food Science and Nutrition	Internal

4. Academic skills that will be developed on the course

The applied purpose will also enable learners to learn in such a way that they develop:

- Skills required for independent learning and development
- Skills to ensure their own dietary health and well-being
- A range of generic and transferable skills
- Problem solving skills
- The skills of project-based research, development and presentation
- The ability to apply mathematical and ICT skills
- The fundamental ability to work alongside other professionals, in a professional environment
- The ability to apply learning in vocational contexts.

5. Opportunities

This Diploma size qualification is most suited to those learners that are interested in a career or further learning in relation to Food Science and Nutrition. This qualification would benefit learners

that have previously studied Hospitality, Catering, Food Preparation and Nutrition or Food Technology.

6. Degrees related

- BSc Food and Nutrition
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology

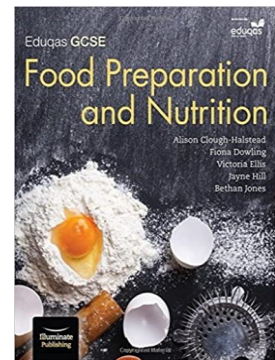
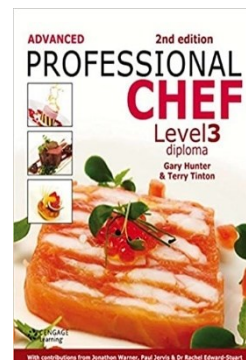
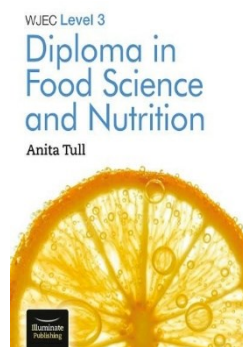
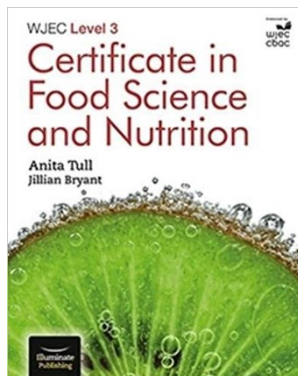
7. Careers Paths

Food Science and Nutrition provides many career opportunities and could lead to you becoming a Nutritionist, Dietitian, Recipe Developer, Chef, Food Engineer, Food Scientist/Technologist, Weight Reduction Specialist, restaurant Manager, Food and Beverage Manager, Food Writer, Public Health Researcher just to name a few.

8. Course Alumni

This is a new course to our sixth form that has only been running for one year.

9. Suggested Reading List



10. Further information

For further information, please contact Mrs Watson at AWatson@thequestacademy.org.uk

French

1. Specification

The specification for can be found [here](#)

2. Topics Covered

You will be studying and learning new vocabulary based on the following themes:

- **The changing nature of family** (how did family structure evolved over the years in French society)
- **The 'cyber-society'** (impact, dangers and benefits of technology in every day life)
- **The place of voluntary work** (people's values in the charity world)
- **Positive features of a diverse society** (diversity, tolerance and respect)
- **Life for the marginalised** (what are the attitudes toward marginalised people and how to help them)
- **How are criminals treated**
- **A culture proud of its heritage** (how does heritage impact the culture)
- **Contemporary francophone music** (music from French-speaking countries and how to protect it)
- **Cinema: the 7th art form** (why is it a 7th art form and its evolution)
- **Teenagers, the right to vote and political commitment** (teenagers and their political commitment)
- **Demonstrations, strikes – who holds the power?** (efficiency of strikes and power of unions)
- **Politics and immigration**

3. How is this course assessed?

Paper 1: Listening, reading and writing – 50% of A-Level (100 marks)

Written exam: 2 hours 30 minutes – Listening and responding to spoken passages from a range of contexts and sources, reading and responding to a variety of texts drawn from a range of authentic sources, Translation into English and into French (minimum 100 words each)

50% of A-Level

Paper 2: Writing

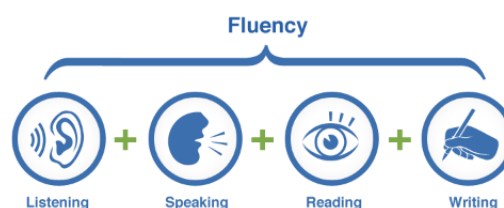
Written exam: 2 hours – two 300-word essay on a set text (*No et Moi*) and a set film (*La Haine*)

20% of A-Level (80 marks)

Paper 3: Speaking

Oral exam: 21-23 minutes (including 5 minutes preparation time) – Discussion of a sub-theme and presentation of individual research project

30% of A-Level (60 marks)



4. Academic skills that will be developed on the course

The French A Level is a well-rounded subject that will work on a variety of skills, from communication to creative thinking and writing.

You will learn how to express yourself clearly and concisely, and how to develop and defend your ideas with more confidence and ease. Additionally, throughout your studies, you will work on your research skills and not only will you explore current news to help to develop your knowledge of the French-speaking world, but you will also have the opportunity to look deeper into a topic of interest to you. You will develop your knowledge of the French-speaking society and learn how to use it to analyse and answer questions on a variety of topic, from Music to Immigration.

5. Opportunities

You will have the opportunity to take yearly trips to France.

6. Degrees related

French is an excellent subject to have at A-Level as it will allow you to study any subjects at university. You can choose to combine it with another subject of interest (e.g. French as a minor with a law degree). Doing this will open more doors for you and will be an extremely useful skill to put on your CV. You can also choose a degree more specific such as Linguistics, Interpretation, Translation or French studies.

As a bonus, you might have the opportunity to go to study abroad for a semester!

7. Careers Paths

Some career options open to you include:

- Doctor
- Journalist
- Translator / Interpreter
- PR
- And many more!



8. Course Alumni



Fadouba Conde was our Deputy Head Boy in 2018-2019 and took French and Italian at undergraduate level. Fadouba completed Silver Duke of Edinburgh and of particular note was his assembly to the whole school during Black History Month. This was a really memorable assembly prompting young students to start thinking about how important the past is for changing democratic institutions for all. He has been an excellent role model at the academy.

9. Suggested Reading List

- No et Moi – Delphine De Vigan
- Le Petit Prince – Antoine de Saint-Exupery
- [Le Monde](#) (French online newspaper)
- Action Grammaire! Fourth Edition – Phil Turk, Geneviève García Vandaele and Paul Shannon
- Mot à Mot: New Advanced French Vocabulary – Paul Humberstone (2006)
- Mayer, N., 2015. The closing of the radical right gender gap in France. *French Politics*, 13(4), pp. 391-414. Available from: <https://core.ac.uk/download/pdf/35303003.pdf>

10. Further information

For more information, please email Miss Jonnaïs: mjonnais@thequestacademy.org.uk

Geography

1. Specification:

AQA Geography [AQA](#) | [Geography](#) | [AS and A-level](#) | [Geography](#)

2. Topics covered:

Component 1: Physical Geography

Section A: Water and Carbon Cycles- The global water cycle, water cycle stores, the drainage basin system, the flood hydrograph, factors affecting changes in water cycle, changes in the carbon cycle: human and physical causes, water, carbon and climate change, mitigating the impacts of climate change and tropical rainforests

Section B: Coastal Systems and Landscapes- Coasts as natural systems, sources of energy at the coast, sediment sources, weathering, mass movement and runoff, marine processes- erosion, transportation and deposition, landforms and landscapes of coastal erosion, landforms and landscapes of coastal deposition, sea level change, coastal management

Section C: Hazards- Hazards in a geographical context, the structure of the Earth, plate tectonics theory, plate margins, distribution and prediction of volcanic and seismic activity, impacts and responses, case study: a multi-hazard environment, the nature of storm hazards, Impacts of storm hazards, Fires in nature, Case study: The Alberta wildfire 2016, Storm hazards

Component 2: Human Geography

Section A: Global Systems and Global Governance- Factors causing and affecting globalisation, global development in technology and infrastructure, flows of globalisation, unequal flows of people, money, ideas and technology within global systems, roles of TNCs, world trade, agencies and their roles including the UN, rights and benefits of global commons, the governance of Antarctica, threats to Antarctica and the role of NGO's.

Section B: Changing Places- Perceptions of place, sense of place, character and place identity, relationships between people and places, connections, meaning and representation of place, case study of a near and far place.

Section C: Contemporary Urban Environments- Urban growth, suburbanisation, counter-urbanisation, de-industrialisation, megacities, world cities, spatial patterns, new urban landscapes, urban models, economic inequality, ethnic diversity, urban climate, pollution, drainage management, waste, environmental problems, case studies of London, England and Mumbai, India

Component 3: NEA (Non-exam Assessment)

Students will need to complete an NEA (non-exam assessment) of between approx. 3000-4000 words. This is an independent investigation that counts towards 20% of their overall qualification. It will include a significant element of fieldwork, based on either human or physical aspects of Geography, or a combination of both.

3. How is this course assessed?

Students have two 2.5 hour exams which both carry 120 marks on unit 1 and 2 respectively. 20% of the course consists on the component 3 investigation which carries 60 marks.

4. Academic skills that will developed in the course:

Students will develop and demonstrate a range of geographical skills including map skills, numerical, graphical and statistical skills throughout the course. They will also learn new skills such as modern

computer-based mapping (called GIS), interpreting figures and fieldwork skills. Students will learn how to analyse and critically evaluate information. These skills will be assessed across all three components of the course.

5. Opportunities:

A four-day residential trip to complete the data collection for the NEA. Students will conduct geographical enquiries, collecting primary data fieldwork. The fieldwork will be linked to the work completed in class and a full write up will be done. Previous years, we have visited Calshot Spit in Southampton and Swanage, Dorset.

6. Degrees related:

Geography (BSc or BA), Geology, Geography and Geology, Environmental Science, Economics and Geography, Sustainability and Environmental Management, Environment and Business, Geography with Transport Studies.

7. Career paths:

A Geography qualification can lead to a huge variety of careers and therefore graduates of this subject are well-known for being some of the most employable people. Future careers could include: Cartographer, Climate change analyst, climatologist, geomorphologist, GIS specialist, surveyor, town planner, landscape architect, nature conservationist, sustainability consultant, international aid and development officer, water conservationist, environmentalist, teacher, travel and tourism.

8. Course Alumni:



Sakina Aktar achieved an A grade in Geography and is now reading Biomedical Science at Kings College London

"I chose Geography as it is a subject that allows you to understand both the natural/physical and human systems. There are a wide range of topics from climate change to population settlement that are covered in the specification which I found really interesting. It is a great option as it gives you a thorough understanding of how human and physical processes work together in shaping our everyday life. I specifically enjoyed learning about Natural Hazards. It was

interesting learning about how earthquakes, tsunamis, volcanoes etc are formed, their distribution and how they impact LICs and HICs differently from a social, environmental and economic perspective. I enjoyed learning about the socio-economic and environmental factors effecting population settlement in different areas – where/why do certain businesses/people locate in certain areas? I find that Geography brings together your mathematical, scientific and analytical skills. Throughout the course, I think this subject just improved my ability in essay writing and evaluating data given. Doing Geography helped me recognise some of the qualities needed in writing an essay which has shaped the approach I take towards my assignments in my course. Biomedical Science consists of writing lab reports and reviews which include frequent analysis of data and I find that the skills I have learnt from Geography has helped me in completing them."

9. Suggested reading list:

- Geography for AS and A level (Hodder)- provided by school
- AQA Geography A level and AS Physical Geography Student Book (Oxford)
- AQA Geography for A Level and AS Human Geography Revision Guide (Oxford)
- How Population will transform our World (Sarah Harper)
- Our Choice (Al Gore)

- Prisoners of Geography: Ten Maps That Tell You Everything You Need To Know About Global Politics (Tim Marshall)
- Factfulness (Hans Rosling)
- 10 Billion (Danny Dorling)
- No. More. Plastic.: What you can do to make a difference – the #2minutesolution (Martin Dorey)
- Climate Wars: The Fight for Survival as The World Overheats (Gwynne Dyer)
- The Almighty Dollar (Dharshini David)

10. Further information

Miss S Hollis- SHollis@thequestacademy.org.uk

History

1. Specification

Edexcel – Route E1. The Specification can be viewed here: [Edexcel GCSE and GCE 2014 \(pearson.com\)](https://www.pearson.com/edexcel-gcse-and-gce-2014)

2. Topics Covered

Russia, 1917–91: from Lenin to Yeltsin

This option comprises a study in breadth, in which students will learn about the key political, social and economic features of communist rule in Russia during the twentieth century, an era that saw its authority and influence rise to the status of a superpower, only to diminish and decline later in the century. The focus of study is on developments and changes over a broad timescale, and so the content is presented as themes spanning a significant duration: 1917–85. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: reasons for the fall of the USSR, c1985–91.

The German Democratic Republic, 1949–90

This option comprises a study in depth of the creation, development, decline and collapse of the communist East German state, 1949–90. For the whole of its existence, East Germany was a key focus of world attention as it lay on the frontline of the Cold War, where contrasts between East and West could be seen at their starkest. Students will gain an in-depth understanding of the political, economic and social policies of the East German government in this period, and their effects on the lives of its people.

Rebellion and disorder under the Tudors, 1485–1603

This option comprises two parts: the aspects in breadth focus on long-term changes and contextualise the aspects in depth, which focus in detail on key episodes. Together, the breadth and depth topics explore the nature of rebellion and disorder under the Tudors and the way the various challenges were met, the nature of change in government over the period and the changing relationship between the Crown and key sections of society. The option enables students to explore the way in which, despite a shaky start, the Tudors were able to establish their dynasty as one of the most powerful England has seen.

Coursework – To what extent was pre-planned German aggression responsible for the outbreak of the First World War?

Students carry out an independently-researched enquiry requiring them to analyse and evaluate historical interpretations and to organise and communicate the findings. We explore competing views of the Origin of World War one, and explore the on-going debate between the intentionalist and structuralist schools of thought.

3. How is this course assessed?

Students take 3 papers which are between 2 hours 15 minutes long and 2.5 hours long. Two papers have 2 large essays from a choice of titles and the third exam has 3 large essays to complete. There is also a coursework assignment which will assess the ability to carry out a historical enquiry, analysing and evaluating historical interpretations, and organising and communicating the findings. This counts for 20% of the total qualification.

4. Academic skills that will be developed on the course

The History course will produce students who can:

- Understand key historical concepts, namely: change, continuity, similarity, difference, cause, consequence and significance.
- Read critically through the ability to make inferences and question the provenance of documents. Students will understand how authorship and the context of writing influence the content and usefulness of sources from the past.
- Understand that History is a subject of interpretations, and that the construction of the past and how we view it can be influenced by an array of contextual factors.
- Write evaluatively, being able to create relevant criteria to analyse and evaluate the past, reaching informed judgements predicated on critical engagement with knowledge about the past.
- Bring an understanding of the contemporary through a critical engagement with the past.
- Have a passion and enjoyment of the opportunities brought about through the study of History.

5. Opportunities

The History team continually monitor opportunities that arise in order to add depth, context or differing perspectives to the course, as such recommendations for seminars, discussions and events will be forthcoming. The team are also keen to offer international trips, and explore a variety of options across Europe available.

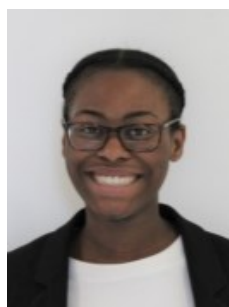
6. Degrees related

History is an excellent gateway A-Level choice that many universities find desirable for prospective undergraduates. There are the obvious links to: History, Politics, Law, Philosophy, and English. However, scientific fields and the Social Sciences, also appreciate History A-Level for its academic rigour and the preparation it offers students in terms of argument and writing.

7. Careers Paths

Teaching and research, archiving, heritage, politics, media, business and commerce, marketing, advertising, public relations and law.

8. Course Alumni



Hera Dixon-Baker to the left: 'History has given me the skills of inference, evaluation, critical thinking and interpreting the world around me.'

Mahamed Abdulle to the right: 'History can take you to many different pathways, for instance you could choose to study Politics, or go on to be a lawyer. I plan on studying Computer Science, and History can help we with articles, analysis and in-depth reading.'



9. Suggested Reading List



History Transition
Work.pdf

10. Further information

Alisdair Boundy aboundy@thequestacademy.org.uk

Information Technology

1. Specification

The specification for this course can be found [here](#).

2. Topics Covered

The course is separated into 4 main sections:

- **Information Technology Systems:** Key components are the significant role IT has in the world and everything we do. Learners will develop a sound understanding of how to effectively select and use appropriate IT systems, to benefit them personally and professionally. Learners will explore the relationships between hardware and software, and the way systems work individually and together, examining the relationship between the user and the system. Learners will also explore the ethical issues related to the use of IT systems and the impact that they have on organisations and individuals.
- **Creating Systems to Manage Information:** Key concepts include examining the structure of data and its origins, and how an efficient data design follows through to an effective and useful database. Learners will also look at a given scenario and develop an effective design solution to produce a database system. Testing your solution is also a vital learning aspect, to ensure that your database works correctly. Finally, learners will evaluate each stage of the development process and the effectiveness of your database solution.
- **Using Social Media in Business:** Learners will explore different social media platforms, the ways in which they can be used and the potential pitfalls when using them for business purposes. Learners will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. By implementing this plan, learners will develop and post content, to interact with their audiences. Finally, you will gather data on the business use of social media and review the effectiveness of your efforts.
- **Website Development:** Learners will review existing websites, discussing on their overall design and effectiveness. Learners will also use scripting languages such as Hypertext Markup Language (HTML), Cascading Style Sheets (CSS) and JavaScript® and a simple text editor, or rapid application development tools, to develop a website. Finally, you will reflect on the website design and functionality using a testing and review process.

3. How is this course assessed?

This course is 58% examinations and 42% coursework. There are 2 examinations. The first is about information technology systems where students are assessed on their understanding of computer systems and the implication of their use in personal and professional situations for 2 hours. The second examination is split into a 3-hour slot to create a database to fit a purpose and a 2-hour slot to evaluate its effectiveness. Coursework elements involve analysing and evaluating social media platforms and their use in business and close links with application development. A large proportion of coursework involves designing and evaluating websites.

4. Academic skills that will be developed on the course

This course has a strong emphasis on analysis and problem-solving skills, use of critical thinking towards solving problems, by critically examining the effectiveness of solutions created, using systems and technology. There is also a focus on intrapersonal skills such communicating, working collaboratively, negotiating and influencing and self-presentation. The interpersonal skills developed include self-management, adaptability and resilience, self-monitoring and development, towards transferable employability skills.

5. Opportunities

This qualification is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

6. Degrees related

Computer Science, Information Technology, Software Development, Computer Arts, Accounting & Finance, Business Studies

7. Careers Paths

Web Developer, Engineer, Cyber Security, Computer Forensics, Business & Finance.

8. Course Alumni



Akash Vivekanandan was deputy head boy 2020-2021 and achieved the highest grade possible on this course. He is now studying Law at Bangor University. Akash was a keen ambassador for wellbeing and was driven during his time as a senior prefect to help younger students realise their full potential and motivate students to raise their own aspirations. Akash made a lot of progress between GCSEs and completing sixth form and surpassed all his target grades due to his effective revision techniques and work ethic.

9. Suggested Reading List

- [Information Technology](#)
- [IT Student Book 1](#)
- [IT Student Book 2](#)
- [Information Technology Student Book + Active book](#)
- [Revise Information Technology: Revision Guide](#)
- [Revise Information Technology: Revision Workbook](#)

10. Further information

Further details about the course are available from Ms Blankson
yblankson@thequestacademy.org.uk

Mathematics

1. Specification

Awarding Body – Edexcel. Click [here](#) for the link.

2. Topics Covered

The areas of study are proof, algebra and functions, coordinate geometry in the (x,y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods, vectors, statistical sampling, data representation and interpretation, probability, statistical distributions, statistical hypothesis testing, quantities and units in mechanics, kinematics, Forces and Newton's laws, and moments.

3. How is this course assessed?

Paper 1 and paper 2 at the end of Year 13 are both on pure mathematics. With topics addressed including proof, algebra and functions, coordinate geometry, sequence and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods and vectors. These are 2-hour, 100 mark assessments and calculators are allowed.

Paper 3 is about statistics and mechanics. This is also a 2-hour paper consisting of 100 marks.

Each paper is a third of the marks towards the A Level.

4. Academic skills that will be developed on the course

The aims and objectives of this qualification are to enable students to:

- understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment, and provides a strong foundation for progress to further study
- extend their range of mathematical skills and techniques
- apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- generalise mathematically and construct mathematical proofs
- use their mathematical skills and techniques to solve challenging problems that require them to decide on the solution strategy
- represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions
- use technology such as calculators and computers effectively and recognise when their use may be inappropriate

5. Opportunities

Students often take part in the Senior Mathematical Challenge and the British Mathematical Olympiad.

6. Degrees related

Actuarial Science, Aeronautical Engineering, Chemical Engineering, Civil Engineering, Economics, Electrical/Electronic Engineering, Mathematics.

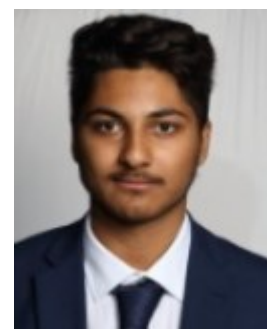
7. Careers Paths

Mathematics is highly regarded by the majority of employers and universities, precisely because of the demands it makes and the skills it develops. Many mathematics students do not go on to use their qualification directly, yet a 2002 survey found that having studied mathematics led to salaries 8% higher than those of young people with otherwise similar backgrounds, by the mid-twenties. Some go straight into employment, with fields such as accountancy, with prospects comparable with those of graduates. Engineering or business pathways are also very common careers following studying mathematics at sixth form.

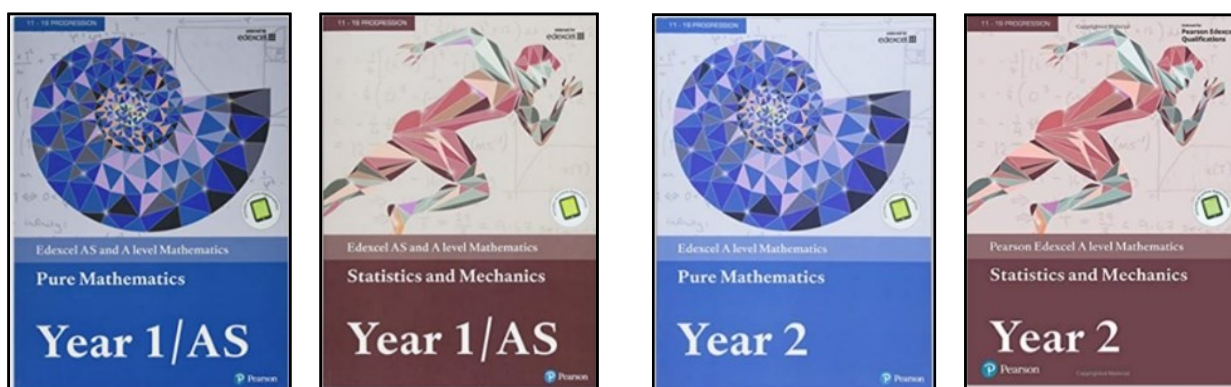
8. Course Alumni

Zain Hashmini achieved an A grade in Mathematics and is reading Mathematics with Finance and Accounting at Queen Mary University of London.

"I'm really grateful for the support my teachers have given me throughout the last two years, even during a global pandemic. I'm really grateful to my teachers that they helped me keep my grade up and helped me keep on target where it mattered most this year."



9. Suggested Reading List



- Does God Play Dice by *Ian Stewart* Chaos by *James Gleick*
- The Codebook by *Simon Singh*
- The Mathematics of Ciphers by *S.C. Coutinho*
- In Code by *Sara Flannery*
- A History of Mathematics by *Carl B. Boyer*
- Infinity: The Quest to Think the Unthinkable by *Brian Clegg*
- E, the Story of a Number by *Eli Maor*

10. Further information

Further details about the course are available from Mr Moodley

smoodley@thequestacademy.org.uk

Politics

1. Specification

Edexcel (UK and US Route) [A-level-Politics-Specification.pdf \(pearson.com\)](https://www.pearson.com/UK-and-US/Secondary-Products/9780170359891/9780170359891/A-level-Politics-Specification.pdf)

2. Topics Covered

- **UK Government** - Understand where power lies in the country, what limits there are on the power of a Prime Minister, and explore the extent to which we are actually free and democratic within the UK system. You'll study the major branches of government and come to understand the relationships between the executive, legislative and judicial branches of the UK government.
- **UK Politics** - Why are things the way they are? Who has power in this country? How do we bring about change? How different are the main parties? Why don't young people seem to care about politics? All of these are pertinent questions to explore through the study of UK politics. From the very origins of democracy and the struggles to obtain the vote, through to how Boris Johnson won in December 2019, all will be explored.
- **US Government and Politics** - Where does power lie in the US? How does it contrast with the UK? How can someone get the most votes, but not become president? The interplay between the great institutions of state will be explored and using comparative theory contrasted with their UK counterparts.
- **Ideologies** - What is the role of the state? Are people fundamentally good? For whom should government work? Is radical change good? The answer to many of these questions, and more, form the foundation stones of the ideas that have shaped the world for centuries. We will endeavour to unravel them.

3. How is this course assessed?

There are three 2 hour exams which consist of two or three essays per paper.

4. Academic skills that will be developed on the course

The Politics will produce students who can:

- Understand and appreciate the ideological foundations that underpin contemporary society.
- Make comparative, evaluative judgements on the nature and institutions of the state.
- Understand the interaction of ideas throughout history to understand the problems faced by society today.
- Debate and construct arguments that are well formed, and critically reflective, not dependent upon *ad hominem* or straw-man reasoning.
- Write evaluatively, being able to create relevant criteria to analyse and evaluate topical debates, reaching informed judgements predicated on critical engagement with knowledge about institutions, ideas and theorists.
- Be critical and analytical of documents and the media in order to assess and understand effectively, with a clear appreciation of political bias.
- Be politically engaged, and understand current political apathy and other forms of political participation.
- Have a passion and enjoyment of the opportunities brought about through the study of Politics.

5. Opportunities

Politics being a current affairs course, we are delighted to be able to take opportunities as they emerge. We have previously also arranged revision workshops delivered by external agencies, and every two years we take our Politics cohort on a trip to Parliament. At times of local or national elections we also have the opportunity to get involved and exploring what is going on in the community around us.

6. Degrees related

Politics obviously lends itself to the study of Politics at degree level, but it also opens pathways for History, Law, English and Philosophy. Alongside these, it will aid students wishing to pursue the Social Sciences, Business, Economics, but also Geography, Anthropology, Policy Development and Journalism.

7. Careers Paths

Government social research officer, Policy officer, Political risk analyst, Politician's assistant, Public affairs consultant, Social researcher, Business development manager, Charity officer, Detective, Diplomatic service officer, Forensic accountant, Human resources officer, Local government officer, Market researcher, Marketing executive, Newspaper journalist, Public relations officer, Stockbroker

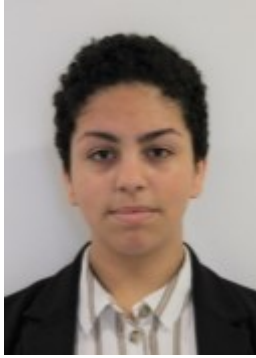
8. Course Alumni



Natalia Tobias – I have developed key transferable skills to support my study of Politics and International relations at university. I hope this will take me to work at the United Nations, but with Politics I can also explore journalism, the civil Service or even business administration.



Hannah Reid - The skills I have acquired whilst study Politics are: analysis, argument development, persuasive writing and critical thinking, these skills are essential in producing sophisticated essays.



Summer Saunderson – Politics isn't just for students who are interested in essay-based subjects, but of course it will help, as long as you are curious, political, interested in the world around us and care about issues you'll find at least one thing you find interesting about politics that will inspire you to work hard.

9. Suggested Reading List



PoliticsTransition
Work.pdf

- **Politics for Beginners** Usborne Books
- **The Politics Book** DK Publishing
- **How it Works** <https://tinyurl.com/ybayxddd>
- **Ideology: A very short introduction** Michael Freeden
- **British Politics: A very short introduction** Tony Wright

10. Further information

Email Alisdair Boundy aboundy@thequestacademy.org.uk

Physical Education

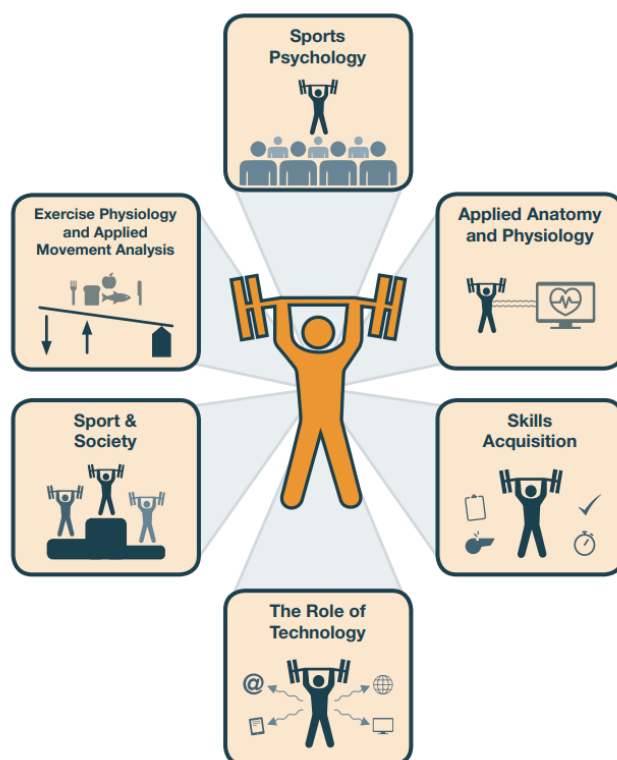
1. Specification

Edexcel A-Level PE. More details can be found [here](#).











2. Topics Covered

The aims and objectives are to enable students to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport
- refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.



3. How is this course assessed?

Components	Content	Assessment
Component 1: Scientific principles of PE	<ul style="list-style-type: none">• Applied anatomy and physiology• Exercise physiology• Applied movement analysis	 2 hours and 30 minutes  140 marks  40%
Component 2: Psychological and social principles of PE	<ul style="list-style-type: none">• Skills acquisition• Sports psychology• Sport and society	 2 hours  100 marks  30%
Component 3: Practical performance	<ul style="list-style-type: none">• Skills performed as a player/performer or coach	 40 marks  15%
Component 4: Performance Analysis and Personal Development Programme	<ul style="list-style-type: none">• Performance Analysis• Personal Development Programme (PDP)	 40 marks  15%

4. Academic skills that will be developed on the course

Students develop the ability to demonstrate knowledge and understanding of physical activity, and to apply this to a range of sporting contexts. Analytical and evaluative skills are developed through both written and oral responses.

5. Opportunities

University visits, body worlds museum trip as well as sports event and talks from leading professionals in the sports industry.

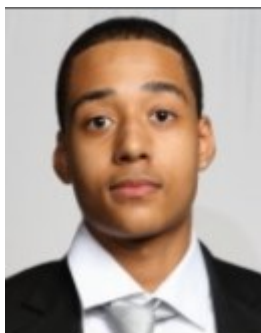
6. Degrees related

Physical Education is an excellent base for a university degree in sports science, sports management, healthcare, or exercise and health. Physical Education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology and many more.

7. Careers Paths

PE opens doors to several careers and life options. Sport, nutrition and health are huge topics of discussion today, and as the fight against obesity and sedentary lifestyle issues continues, the knowledge you gain from a course such as this will only grow in importance and relevance. PE enables you to apply for higher education courses in sports science, sports management, healthcare, or exercise and health. It can also complement further study in subjects such as biology, human biology, physics, psychology, nutrition and sociology. PE can open up a range of career opportunities including sports development, sports coaching, physiotherapy, sports journalism, personal training or becoming one of the next generations of PE teachers. The transferable skills you learn, such as decision making and independent thinking, are useful in any career path you choose to take. Students considering Sports Science degrees should combine PE with at least one science subject.

8. Course Alumni



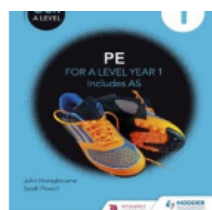
Jeffrey Foko was a big asset to the PE department during his time at Quest6 and has utilised the skills he acquired to now read Sport Rehabilitation at St Mary's University in Twickenham. During his time at Quest6 Jeffrey helped lead and organise the Quest6 football club.

9. Suggested Reading List



PE Review:

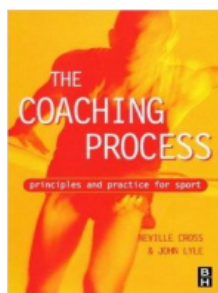
This is a quarterly magazine that addresses many issues and exam board content relevant to your OCR/EDEXCEL specification. It also has examiner/moderator tips and guidance for coursework and exam questions.



OCR A Level textbook:

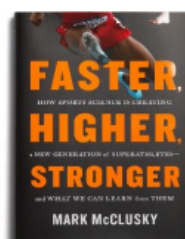
This covers all areas of the specification and has suitable practise questions for you to attempt.

It also has sporting examples throughout that will be useful for your exam.



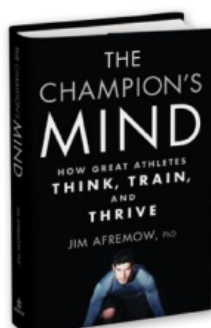
The Coaching Process: Cross & Lyle.

This book discusses the various effective strategies that can be used to improve sports performance in the athlete or team. This uses many examples from the modern Olympic Games and has been quoted as "an essential reading for those studying sport and exercise science at all levels".



Faster, Higher, Stronger: Mark McClusky

This book has excellent case studies that would be useful in your long answer questions. It has in depth information regarding how Sport Science has improved with the new generation of athletes.



The Champion's Mind: Jim Afremow

This book is based on sports psychology and gives tips and techniques based on high-performance psychology research, such as how to get in a "zone," thrive on a team, and stay humble. How to progress within a sport and sustain excellence long-term.

This is a good book to extend your sports psychology knowledge.

10. Further information

Further details about the course are available from Ms Cherrett, Team Leader of PE:

acherrett@thequestacademy.org.uk

Physics

1. Specification

More details can be found [here](#).

2. Topics Covered

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity
- Mechanics and thermal physics
- Fields and their consequences
- Nuclear Physics

3. How is this course assessed?

Paper 1	+	Paper 2	+	Paper 3
What's assessed Sections 1–5 and 6.1 (Periodic motion)		What's assessed Sections 6.2 (Thermal Physics), 7 and 8 Assumed knowledge from sections 1 to 6.1		What's assessed Section A: Compulsory section: Practical skills and data analysis Section B: Students enter for one of sections 9, 10, 11, 12 or 13
Assessed <ul style="list-style-type: none"> • written exam: 2 hours • 85 marks • 34% of A-level 		Assessed <ul style="list-style-type: none"> • written exam: 2 hours • 85 marks • 34% of A-level 		Assessed <ul style="list-style-type: none"> • written exam: 2 hours • 80 marks • 32% of A-level
Questions 60 marks of short and long answer questions and 25 multiple choice questions on content.		Questions 60 marks of short and long answer questions and 25 multiple choice questions on content.		Questions 45 marks of short and long answer questions on practical experiments and data analysis. 35 marks of short and long answer questions on optional topic.

4. Academic skills that will be developed on the course

These practicals aid students increase their precision at using a range of equipment:

1	Investigation into the variation of the frequency of stationary waves on a string with length, tension and mass per unit length of the string.
2	Investigation of interference effects to include the Young's slit experiment and interference by a diffraction grating.
3	Determination of g by a free-fall method
4	Determination of the Young modulus by a simple method.
5	Determination of resistivity of a wire using a micrometer, ammeter and voltmeter.
6	Investigation of the emf and internal resistance of electric cells and batteries by measuring the variation of the terminal pd of the cell with current in it.

5. Opportunities

We offer work experience with many engineering companies and have a range of STEM activities and workshops.

6. Degrees related

- Electrical and electronic engineering
- Civil engineering
- Chemical engineering
- Mechanical engineering
- Aerospace engineering
- Agricultural engineering
- Biomedical engineering
- Computer engineering

7. Careers Paths

With an average starting salary of £26,536, higher than most graduate careers and a shortage of engineers in the UK, there's never been a better time to kick-start your engineering career. The engineering sector is hugely diverse with dozens of different disciplines and sectors, so there's a wide range of roles that can suit anyone interested in science, technology, construction and manufacturing. Whether it's your dream to work for a larger international firm such as Unilever, Airbus or Siemens or you'd prefer to make a difference in a smaller company, you're sure to find a good match for you.

8. Course Alumni



Tukwasi Nwazota studied Physics and is now reading Civil Engineering at City, University of London. We are proud of both TK's academic qualifications but also her legacy of cultural day. Students in the sixth form celebrated their different cultural clothing and cuisine for one day. She took the lead in improving cultural awareness and fostering peace and unity amongst the students whilst providing the setting for students to feel a sense of pride for their cultural backgrounds.

9. Suggested Reading List

- Short History of Nearly Everything - Bill Bryson
- Why don't penguins' feet freeze? – NewScientist
- The Grand Design – Stephen Hawkin and Leonard Mlodinow
- Newton – Peter Ackroyd
- The Quantum Universe: Everything that can happen does happen – Brian Cox and Jeff Forshaw

10. Further information

For more information, please email Mr Ashmore: dashmore@thequestacademy.org.uk

Psychology

1. Specification

AQA Psychology. More details can be found [here](#).

2. Topics Covered

Psychology is the scientific study of the mind and behaviour. The four main goals of psychology are to describe, explain, predict and change the behaviour and mental processes of others.

It's about understanding what makes people tick and how this understanding can help us address many of the problems and issues in society today. As a science psychology functions as both a thriving academic discipline *and* a vital professional practice, one dedicated to the study of human behaviour - and the thoughts, feelings, and motivations behind it - through observation, measurement, and testing, in order to form conclusions that are based on sound scientific methodology.

A-Level Psychology covers a huge diversity of units, including:

- Approaches
- Attachment
- Social influence
- Memory
- Research Methods
- Psychopathology
- Forensic psychology
- Gender
- Biopsychology
- Schizophrenia

3. How is this course assessed?

This course is assessed using 3 exam papers which are all evenly weighted and carry 96 marks. They are all 2 hours exams. There is a combination of multiple choice, short answer questions, extended writing tasks.

4. Academic skills that will be developed on the course

You will develop your ability to think critically, as well as research methods skills like interpretation and analysis of data. You will gain confidence in discussing ideas and presenting them to others. You will also gain an understanding of physiological, emotional, cognitive and social determinants of behaviour which are key to success within the workplace. Psychologists will also be able to interpret data, understand probabilities and correlations and know how to perform a range of different statistical calculations.

5. Opportunities

Students are given the opportunity to present, debate and discuss regularly in class. You will also have access to a number of national conferences and competitions aimed at students of Psychology. For example, students in 2020 were given the opportunity to hear Dr. Zimbardo speak at the Psychology Conference.

6. Degrees related

This course is ideal preparation for a wide range of subjects at university including Law, Biology, Politics, History, English, Philosophy, Sociology, Maths, Marketing and Economics.

7. Careers Paths

Possible career paths include: Consumer psychologist, psychotherapist, marketing, PR, neuroscientist, child psychologist, teacher, counsellor, therapist, market researcher, policy officer, psychiatrist, criminal investigator, doctor, clinical psychologist and crisis counsellor.

8. Course Alumni



Ellie-May Duff achieved an A in Psychology. She is currently studying Psychology at Brunel University and she said:

“Psychology is my favourite subject and you are so well supported on the course. Lessons are fun and engaging, and it opens up so many opportunities for the future – being able to understand how the human mind works and what makes people tick is an incredible thing. It’s particularly exciting to learn about mental illness and how the negative stigma attached to it in the media couldn’t be more wrong”.

Other Psychology students in the 2020 cohort went on to study a variety of related disciplines, such as Sociology, Biology and Law.

9. Suggested Reading List

Textbooks:

Flanagan, C. *AQA Psychology for A Level Year 1*. Illuminate, 2020.

Flanagan, C. *AQA Psychology for A Level Year 2*. Illuminate, 2020.

Wider reading on psychological themes:

Slater, L. *Opening Skinner's Box: Great Psychological Experiments of the Twentieth Century*. Bloomsbury, 2005.

Zimbardo, P. *The Lucifer Effect: How Good People Turn Evil*. Rider, 2008.

Buss, D. *Evolutionary Psychology: The New Science of the Mind*. Psychology Press, 2014.

Harre, R. *The Explanation of Social Behaviour*. Oxford, 1972.

10. Further information

Further details about the course are available from Miss Minns, Team Leader of Humanities
BMinns@thequestacademy.org.uk

Religious Studies: Philosophy and Ethics

1. Specification

OCR Religious Studies H573, more information can be found [here](#).

2. Topics Covered

Philosophy is the study of the most important questions that human beings ask. You will explore questions such as: What is reality? What does it mean to be human? What arguments might suggest that God exists? How effective are those arguments? What do religious experiences mean? Why is there evil and suffering in the world? What language can we use to talk about God?

Ethics is the study of morality. You will explore questions such as: What is goodness? Is there a natural law that we should all follow? Does morality change with different circumstances? Is euthanasia morally acceptable? Do businesses have a responsibility to society? How do different thinkers respond to premarital sex and homosexuality? What is conscience?

Theology is the study of religious teaching and belief. You will explore questions such as: Who is Jesus? What do Christians believe happens after death? What duties do Christians have towards the state? Are all religions equal? Does religion oppress women? Should Christians adapt to a more secular world?

3. How is this course assessed?

The exam for each of the three components will be worth 120 marks and represents 33.3% of the total marks for the qualification. These exams will take the form of an externally assessed written papers lasting 2 hours. Each paper will contain four essay questions, with the learner choosing three out of the four to answer.

4. Academic skills that will be developed on the course

This is a subject without easy answers. You will learn to *listen* to other viewpoints, to *debate* and to come to your own conclusions. You will develop your ability to *understand complex material* and *be reflective*. You will gain confidence in *discussing ideas* and *presenting them to others*. Studying Religious Studies helps you to *write persuasively by selecting relevant material* and *analysing and evaluating ideas*.

5. Opportunities

Discussion and debate are at the heart of this subject. You will develop confidence in discussing, exploring and debating your ideas in a stimulating academic environment. You will also have access to a number of national conferences and competitions aimed at students of Religious Studies.

6. Degrees related

Religious Studies is a highly regarded academic qualification. This course is ideal preparation for a wide range of subjects at university especially humanities and social science based subjects such as law, politics, history, philosophy, sociology and theology.

7. Careers Paths

Religious Studies can assist in a wide range of career paths because it develops many of the most vital skills identified by the World Economic Forum including analytical thinking; active learning; complex problem-solving; critical thinking; creativity, originality and initiative; reasoning and problem solving. Possible areas include business, the civil service, education, law, politics and social work.

8. Course Alumni



Onyeka Ogwe achieved an A in Religious Studies. She is currently studying Philosophy, Logic and the Scientific Method at the London School of Economics (LSE). She says “Philosophy is important as it allows me to explore ideas and test perceptions. This has made me a lot more confident in my own beliefs as an individual.”

9. Suggested Reading List

Ahluwalia, L. and Bowie, R. Oxford A Level Religious Studies for OCR (2 volumes). Oxford, 2016.

Ahluwalia, L. Oxford A Level Religious Studies for OCR: Revision Guide. Oxford, 2018.

10. Further information

Further details about the course are available from Mr Barragan
kbarragan@thequestacademy.org.uk.

Sociology

1. Specification

AQA A-Level Sociology. More details can be found [here](#).

2. Topics Covered

Sociology is the study of society - how people interact and create social norms in groups. A-Level Sociology examines social behaviour from a variety of perspectives: how it originates and then develops, as well as the ways people are organised into groups according to distinctions such as class, gender and race.

Sociology also looks at the institutions and forces which shape and are shaped by groups within a society, such as the media, religion and education.

Sociology has a specific focus on contemporary society (history in action), providing an awareness of the importance of social structure and actions in explaining social forces and issues.

We cover topics such as:

- **Education:** including class/gender/ethnic differences in achievement rates, the significance of educational policy and relationships/processes in schools.
- **Families and Households:** including changing gender roles within the family, the nature of childhood and changing demographic trends in the UK.
- **Beliefs in Society:** including the rise of terrorism globally, the changing nature of religious movements (including sects and cults) and the influence of ideology in the UK.
- **Crime and Deviance:** including the role of surveillance in the UK, victimology and the social distribution of crime in the UK by ethnicity, gender and class.

3. How is this course assessed?

Paper 1: Education with Theory and Methods	+	Paper 2: Topics in Sociology	+	Paper 3: Crime and Deviance with Theory and Methods
What's assessed Compulsory content 4.1.1, 4.1.2, 4.1.3		What's assessed Section A: one from option 1: 4.2.1, 4.2.2, 4.2.3 or 4.2.4 Section B: one from option 2: 4.2.5, 4.2.6, 4.2.7 or 4.2.8		What's assessed Compulsory content 4.3.1, 4.3.2
Assessed <ul style="list-style-type: none"> • 2 hour written exam • 80 marks • 33.3% of A-level 		Assessed <ul style="list-style-type: none"> • 2 hour written exam • 80 marks • 33.3% of A-level 		Assessed <ul style="list-style-type: none"> • 2 hour written exam • 80 marks • 33.3% of A-level
Questions <ul style="list-style-type: none"> • Education: short answer and extended writing, 50 marks • Methods in Context: extended writing, 20 marks • Theory and Methods: extended writing, 10 marks 		Questions <ul style="list-style-type: none"> Section A: extended writing, 40 marks Section B: extended writing, 40 marks 		Questions <ul style="list-style-type: none"> Crime and Deviance: short answer and extended writing, 50 marks Theory and Methods: extended writing, 30 marks

4. Academic skills that will be developed on the course

You will learn to listen to other viewpoints, to debate and to come to your own conclusions. From this you will also develop cross-cultural understanding, especially regarding racial, ethnic, and gender differences in values, perceptions, and approaches to work. You will develop your ability to think critically, as well as research methods skills like interpretation and analysis of data. You will gain confidence in discussing ideas and presenting them to others.

5. Opportunities

Sociology teaches you to challenge, interrogate and disrupt. Students are given the opportunity to present, debate and discuss regularly in class. You will also have access to a number of national conferences and competitions aimed at students of Sociology.

6. Degrees related

This course is ideal preparation for a wide range of subjects at university including Law, Anthropology, Politics, History, Philosophy, Psychology, Marketing and Economics.

7. Careers Paths

Sociology can lead to a wide variety of career paths as it enables students to critically analyse, problem solve and think creatively. In a post-COVID world, understanding how societies work is crucial to the majority of job roles. Possible career paths include: Counselling, lawyer, teacher, political activist, probation officer, charity adviser, social researcher, policy analyst, crime analyst, human resources representative, public relations specialist, police, community development worker, social worker, marketing, lecturer, journalism.

8. Course Alumni

Onyi Ogwe achieved an A in Sociology. She is currently studying Sociology at the University of Leeds.



She said:

"It's perfect for those who are trying to get a wider understanding of our current climate i.e. racial tensions, inequalities in the workplace, etc., and why they persist in such a hidden way. It has helped me in more ways than one, so much to the point where I studied it at degree level. Studying sociology would really push a new generation of young people to not allow certain norms to dictate and assimilate us into "right and wrong". When doing it at a higher level, the reading, documentaries, and scholars that are used to support your knowledge allow students to look at the world through such an insightful lens. One area that really stuck with me was representation in Hollywood, and how much cinema influences our perception of "others". At a higher level, you are bound to find an area of Sociology that defines your passions for the subject. That in and of itself is exciting".

Other Sociology students in the 2020 cohort went on to study a variety of related disciplines, such as Psychology, Counselling, Advertising, Social Work and Law.

9. Suggested Reading List

Textbooks:

Webb, R. and Weestergaard, H. et al. *AQA A Level Sociology Book One*. Napier Press, 2015.

Webb, R. and Weestergaard, H. et al. *AQA A Level Sociology Book Two*. Napier Press, 2016

Wider reading on sociological themes:

Jones, O. *The Establishment: And how they get away with it*. Penguin, 2015.

Eddo-Lodge, R. *Why I'm no longer talking to white people about race*. Bloomsbury Publishing, 2018.

Wooldridge, A. and Micklethwait, J. *God is Back: How the Global Rise of Faith is Changing the World*. Penguin, 2010.

Perez, C. *Invisible Women: Exposing Data Bias in a World Designed for Men*. Vintage, 2020.

10. Further information

Further details about the course are available from Miss Minns, Team Leader of Humanities
BMinns@thequestacademy.org.uk

Spanish

1. Specification

The specification for can be found [here](#)

2. Topics Covered

You will be studying and learning new vocabulary based on the following themes:

- **Modern and traditional values** (how did family structure evolved over the years and the influence of the Catholic Church)
- **Cyberspace** (impact, dangers, and benefits of technology in everyday life)
- **Equal rights** (women in the workplace, sexism, feminism and LGBTQ+ rights)
- **Immigration**
- **Racism**
- **Integration**
- **Modern day idols** (singers, movie and TV stars, influencers)
- **Spanish regional identity** (traditions, gastronomy and language)
- **Cultural heritage in the Hispanic world**
- **Today's youth, tomorrow's citizens** (teenagers and their political commitment, unemployment and ideal society)
- **Monarchies and dictatorships** (Franco, evolution of the Spanish monarchy, Latin-American dictators)
- **Popular movements** (efficiency of strikes and power of unions)

3. How is this course assessed?

Paper 1: Listening, reading and writing – 50% of A-Level (100 marks)

Written exam: 2 hours 30 minutes – Listening and responding to spoken passages from a range of contexts and sources, reading and responding to a variety of texts drawn from a range of authentic sources, Translation into English and into French (minimum 100 words each)

50% of A-Level

Paper 2: Writing

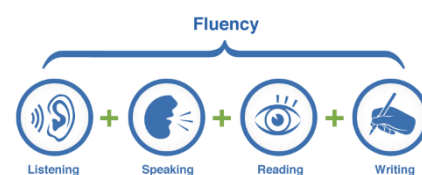
Written exam: 2 hours – two 300-word essay on a set text (*Crónica de una muerte anunciada*) and a set film (*Volver*)

20% of A-Level (80 marks)

Paper 3: Speaking

Oral exam: 21-23 minutes (including 5 minutes preparation time) – Discussion of a sub-theme and presentation of individual research project

30% of A-Level (60 marks)



4. Academic skills that will be developed on the course

The Spanish A Level is a well-rounded subject that will work on a variety of skills, from communication to creative thinking and writing.

You will learn how to express yourself clearly and concisely, and how to develop and defend your ideas with more confidence and ease. Additionally, throughout your studies, you will work on your research skills and not only will you explore current news to help to develop your knowledge of the French-speaking world, but you will also have the opportunity to look deeper into a topic of interest to you. You will develop your knowledge of the French-speaking society and learn how to use it to analyse and answer questions on a variety of topic, from Music to Immigration.

5. Opportunities

You will have the opportunity to take yearly trips to Spain.

6. Degrees related

Spanish is an excellent subject to have at A-Level as it will allow you to study any subjects at university. You can choose to combine it with another subject of interest (e.g. Spanish as a minor with a law degree). Doing this will open more doors for you and will be an extremely useful skill to put on your CV. You can also choose a degree more specific such as Linguistics, Interpretation, Translation or Spanish studies.

As a bonus, you might have the opportunity to go to study abroad for a semester!

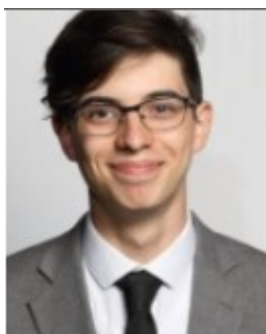
7. Careers Paths

Some career options open to you include:

- Doctor
- Journalist
- Translator / Interpreter
- PR
- And many more!



8. Course Alumni



Marius Munteanu on the left achieved an A* in Spanish and is now studying Information Technology Management for Business at the University of Hertfordshire.

Iqra Sain Nisa on the right achieved an A grade in Spanish and is now studying Biomedical Science at the University of Roehampton. Many Biomedical Scientists work in research at Universities abroad and having a language qualification is useful for career prospects.



9. Suggested Reading List

- Crónica de una muerte anunciada – Gabriel García Marquez
- A Study Guide for Gabriel Garcia Marquez's "Chronicle of a Death Foretold" – Hannah Wallace
- Spanish Short Stories: Cuentos Hispanicos: Volume 1 (Penguin Parallel Text Series) – Jean Franco
- [El Mundo](#) (Spanish online newspaper)
- Website to practice [multiple skills](#)
- Website to practice [grammar](#)

10. Further information

For more information, please email Miss Jonnaïs: mjonnais@thequestacademy.org.uk

Sport

1. Specification

The specification can be found [here](#).

2. Topics Covered

Unit 1: Anatomy and physiology - You will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance. The anatomy and physiology of each body system and their processes are very different but work together to produce movement. You will gain a full appreciation of how the body is able to take part in sport and exercise through understanding the interrelationships between these body systems.

Unit 2: Fitness Training and Programming for - In this unit, you will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information you will explore how to make judgements on a specific individual's current lifestyle and then suggest modifications to help improve the individual's fitness, health and overall well-being. Fitness training methods will be examined for each component of physical and skill-related fitness. The selection of appropriate training methods for a selected individual and their application into a training programme will then be explored. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

Unit 3: Professional Development in the Sports Industry - In this unit, you will research the different possible careers and the associated job roles in the sports industry, then action plan your development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a career plan. You will research your chosen career to understand how to access and progress within it. You will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify your own strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an understanding of the generic employability and specific-technical knowledge and skills required to access and progress in a selected career pathway in the sports industry.

Unit 4: Sports Leadership - This unit aims to develop your confidence in a variety of different roles when leading sport. These roles range from coach, to official, to captain or personal trainer. You will be guided through the requirements of effective leadership and this will develop your knowledge and understanding of the leader's role, the key skills, qualities and characteristics. You will be required to take on the role of a leader and demonstrate the necessary range of skills for the selected leadership role independently and as part of a team, when planning and running an event.

Unit 5: Application of Fitness Testing - In this unit, you will explore the principles of fitness testing and examine the factors affecting the selection and administration of tests, including validity, reliability and suitability of tests. You will explore a range of laboratory and field-based fitness tests and the administration process of each fitness test. You will consider the selection of appropriate tests for specific sports performers, and demonstrate your ability to conduct a range of fitness tests in accordance with the safety and ethical requirements of fitness testing. Finally, you will investigate the process of evaluating and comparing fitness test results to draw meaningful conclusions about a specific person's fitness.

Unit 7: Practical Sports Performance - This unit gives you the opportunity to improve your own knowledge and practical ability in a selection of individual and team sports. You will develop your own practical performance in selected sports, focusing on the application of skills, techniques and tactics and reflecting on your performance. This will be achieved through participation in practical activities, followed by a reflection on your performance. You will have the opportunity to practise and refine your individual skills and techniques, investigating and experiencing different areas of tactics and techniques. The rules and regulations of the selected sports are also investigated, since an awareness of the rules can often lead to an improvement in performance. To complete the assessment tasks within this unit you will need to draw on your learning from across your programme of study.

Unit 17: Sports Injury Management --To understand sports injuries effectively, you must be able differentiate between acute and chronic injuries and have an appreciation for the types of injury that may be experienced within each classification. You must also have an awareness of the aetiology, mechanisms of injury and symptoms that can present for each injury. You will recognise the injury symptoms and understand physiological and psychological responses to injury, and will be able to make an informed decision regarding treatment at the time of injury. You will be able to confidently and effectively apply first aid techniques and common treatment methods, and develop a functional rehabilitation program. Finally, you will be able to minimise the risk of injury and remove any factors which may predispose a person to injury. You will understand the components of the 'sequence of prevention' model, and introduce preventative measures in order to reduce risk and prevent injury occurrence.

Unit 22: Investigating Business in Sport and the Active Leisure Industry - In this unit, you will investigate industry trends, changes and other developments such as technology, to explore how they can affect the performance, and ultimately the success, of businesses. You will use given data and other information to make recommendations on how a business should adapt and develop to take full advantage of market opportunities, while at the same time looking at how to reduce the potential effects of threats and risks. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

Unit 23: Skill Acquisition in Sport - In this unit, you will develop an understanding of skilled performance and how an individual's abilities contribute to the development of their skills. You will examine how sports performers are able to take information from their environment, for example their position, the positions of their opponents or the speed and trajectory of a ball, and then process this information so that they can produce a response in the form of a skilled movement. You will explore the key theories of how individuals learn skills and how new skills can be presented, using different strategies to facilitate their learning.

3. How is this course assessed?

This course is assessed as 3 written examinations and 6 units of coursework. The examinations make up 45% of the qualification and the coursework consists of 55% of the qualification.

4. Academic skills that will be developed on the course

Students will develop and demonstrate a range of cognitive and problem-solving skills, intra and interpersonal skills, learn independently as well as part of a team. Students will learn how to analyse and critically evaluate information.

5. Opportunities

Trips to university sports laboratories, body worlds, sports events and talks from leading professionals in the sport and leisure industry.

6. Degrees related

- BA (Hons) in Sports Development and Management
- BSc (Hons) in Sports Management
- BSc (Hons) Sports Business Management
- BSc (Hons) Sport and Leisure Management
- BSc (Hons) Sports Science (Outdoor Activities)
- BSc (Hons) in Exercise, Health and Fitness
- BSc (Hons) in Sport and Exercise Psychology.

7. Careers Paths

A Sports qualification can lead to a career in the sports and fitness sector in jobs such as sports coach, PE teacher, Sports Development Officer, Health and Wellbeing Advisor, Outdoor Activities Instructor, Personal Trainer, Physiotherapist, Sports Analyst, Leisure management or Sports Journalist.

8. Course Alumni



Anna Ghasemi is now at St Mary's University studying Physical Education, Sport and Youth Development BA (Hons)

"I chose Sport as it is a subject I am passionate about, I love both playing and coaching and this course gave me the opportunity to develop my knowledge and understanding of all areas of sport; from the muscles of the body to delivering a sports session to a group of year 7 students. I particularly enjoyed the skill acquisition unit as it enabled me to understand how people learn and develop skills which I was able to implement in delivering coaching sessions. I

am now utilising that knowledge further as I train to become a PE teacher"

9. Suggested Reading List

- Adams Metal, (2010) BTEC Level 3 National Sport (Development, Coaching and Fitness)
- Student Book. Pearson, 2010. (ISBN 9781846906503)
- Rea, S, Stanford-Brown, J and Manley, C (2010). BTEC National Sport: Level 3: Development, Coaching and Fitness. Hodder Education; London.
- Howley, E.T and Franks, B.D (2003) Health Fitness Instructor's Handbook. Human Kinetics Europe. (ISBN 9780736042109)
- Palastanga, N (2006). Anatomy and Human Movement. Butterworth-Heinemann. (ISBN 9780750688147)
- Sharkey, B.J and Gaskill, S.E (2006). Fitness and Health. Human Kinetics. (ISBN 9780736056144).
- Weinberg R.S and Gould, D (2011). Foundations of Sports and Exercise Psychology (5th ed.). Human Kinetics; New York.

10. Further information

If you would like to know more about this course, please email Mr T Bevan

tbevan@thequestacademy.org.uk