



# HUMANITIES

A level courses in:

Business

Level 3 Business

Geography

History

Philosophy & Ethics

Psychology





# A level Business

## WHY STUDY BUSINESS?

This can lead to higher education in areas of business studies, marketing, accounting or more general higher education courses. With further training, students may choose a career related to business studies, such as marketing, finance and accounting, human resources or public relations.

This is a recognised qualification that would support a trainee management course within a company and helps students to develop the skills, understanding and experience to work towards management level.

## COURSE CONTENT

A level Business aims to look at the questions arising in business and how decisions are made in business. The Edexcel syllabus covers four themes which are assessed in three external exams at the end of the two year course.

Themes

- 1) Marketing and people
- 2) Managing business activities
- 3) Business decisions and strategy
- 4) Global business

## COURSE PROGRESSION

Students can go on to degree courses with either BA or BSC qualifications.

This course gives students an opportunity to choose from a wide range of professions including law, finance, the Stock Market, insurance or management.


## ASSESSMENT

There are three external exams assessed at the end of Year 13:

Paper 1: Marketing, people and global businesses - 35% of the qualification

Paper 2: Business activities, decisions & strategy - 35% of the qualification

Paper 3: Investigating business in a competitive environment - 30% of the qualification



# A level

## Level 3 Business

### WHY STUDY APPLIED BUSINESS?

This can lead to higher education in areas of business studies, marketing, accounting or more general higher education courses. With further training, students may choose a career related to business studies, such as marketing, finance and accounting, human resources or public relations. This is a recognised qualification that would support a trainee management course within a company and helps students to develop the skills, understanding and experience to work towards management level. Students can go on to degree courses with either BA or BSC qualifications.

### COURSE CONTENT

The Level 3 Applied general in Business aims to look at the questions arising in business and how decisions are made in business. The AQA syllabus covers six units which are assessed both internally and externally during the two years of the course.

Units:

- 1) Financial planning and analysis
- 2) Business dynamics
- 3) Entrepreneurial opportunities
- 4) Managing and leading people
- 5) Developing a business proposal
- 8) Marketing communications


## COURSE PROGRESSION

This course gives students an opportunity to choose from a wide range of professions including law, finance, the Stock Market, insurance or management.

## ASSESSMENT

There are two external exams assessed at the end of Year 13:

Unit 1:	External examination
Unit 2:	Internally assessed coursework
Unit 3:	External assignment
Unit 4:	External examination
Unit 5:	Internally assessed coursework
Unit 8:	Internally assessed coursework



# A level Geography

## WHY STUDY GEOGRAPHY?

There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study. Geographers are also highly employable. Whatever your passion for the world - fascination with landscapes or concerns about inequality - geography will provide you with knowledge and transferable skills that will reward you personally and advance you professionally.

You will develop intellectual skills, such as critically evaluating theories and judging evidence to make informed decisions and develop reasoned arguments. Other skills include research skills such as the use of technical methods for the collection and analysis of spatial and environmental data, and undertaking fieldwork; transferable skills, such as teamwork, problem solving; IT skills; communication skills, presentation, writing, debating) and personal attributes such as time-management, development of responsibility, coping with uncertainty, self-reflection, motivation, flexibility, and creativity.

## COURSE CONTENT

The course content is designed to help you develop as a geographer and to understand the place in which you live globally and locally, encouraging you to grow a deeper understanding of your impact on the world physically and intellectually. The course covers critical issues such as coastal landscapes and the impact of climate change, natural hazards which are consistently impacting the globe and how diseases and health systems can influence global development. But perhaps the most exciting element of the course is being able to study independently and create a piece of coursework on a topic of your choice that allows you to grow your investigative, presentation, analytical and evaluative skills.

## FURTHER INFORMATION

The geography department at Ashby School is well balanced with four teachers who are all passionate about their subject and this A level specification. If you have any questions about the A level course or studying geography, please contact Richard Cornell (Head of Geography KS5)

# COURSE PROGRESSION

This course builds a solid, geographical foundation through popular, familiar topics while pushing the frontiers of A level geography. It sets the tone for future curriculum development in geography, inspiring a love of geography for lifelong learning.

There is a focus on fieldwork as the A level geography specification has been designed to strengthen geographical and fieldwork skills gained at GCSE and delve more deeply into content. There will be a four day field trip which leads to the preparation of an Independent Investigation that accounts for 20% of the course. The specification incorporates relevant and contemporary issues that have been including following consultations with teachers, subject associations such as the Geographical Association, higher education employers and consultants.

The human geography issues that are considered include an understanding of the development of places, linked through globalisation, how diseases are managed, while physical geography examines coastal landscapes, hazardous earth and life support systems.

This course has been designed to allow geographers the flexibility to build programmes that suit their own particular interests and needs. Fieldwork and research skills are a key feature of the A level. This offers flexibility with varying and diverse fieldwork resources and approaches.

## ASSESSMENT

**Component 1: Physical Systems (22%)** Section A • Landscape Systems. Section B • Earth's Life Support Systems.

**Component 2: Human Interactions (22%)** Section A • Changing Spaces; Making Places. Section B • Global Connections.

For both these sections: Style of question in examinations: Short-answer, medium tariff and extended response questions. There will be options within these questions. There is a separate resource booklet.

**Component 3 Geographical Debates :**

**Hazardous Earth and Disease Dilemmas (36%)**

Section A - Short-answer and medium length questions

Section B - Synoptic questions

Section C - Extended response questions. There will be options within extended response questions, depending on the two themes taught. Style of question in examinations: Short-answer, medium tariff and extended response questions and there is a separate resource booklet

**Component 4: Investigative Geography (20%)** Non-examined assessment, which is an independent geographical investigation conducted by each candidate based on primary and secondary data.



# A level History

## WHY STUDY HISTORY?

History teaches us to ask two very important questions: why and how. This is key to sharpening your critical thinking abilities, which combine analysis, research, essay writing and communication skills to help you to solve problems and form arguments for debate.

Historians look at all the available evidence and come to conclusions, a lot like a good detective; which helps them learn to be organised and manage information. If you're working with ancient history, you may not have a lot of source material to go on and it will be up to you to bring together all your knowledge and to try and solve the

## COURSE CONTENT

### **1K: The making of a Superpower: USA, 1865-1975**

Part one: from Civil War to World War, 1865-1920

Part two: crises and the rise to World Power, 1920-1975

### **2B : The Wars of the Roses, 1450-1499**

Part one: the Fall of the House of Lancaster, 1450-1471

Part two: the Fall of the House of York, 1471-1499

The Sun in Splendour': the reign of Edward IV, 1471-1483  
(A-level only)

The downfall of the Yorkist Monarchy, 1483-1486

The end of the Yorkist Dynasty, 1486-1499



# COURSE PROGRESSION

With an A Level in History you'll be primed for a huge range of careers in law, politics, the public sector, business, marketing, journalism, economics, teaching, academia, insurance, social research, archaeology and curation. If you want to study History at university you'll need to take it at A-level. The Russell Group also recommends History as an excellent subject for keeping your options open when choosing a degree. It can be especially useful for courses that include elements of history and essay writing like: Archaeology, Economics, Classical Studies and Modern Languages.

## FURTHER INFORMATION

Students are expected to complete regular assignments throughout the course. In addition to these assignments, students are expected to complete short individual or group exercises and class presentations, usually including research on a specified topic.

The need for reading is essential for a successful candidate as this will develop knowledge and understanding. For Unit 1K the students use the textbook 'AQA A Level History USA 1865-1975: The Making of a Superpower' by Steve Waugh and Peter Clements. For Unit 2B the accredited textbook is 'The Wars of the Roses, 1450-1499' by Jessica Lutkin.

## ASSESSMENT

### Breadth Study


- The Making of a Super Power: USA, 1865-1975  
(An Examination worth 40% of the A Level)

### Depth Study

- The Wars of the Roses 1450-1499  
(An Examination worth 40% of the A Level)

### Historical Investigation

- A Non Examined Assessment (NEA) on British Social History c1890s-1990s. This should take the form of a written response of approximately 3,500-4,500 words. (This piece of coursework is worth 20% of the final grade)



# A level Philosophy & Ethics

## WHY STUDY PHILOSOPHY & ETHICS?

This course is designed to stimulate critical and reflective thinking with the aim of developing a greater understanding and appreciation of the disciplines of:

- Philosophy
- Ethics
- Developments in Thought

This course aims to thoroughly engage students and develop an interest in philosophy, ethics and developments in thought which extends beyond the classroom and can be applied to the world around them.

An A level in philosophy and ethics will encourage students to:

- Develop knowledge and understanding appropriate to a specialist study of philosophy and ethics.
- Develop an enquiring, critical and reflective approach.
- Reflect on and develop their own values, opinions and attitudes in the light of their study.

## COURSE CONTENT

Three units:

### **Philosophy**

Ancient Philosophical Influences; Soul, Mind and Body; Existence of God; Religious Experience; The Challenge to Belief of the Problem of Evil; The Nature of God; Religious Language; Modern Day Perspectives

### **Ethics**

Normative Ethical Theories: Natural Law, Situation Ethics, Kantian Ethics, Utilitarianism; Applied Ethics: Euthanasia and Business Ethics; Ethical Language: Meta Ethics; Conscience; Developments in Ethical Thought: Sexual Ethics

### **Developments in Thought**

Human Nature; Death & the Afterlife; God's Existence; Jesus Christ; Christian Moral Principles/Action; Religious Pluralism and Theology/Society; Gender and Society/Theology; The Challenge of Secularism; Liberation Theology and Marx

## COURSE PROGRESSION

The content and issues encountered on this course develop skills of investigation, critical analysis, evaluation, synthesis and essay writing. These are all key skills necessary for higher level thinking and future study.

For these reasons, a qualification in philosophy and ethics is held in high regard in higher and further educational establishments. These include the Russell Group universities, to which many of our philosophy and ethics students have gone on to study.

A qualification at this level can be used as a successful step to a degree course and a wide range of careers, such as law, medicine, business, care and social work, journalism, the Civil Service and teaching.

## FURTHER INFORMATION

### **Workload:**

Students will complete regular assignments throughout the course, including practice at past paper questions. In addition to this marked work, there will be short individual or group exercises and class presentations usually including research on a specified topic. The need for reading is essential as this will develop knowledge and understanding.

### **Resources:**

The department has a growing stock of text books designed specifically for the A level course. We provide students with up to date text books, original text from key thinkers and exam specific revision guidance.

## ASSESSMENT


**Examining Board**  
OCR

**A Level (H573A)**

Three examination papers.

Each 33.3% of total course.

- ◆ Philosophy (2 hours)
- ◆ Ethics (2 hours)
- ◆ Developments in Thought (2 hours)



# A level Psychology

## WHY STUDY PSYCHOLOGY?

Psychology is the study of human behaviour and the way in which the human mind works. It is an academically challenging scientific discipline, which couples well with the subjects of biology and mathematics.

It is the most popular humanities subject at A level, with a third of students going on to take psychology at Russell Group universities. It was the first subject to use electronic textbooks, making teaching and learning more diverse and stimulating.

We have three highly qualified teachers, who bring a range of skills and are all passionate about teaching psychology.

## COURSE CONTENT

We study the AQA specification

In Year 12, students will study the following topics: Memory, attachments, psychopathology, social influence, research methods and approaches.

In Year 13, students will study the following topics: Relationships, schizophrenia, aggression, biopsychology, research methods and issues & debates.

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## ASSESSMENT

Psychology is a linear course, where all examinations are taken at the end of Year 13.

Students will sit the following examinations;

- Paper 1— Social influence, memory, attachment, psychopathology (2hours) - 33.3%
- Paper 2— Approaches, research methods, biopsychology (2hours) - 33.3%
- Paper 3— Relationships, schizophrenia, aggression and issues and debates (2hours) - 33.3%

## CONTACT INFORMATION

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