

DAGENHAM PARK

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SIXTH FORM



Dagenham Park CofE Sixth Form

**A Level Curriculum
and Entry Criteria**

DP6

Message from HOA – Miss Greenslade

Year 11, we are very excited to welcome you to the DP6. Sixth form is an excellent pathway to your future which consists of individual choice, independent learning and personal responsibility. This will enable you to develop aptitudes which will allow you to flourish at university and the world of work beyond. It's important to know that there are a range of A-Level subjects available once you finish Key Stage 4. There are no compulsory subjects, students will pick three options that they want to pursue further. These should always be subjects that are enjoyed, desirable for a specific career and have already had success at GCSE level. We offer 16 different A Level options that can be taken as an extension of your study at GCSE or, in some cases, as a completely new subject. Many students take EPQ, which is a fantastic opportunity to do an independent research project on an area you are interested in. Most focus on examinations at the end of the qualification as the main assessment method. A-Levels are an excellent opportunity to go to university, they also give you an advantage in the marketplace jobs, gives access to a better paid job and career choices. Studying A-levels at DP6 is fantastic because of the relationship between students and teachers, range of subjects offered and extremely high quality of teaching and learning. Also, DP6 creates a safe and welcoming environment for excellent learning and opportunities for success.



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The DP6 Aspiration Programme - Support for High Achieving Students

Academic attainment is recognised at DP6 and scholarly aspiration encouraged. DP6 has links with a number of Higher Education Programmes for those who achieve highly. The successful completion of one of the following prestigious programmes is extremely beneficial, increasing students' skills, knowledge and confidence, as well as supplementing personal statements and CV's. Any students who meet the criteria and wish to apply to one of these schemes, will be supported through the process by our Aspiration Coordinator Ms Amjad.

Aspiring Professionals – The Social Mobility Foundation

The APP is the Social Mobility Foundation's core programme and is completely free of charge. It's open to motivated, ambitious students from less privileged backgrounds in the London area. With more young people applying to university and graduate jobs extremely competitive, the APP is designed to provide support to hard working students, complimentary to that supplied at home and school. The majority of students on the programme progress to the top universities in the UK and undertake experiences and opportunities that help them gain employment in prestigious organisations. Previous activities have included:

- *Futures Days*
- *University Trips*
- *Events held in preparation of university*
- *Skill development sessions*
- *Internships*
- *All students are assigned a mentor who they regularly email and can also meet in person*



Full details of the eligibility criteria are available on the Social Mobility website www.socialmobility.org.uk.



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Kings College 'K+ Programme'

K+ is a two-year programme which aims to equip post-16 students, from under-represented groups, with the knowledge, confidence and skills to transition successfully to university. It is completely free of charge and we are able to support students with travel if required.



As a K+ student you will:

- Learn and practice key study skills and produce an academic project
- Attend our K+ Spotlight Summer School
- Receive support and guidance including a student e-mentor
- Take part in academic master classes, cultural visits and careers-related experiences

The two year scheme includes:

- A current King's student as your e-mentor
- Academic taster sessions and master classes
- Cultural trips and experiences
- Careers advice and work experience opportunities
- Support and guidance on applying to and preparing for university
- Supervision from a PhD tutor to produce an Academic Project
- A summer school

Full details of the eligibility criteria are available on the Kings College website social Mobility website www.kcl.ac.uk.

Realising Opportunities Scheme

Realising Opportunities (RO) is a unique collaboration of 15 leading, research intensive universities, working together to promote fair access and social mobility of students from groups under represented in higher education. Support is provided to students during their post-16 studies to develop their skills to be successful at University. The structured and interactive programme will help to develop academic skills, increase understanding of research intensive universities, offer them a wide range of opportunities and experiences and increase their confidence to make informed decisions about their future.



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Successful completion of The Realising Opportunities Scheme also allows students to:

- Receive additional consideration if applying through UCAS to a RO Partner University
- Receive an alternative offer through UCAS from many of the Partner Universities, worth up to two A' level grades or the equivalent
- Enhance their UCAS applications
- Gain an improved awareness of careers options

To complete the programme students must:

- Attend a local launch event.
- Communicate weekly with a dedicated mentor.
- Complete the skills4uni online module and pass the multiple choice test.
- Attend the National Student Conference.
- Pass the RO Academic Assignment or achieve a grade C or above in Extended Project Qualification.
- Attend a minimum of 1 additional RO event.

Sutton Trust UK - Pathways

The Pathways programmes offer insight and support to students from an underprivileged background who wish to study Law or Medicine/Engineering. The schemes currently include the following activities:



- Introductory events at target schools for Year 11 students interested in studying law/Medicine.
- An introductory event for parents/carers, to enhance their understanding of the aims and objectives of the scheme and to support students in participation
- A pre-placement event for all students prior to their work experience.
- A range of sessions over two years at the host university, covering a diverse range of topics including choosing and applying to a university, CV and interview techniques, subject-specific revision sessions and workshops on different areas of the law/Medicine.

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- *E-mentoring from undergraduate law/Medicine students.*
- *Work experience in the legal/medical sector.*
- *Visits to open days at the other Pathways universities*
- *A residential conference in the summer between years 12 and 13 to give students a taste of life at university and to take part in a range of workshops, debates and lectures_*

Summer Schools

The Sutton Trust Summer Schools are free, subject-specific residential courses for Year 12 students from UK state-maintained schools. The summer schools give academically-able students from non-privileged homes the opportunity to experience life at a leading university and to gain an insight into what it is like to live and study as a first-year undergraduate student.

University of Arts London – UAL

University of the Arts London offers an extensive range of courses in art, design, fashion, communication and performing arts. Their graduates go on to work in and shape the creative industries worldwide. UAL is ranked second in the world for Art and Design in the 2020 QS World University Rankings®.



The University has a world-class reputation and is made up of 6 equally renowned Colleges: Camberwell College of Arts, Central Saint Martins, Chelsea College of Arts, London College of Communication, London College of Fashion and Wimbledon College of Arts.

They have launched the careers of many creative and cultural leaders:

- Half the Turner Prize nominees and both winners in 2016 and 2017 were UAL alumni. UAL has produced over half of all Turner Prize winners since its inception in 1984.
- 36 of the 77 Royal Academicians are UAL alumni, serving or former staff.
- Over two thirds of the winners of British Designer of the Year are UAL alumni. UAL alumni have taken home the award for the past 3 years running (2015-2017).
- 14% (20) of the current Royal Designers for Industry are UAL alumni.
- Over half of the fashion designers that showed at London Fashion Week 2018 are UAL alumni.



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- Other alumni have gone on to take home some of the industry's most prestigious art and design awards including the BP Portrait Award, Jerwood Prize, Taylor Wessing Photographic Portrait Prize, Queen Elizabeth II Award for British Design, Minerva Medal, BAFTAs, Golden Globes and Oscars.

DP6's link with UAL provides students with the opportunity to: -

- Attend trips to visit UAL and UAL fairs around the UK, where a range of relevant talks and workshops are delivered.
- Gain valuable advice about how to apply for UAL including how to produce a successful portfolio, students will gain valuable tips and advice about how to construct an impressive portfolio and how to prepare for an arts-based interview.
- Attend 'life drawing' workshops with the UAL lecturers
- Gain advice about the creative industries in the UK and learn about its impact on society, the economy and within education.
- If you are passionate about a specific subject area, a specialist lecturer visits DP6 to deliver a workshop or you get priority placement in summer schools at UAL to provide information and guidance on the content of relevant courses at UAL and career opportunities in the field.

The Brokerage - Facebook Elevate Online Mentoring Programme

A fantastic opportunity for young people to work one to one with a dedicated mentor from Facebook!



The Brokerage and Facebook have developed a bespoke online mentoring programme to provide young people with vital support during these unprecedented times. With work experience placements and masterclasses facing postponement or cancellation, we want to ensure that young people are still able to use this time to develop into outstanding candidates that will impress future employers. This is a brand-new programme designed specifically for online mentoring. Mentees will work through a programme tailored towards their individual development needs with the support of an experienced technology professional from Facebook.

The programme is designed to give mentees all the skills they need to be able to successfully pursue a career within STEM (Science, Technology, Engineering and Maths). Potential topics mentees may work

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through include: how to write an effective cover letter, a day in the life of a tech professional, developing resilience, interview skills, time management, building a LinkedIn profile, and many more.



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A-Level subjects offered at DP6

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The DP6 A Level Entry Criteria

Subject	Minimum GCSE Grade
Maths	6 Grade plus Maths test pass
Further Maths	6 Grade plus Maths test pass 90%+
Physics	6 Grade or minimum combined of 6,7 plus, study Maths A Level
Chemistry	6 Grade or minimum combined of 6,7 plus 5 in Maths
Biology	6 Grade or minimum combined of 6,7 plus 5 in Maths
Computing	5 Grade GCSE plus 5 in Maths
MFL	5 Grade at GCSE
English Literature	5 Grade at GCSE English Literature
Psychology	5 in Maths Or 5 in Biology/5,5 combined
Economics	5 in English Literature and 5 in Maths
PE	5 in Biology/5,5 combined science
EPQ	5 in GCSE English Language
Music	Grade 5 or above in a musical instrument plus GCSE Music Grade 5 or above
All other subjects	5 in the subject at GCSE Or 5 in English Literature if no GCSE



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ART & DESIGN

Year Group	Y12-Y13
Overview	<p>Examination Board: AQA A Level</p> <p>Art & Design This course is designed to introduce students to a variety of experiences exploring a range of media, processes and techniques. Great emphasis is put upon developing the creative and expressive content of student’s own artwork as the course proceeds.</p> <p>An integral part of the course is to explore and learn from the art traditions, styles and skills of contemporary and historical artists and art movements. For the ‘Personal Investigation’ coursework unit, Students can choose to focus on an Art or Design creative pathway that they are particularly interested in – Fine Art, Graphics, Photography, Fashion, 3D Design etc.</p> <p>Unit Assessment Component 1 (Year12/13): Personal Investigation 60% of final A Level Grade This is a practical investigation supported by written material. Students are required to carry out a practical investigation, into an idea, issue, concept or theme. The focus must lead to a finished outcome or a series of related finished outcomes.</p> <p>Component 2 (Year 13): Externally Set Assignment 40% of final A Level Grade Students are provided with examination papers on 1 February during Year 13, or as soon as possible after that date. They select a starting point from a choice of questions provided by the exam board. They then develop and explore ideas in response to their chosen topic of enquiry. Preparatory work then leads to a 15 hours exam where students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.</p> <p>For both components the work must fully cover all four assessment objectives: Develop, Explore, Record and Present.</p>
<u>Term by Term</u>	



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Autumn	<p>Year 12 Art: Mechanical Project</p> <p>Year 13 Art: Personal Investigation Project</p>
Spring	<p>Year 12 Art: Personal Investigation</p> <p>Year 13 Art: Externally set Project</p>
Summer	<p>Year 12 Art: Personal Investigation Project</p> <p>Year 13 Art: Externally set Project</p>
Homework	Homework Weekly personalised targets are set for each student.
Additional Information	<p>Regular extra-curricular visits are organised to galleries, museums and cultural places of interest. These firsthand experiences enrich student’s cultural knowledge and enable them to gain first hand source material to inform and develop their coursework projects.</p> <p>Why Study Art at Dagenham Park: SUCCESSFUL RESULTS In 2019, 90% of our Art students ACHIEVED A*– C grades Partnership with University of the Arts London We are extremely fortunate to have developed a fantastic partnership with UAL.</p> <p>Our students not only have opportunities to broaden their skills and knowledge of Art & Design through workshops delivered by University tutors but they are also provided with valuable information, support and advice about Higher education and possible courses/career routes.</p> <p>Future Pathways: Students at Dagenham Park who choose career paths in Art and Design regularly achieve places on courses at major institutions such as University of the Arts (Chelsea, Central St Martins and London College of Communication), Kingston and Edinburgh. These students have pursued degree pathways in Art, Fashion, Graphics and Architecture.</p>



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	<p>Over the last few years many of our students have achieved success in obtaining their first-choice universities for courses in Art, Design photography and architecture.</p>
Useful Resources and links	<p>Textbooks Drawing Projects – an exploration of the language of drawing Mick Maslen and Jack Southern Black Dog Publishing</p> <p>Learning to Draw Drawing to Learn Joanna Nash Robert Davies Publishing</p> <p>Contemporary Drawing (Key Concepts and Techniques) Margaret Davidson Watson Guptill</p> <p>Artists Journals & Sketchbooks - Exploring and Creating Personal Pages Lynne Perrella Quarry</p> <p>The New Drawing on the Right Side of the Brain Betty Edwards Harper Collins</p> <p><u>Websites:</u></p> <p>www.kew.org www.art2day.co.uk http://www.bbc.co.uk/schools/gcsebitesize/art/practicalities/drawing1.shtml http://www.pinterest.com/ktshortcake/observed/ http://www.studentartguide.com/articles/realistic-observational-drawings</p> <p>Some examples of great galleries to visit are: • The National Portrait Gallery • The White Cube • The British Museum • Tate Modern • Tate Britain • Victoria and Albert Museum, • The Design Museum • The Saatchi Gallery Wider Reading • Art as Therapy by Alan de Botton and John Armstrong • Before I Die by Candy Chang</p>



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BIOLOGY

Year Group	Y12-Y13
Overview	<p><u>Exam Board – AQA</u></p> <p>Overview – A Level AS and A-level Biology specifications will help you to inspire students, nurture their passion for the subject and lay the foundations for further study and the workplace.</p> <p>The specifications allow you to choose the context and applications to bring biology to life in the way that best suits the needs of your students.</p> <p>The content of the AS is identical and co-teachable to that of the first year of Alevel, which gives you flexibility in planning, timetabling and resourcing. The straightforward layout clearly shows what students need to know and highlights opportunities for skills development.</p> <p>Practical work is at the heart of all good science teaching, and the required practical activities will give students the opportunity to embed their skills and knowledge. The A-level practical ensure that students are able to access the Common Practical Assessment Criteria (CPAC) requirements of the course.</p> <p>As this is a 2-year course, most of the contents in the 1st year of the course is the foundation for most of Year 13 (second Year) of the course.</p> <p>For example, module s 3.4 in Year 12 is the foundation for units 3.7 and 30</p> <p><u>Contents include 3.1 Biological molecules</u></p> <ul style="list-style-type: none"> • 3.2 Cells • 3.3 Organisms exchange substances with their environment • 3.4 Genetic information, variation and relationships between organisms • 3.5 Energy transfers in and between organisms (A-level only) • 3.6 Organisms respond to changes in their internal and external environments (A-level only) • 3.7 Genetics, populations, evolution and ecosystems (A-level only)



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- 3.8 The control of gene expression (A-level only)

Unit Assessment-

Component	Marks	Duration	Weighting	Information
Paper 1	91	2 hours	35%	Biological Molecules Cells Organisms exchange of substances with environment Genetic information and variation
Paper 2	91	2 hours	35%	Energy transfers in and between organisms Organisms response to change Genetics, populations, evolution and ecosystems



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					Control of gene expression
	Paper 3	78	2 hours	30%	All topics
Autumn	Year 12		Year 13		
	Module 1: Biological molecules and enzymes DNA, RNA , ATP, water and inorganic ions		Module 5: Photosynthesis and respiration Energy transfer and nutrient cycle		
	Module 2: Cell structure and cell division		Module 6: Stimuli and response (the nervous system) Homeostasis (control of glucose and diabetes / water and ions)		
Spring	Year 12		Year 13		
	Module 2: Cell membranes and immune system		Module 7: Genetics Population and evolution Population and ecosystems		



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	Module 3: Exchange and transport systems (mass transport) including digestion and absorption	Module 8: Mutation and gene expression
Summer	Year 12	Year 13
	Module 4: Protein synthesis Diversity and selection Classification	Module 8: Genome projects and technologies Revision
Homework	A variety of research tasks; practice questions; practical write -ups. Set every week using the New Scientist relevant articles on many occasions for learning in context.	
Additional Information	<p><u>Careers subject leads to –</u></p> <ul style="list-style-type: none"> • Research scientist. • Pharmacologist. • Biologist. • Ecologist. • Nature conservation officer. • Biotechnologist. • Forensic scientist. • Government agency roles and Research for Cancer, Stem cells and Viruses etc <p>Trips – Imperial College</p>	
Useful Resources and links	<p>https://www.newscientist.com/ https://www.sciencedaily.com/ <ul style="list-style-type: none"> • A Life Decoded – Craig Venter </p>	



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- Children of Time – Adrian Tchaikovsky



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BUSINESS STUDIES

Year Group	Y12-Y13
Overview	<p>Exam Board – EDEXCEL</p> <p>Overview – The Pearson Edexcel Level 3 Advanced GCE in Business is structured into four themes and consists of three externally examined papers. Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.</p> <p>Theme 1 – Marketing and people. Students will develop an understanding of meeting customer needs, the market, marketing mix and strategy, managing people and, entrepreneurs and leaders.</p> <p>Theme 2 – Managing business activities. Students will develop an understanding of raising finance, financial planning, managing finance, resource management and external influences.</p> <p>Theme 3 – Business decisions and strategy. This theme develops the concepts introduced in Theme 2. Students will develop an understanding of business objectives and strategy, business growth, decision-making techniques, influences on business decisions, assessing competitiveness and managing change.</p> <p>Theme 4 - Global business. This theme develops the concepts introduced in Theme 1. Students will develop an understanding of globalisation,</p>



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	<p>global markets and business expansion, global marketing and, global industries and companies (multinational corporations).</p> <p><u>Unit Assessment –</u></p> <p>Paper 1: Marketing, people and global businesses - will assess marketing, people and global businesses. Questions will be drawn from Themes 1 and 4, and from local, national and global contexts.</p> <p>Paper 2: Business activities, decisions and strategy - will assess business finance and operations, business decisions and strategy. Questions will be drawn from Themes 2 and 3, and from local, national and global contexts.</p> <p>Paper 3: Investigating business in a competitive environment - will assess content across all four themes. Questions will be drawn from local, national and global contexts.</p> <p>For Paper 3, there will be a pre-released context document issued on the website in November of the previous year. A new context is given to centres each year and will relate to the examination series for the following summer. The context will focus on a broad context, such as an industry or market in which businesses operate.</p>
Autumn	<p><u>Y12</u></p> <p>Students will learn about Themes 1 and 2 simultaneously.</p> <p><u>Theme 1 content:</u></p> <ul style="list-style-type: none">Mass and niche marketsDynamic marketsCompetition, risk and uncertaintyMarket researchMarket positioningDemand and supplyPrice and income elasticity



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Product and service design
Branding and promotion

Theme 2 content:

Internal and external finance
Liability
Business planning
Cashflow forecasting
Sales forecasting
Sales, revenue and costs
Break even
Budgets
Financial statements
Profit v Liquidity

There will also be a lesson each week on quantitative skills and wider reading.

Year 13

Students will learn about Themes 3 and 4 simultaneously and there will be one lesson each week revising topics learnt in year 12.

Theme 3 content:

Corporate objectives and corporate strategy theories
SWOT analysis and the impact of external influences
Growth, mergers and takeovers
Organic growth and reasons for staying small
Quantitative sales forecasting
Investment appraisal
Decision trees
Critical Path analysis
Corporate influences and corporate culture
Shareholders v Stakeholders
Business ethics



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	<p>Interpretation of financial statements</p> <p><u>Theme 4 content:</u> Growing economies International trade and business growth Factors contributing to increased globalisation Protectionism and trading blocs Conditions that prompt trade Assessment of a country: market Assessment of a country; production location Reasons for global mergers or joint ventures Global competitiveness Global marketing Global niche markets</p>
<p>Spring</p>	<p><u>Year 12</u></p> <p><u>Theme 1 content:</u> Pricing strategies Distribution Marketing strategies Approaches to staffing Recruitment, selection and training Organisational design Motivation in theory and in practice Leadership Role of the entrepreneur Entrepreneurial motives and characteristics</p> <p><u>Theme 2 content:</u> Business failure Production methods Productivity and efficiency Capacity utilisation Stock control</p>



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	<p>Quality management Economic influences</p> <p><u>Year 13</u></p> <p><u>Theme 3 content:</u> Ratio analysis Human resources Causes and effects of change Key factors in change Scenario planning</p> <p><u>Theme 4 content:</u> Cultural and social factors The impact of MNCs Business ethics in a global context Controlling MNCs</p> <p>All content for Year 13 economics is completed for February half term before revision and exam preparation based on individual and group needs.</p>
<p>Summer</p>	<p><u>Year 12</u></p> <p><u>Theme 1 content:</u> Business objectives Forms of business Business choices Moving from entrepreneur to leader</p> <p><u>Introduction to Theme 3</u> – Critical Path analysis and Decision Trees</p> <p><u>Theme 2 content:</u> Economic influences Legislation The competitive environment</p>



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	<p><u>Introduction to Theme 4 – International Trade</u></p> <p><u>Year 13</u> Exam preparation</p>
Homework	<p>Homework tasks will be set weekly on Show My Homework</p> <p>In total students should be completing at least 5 hours of additional study per week. As well as their homework they should be using the course textbook to read ahead for the next lesson. They should also go over their notes and make mind maps and revision cards and complete additional reading and research.</p> <p>As the subject is 100% examined students should try to complete as many practice questions as they can. In business it is also important to employ a range of evidence in the exam and for students to show that they understand the links between their study of sociology and wider society. Therefore, it is important for students to keep an eye on the news and read beyond the course textbook.</p>
Additional Information	<p><u>Some of the areas employing business graduates are:</u></p> <ul style="list-style-type: none">• accountancy• advertising• banking, investment and financial services• general management• HR/personnel• management consultancy• public relations• retail management• sales and marketing. <p>Trips – In Year 13 students will attend an exam-based workshop in order to boost grades.</p>



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Useful Resources and links	<p><u>Websites</u> Tutor2U Business Studies online You tube – there are many high-quality business tutorials available.</p> <p><u>Essential reading</u></p> <ol style="list-style-type: none">1. How I Made It - Rachel Bridge2. The Tipping Point - Malcolm Gladwell3. The Google Story - David A. Vise4. The Toyota Way - Jeffrey Like5. Billions of Entrepreneurs - Tarun Khanna6. Business Stripped Bare - Sir Richard Branson7. Sun Tzu - The Art of War for Managers - Gerald A. Michaelson8. The Intelligent Investor - Benjamin Graham9. No Logo - Naomi Klein10. The Intelligent Investor- Benjamin Graham
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CHEMISTRY

Year Group	Y12-Y13
Overview	<p><u>Exam Board – OCR-A</u></p> <p>Overview – A Level Chemistry will give you an exciting insight into the contemporary world of chemistry. It covers the key concepts of chemistry and practical skills are integrated throughout the course. This combination of academic challenge and practical focus makes the prospect of studying A Level Chemistry highly appealing. You will learn about chemistry in a range of different contexts and the impact it has on industry and many aspects of everyday life. You will learn to investigate and solve problems in a range of contexts.</p> <p><u>What's included:</u></p> <p>Atoms, compounds, molecules and equations Enthalpy, entropy and free energy. Amount of substance Redox and electrode potentials Acid–base, pH and buffers and redox reactions Transition elements Electrons, bonding and structure Organic chemistry The periodic table and periodicity, Group 2 and the halogens Polymers Organic synthesis Reaction rates and equilibrium Analytical techniques (IR and MS) Chromatography and spectroscopy (NMR)</p> <p>Emphasis throughout the course is on developing knowledge, competence and confidence in practical skills and problem solving. You will learn how society makes decisions about scientific issues and how sciences contribute to the success of the economy and society.</p>



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<u>Unit Assessment-</u>				
Component	Marks	Duration	Weighting	Modules
Periodic table, elements and physical chemistry	100	2h 15mins	37%	1, 2, 3 and 5
Synthesis and analytical techniques	100	2h 15mins	37%	1, 2, 4 and 6
Unified chemistry	70	1h 30mins	26%	1, 2, 3, 4, 5 and 6
Autumn	Year 12		Year 13	
	Module 2: Atoms, compounds and equations Amount of substance Acid, base and redox reaction		Module 6: Aromatics, carbonyls and acids Nitrogen containing compounds Polymers	
Module 3: Electrons Bonding and structure		Module 5: Rate of reaction Equilibria		



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		Acids, bases and buffers
Spring	Year 12	13 Year
	Module 3: The periodic table and periodicity Group 2 and Group 7 Qualitative analysis	6: Organic synthesis Analysis Module
	Module 4: Core organic chemistry	Module 5: Rate of reaction Lattice enthalpy, entropy and free energy Redox and electrode potential Transition metals
Summer	Year 12	Year 13
	Module 3: Equilibria	Revision and Practice
	Module 4: Organic Synthesis Analysis	

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Homework	A variety of research tasks; practice questions; practical write -ups. Set every week.
Additional Information	<p>Careers subject leads to – A Level Chemistry is an excellent base for a university degree in healthcare such as medicine, pharmacy and dentistry as well as the biological sciences, physics, mathematics, pharmacology and analytical chemistry. Chemistry is also taken by many law applicants as it shows you can cope with difficult concepts. Chemistry can also complement a number of arts subjects. A range of career opportunities including chemical, manufacturing and pharmaceutical industries and in areas such as forensics, environmental protection and healthcare. The problem-solving skills are useful for many other areas too, such as law and finance.</p> <p>Trips – CERN, the European Organization for Nuclear Research, is one of the world’s largest and most respected centres for scientific research. Cern is in Geneva.</p>
Useful Resources and links	<p>https://www.newscientist.com/</p> <ul style="list-style-type: none">• Theory – Prof G.Ferereira• Stuff matters – Mark Miodownik• Seven Elements that Changed the World – John Browne• Chernobyl 01:23:40 – Andrew Leatherbarrow• Chemistry at the speed of light – Brittany L.Hayes• A Short History of Nearly Everything – Bill Bryson



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COMPUTER SCIENCE

Year Group	Y12-Y13
Overview	<p>Exam Board – OCR</p> <p>Overview – A Level Computer Science will give you an insight into how the world around us has been shaped by computers and the Internet as well as how our world continues to evolve.</p> <p>There are three modules that make up this qualification:</p> <p><u>Module 1 – Computer Systems</u> includes the following topics:</p> <ul style="list-style-type: none"> • Components of a computer and their uses • Types of software and the different methodologies used to develop software • How data is exchanged between different systems • How data is represented and stored within different structures, different algorithms that can be applied to these structures • The individual moral, social, ethical and cultural opportunities and risks of digital technology • Legislation surrounding the use of computers and ethical issues that can or may in the future arise from the use of computers <p><u>Module 2 – Algorithms and programming</u> includes the following topics:</p> <ul style="list-style-type: none"> • Understand what is meant by computational thinking • How computers can be used to solve problems and programs can be written to solve them • The use of algorithms to describe problems and standard Algorithms <p><u>Module 3 – Programming project</u> which is made up of the following sections:</p> <ul style="list-style-type: none"> • Analysis of the problem • Design of the solution



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	<ul style="list-style-type: none">• Developing the solution• Evaluation <p><u>Unit Assessment –</u> Computer Systems (01) – 140 Marks – 2 hours & 30 minutes – written paper – 40% of total A level</p> <p>Algorithms and programming (02) – 140 Marks – 2 hours & 30 minutes- written paper – 40% of total A level</p> <p>Programming project (03) – 70 marks – non-examined assessment – 20% of total A level</p>
Autumn	<p><u>Year 12 -</u> Structure and function of the processor Types of processor Input, output and storage Data types Boolean algebra Operating systems – systems software Programming</p> <p><u>Year 13-</u> Project Analysis and design Processor recap Input, output and storage recap Operating systems recap Types of programming languages Compression, encryption and hashing Database recap Data type recap Networks recap</p>



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Spring	<p><u>Year 12 -</u> Computer related legislation Application generation Software development Databases Networks Web technologies Ethical, moral and cultural issues Data structures Programming</p> <p><u>Year 13-</u> Project design completion Project development Data structures recap Boolean algebra recap Computational thinking recap Computational methods</p>
Summer	<p><u>Year 12 -</u> Programming concepts Programming Techniques Thinking abstractly Thinking ahead Thinking procedurally Thinking logically Algorithms Programming project introduction</p> <p><u>Year 13-</u> Algorithms recap Revision</p>



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Homework	Every week work will be set on Show my homework, these will be a mixture of research, practice questions, programming practice and flipped learning.
Additional Information	<u>Careers subject leads to –</u> <ul style="list-style-type: none">• Software Engineer• Cybersecurity Test Specialist• Web Developer• Hardware Engineer• Computer Programmer• Cyber Incident Response Analyst• Database Administrator• Systems Analyst• Network Architect• Health Information Tech Specialist• Video Game Developer
Useful Resources and links	<ul style="list-style-type: none">• Linear and Nonlinear Programming – David G. Luenberger, Yinyu Ye• Modelling Computing Systems – Faron Moller, Georg Struth• Computational Fairy Tales – Jeremy Kubica• Life 3.0: Being Human in the Age of Artificial Intelligence – Max Tegmark• Code: The Hidden Language of Computer Hardware and Software – Charles Petzold• Out of Their Minds – D Shasha and Cathy Lazere• Outnumbered: From Facebook and Google to fake news and filter-bubbles – the algorithms that control our lives – David Sumpter• CS4FN (Computer Science for Fun)• Projecteuler.net• The GCHQ puzzle book



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Mathematics in Context (Core Maths)

Year Group	Y12
Overview	<p>Exam Board – Pearson Edexcel (AS Level)</p> <p>The content for Mathematics in Context (Core Maths) has been chosen for its relevance and application to a wide range of areas of study and employment, for its real-world relevance and potential for application. The four content strands that all students will study are:</p> <ul style="list-style-type: none"> • Applications of statistics - enabling learners to use data to understand the world, in readiness for study in many disciplines • Probability - relevant to science, engineering, computer science, business and finance, gaming and everyday life • Linear programming - developing learners’ ability to use algebra and graphs to model real world contexts • Sequences and growth - extending learners’ financial maths skills and introduces applications of this topic to other real world phenomena <p>The DP Core Maths scheme of work comprises eleven context-led topics which have been chosen to show the wide range of applications of mathematics to real-life situations.</p> <p><u>Assessment overview</u></p> <p>Mathematics in Context (Core Maths) is assessed via two written examinations.</p> <p>Paper 1: Comprehension – 60 marks – 1hr 40 minutes exam representing 40% of the qualification</p> <p>Paper 2: Applications – 80 marks – 1hr 40 minutes exam representing 60% of the qualification</p>



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Autumn	<p>Unit 1 – Social Networking You will work on projects using data on social networking and social media usage. You will:</p> <ul style="list-style-type: none">• Scrutinise newspaper headlines using statistics• Analyse real-life data from around the world• Compare sets of data <p>Unit 2 – Society You will work on projects involving life expectancy, financial risk, marriage trends and population growth. You will:</p> <ul style="list-style-type: none">• Compare life expectancy and wealth• Investigate trends in marriage• Model how populations change over time and generate population predictions <p>Unit 3 – Sport You will work on projects involving various sports. You will:</p> <ul style="list-style-type: none">• Look for relationships between performance data and earnings• Investigate the improvements in 100m sprint times• Identify relationships in football club data <p>Unit 4 – Clothing industry You will work on projects which explore large- and small-scale clothing production. You will:</p> <ul style="list-style-type: none">• Identify and use constraints to determine how a small company can maximise its profits• Investigate the features of the dyeing process
Spring	<p>Unit 5 – Finance You will work on projects involving income tax, life insurance, loans, savings and investments. You will:</p> <ul style="list-style-type: none">• Compare income tax in different countries• Explore finance options• Analyse salary and house price data• Calculate the cost of life insurance



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Unit 6 – Creative arts

You will work on projects to see how maths is used in the creative arts. You will:

- Investigate Fibonacci-style sequences and the Golden ratio
- Find out why certain combinations of musical notes sound good when played together
- Understand how sequences are used in music software

Unit 7 – Health

You will work on projects which explore contagious diseases and pain medication. You will:

- Analyse the effect of vaccinations on the spread of disease
- Compare the incidence of disease in different parts of the world
- Investigate how the amount of medication in the body changes over time

Unit 8 – Economy

You will work on projects involving payday loans, goods trading and product sales. You will:

- Examine the costs involved with payday loans
- Identify trends in UK imports and exports
- Analyse changes in vinyl record sales

Unit 9 – Travel

You will work on projects involving car stopping distances, international travel and tourism. You will:

- Investigate the links between speed and thinking, braking and stopping distances
- Explore aspects of travelling abroad



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	<ul style="list-style-type: none"> Examine trends in the amount spent by overseas visitors to the UK and UK residents travelling abroad.
Summer	<p>Unit 10 – Environment You will work on projects involving climate, deforestation and green technology. You will:</p> <ul style="list-style-type: none"> Investigate deforestation Consider the cost of environmentally friendly technology Analyse climate and weather data <p>Unit 11 – Disasters You will work on projects involving natural and man-made disasters. You will:</p> <ul style="list-style-type: none"> Interpret hurricane data Compare earthquake magnitudes Investigate the impact of fires <p>Revision</p>
Homework	Every week work will be set on Show my homework, these will be a mixture of research, practice questions and flipped learning.
Additional Information	Reformed A Levels in subjects including the sciences, Psychology, Geography, Business and Economics require students to have acquired competence in quantitative skills. Assessment of quantitative skills forms an explicit part of the overall assessment for these qualifications. Core Maths will enable students to feel more comfortable with the maths they will encounter in their other subjects.



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Useful Resources and links	<p>Newspapers, news sites, magazines and journals provide a ready source of articles that can be used to support the development of comprehension skills. A large number of popular maths books also exist that can help develop comprehension skills. These books include:</p> <ul style="list-style-type: none">• Hannah Fry, <i>The Mathematics of Love: Patterns, Proofs and the Search for the Ultimate Equation</i>. Simon & Schuster, 2015• Steven D Levitt and Stephen J Dubner, <i>Freakonomics: A Rogue Economist Explores the Hidden Side of Everything</i>. Penguin, 2007• Rob Eastaway and John Haigh, <i>How to Take a Penalty: The Hidden Mathematics of Sport</i>. Robson Books Ltd, 2005• Rob Eastaway and Jeremy Wyndham, <i>Why do Buses Come in Threes?: The Hidden Mathematics of Everyday Life</i>. Robson Books Ltd, 2005• Gerd Gigerenzer, <i>Risk Savvy: How to Make Good Decisions</i>. Penguin, 2015• Nate Silver, <i>The Signal and the Noise: The Art and Science of Prediction</i>. Penguin, 2013• Jordan Ellenberg, <i>How Not to be Wrong: The Hidden Maths of Everyday Life</i>. Penguin, 2015
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ECONOMICS

Year Group	Y12-Y13
Overview	<p>Exam Board – EDEXCEL</p> <p>Overview – The Pearson Edexcel Level 3 Advanced GCE in Economics A is structured into four themes and consists of three externally examined papers. Students build knowledge and understanding of core economic models and concepts in Themes 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4. Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assignments and demonstrate an awareness of current economic events and policies.</p> <p><u>Theme 1</u> - focuses on microeconomic concepts. Students will develop an understanding of: ● nature of economics ● how markets work ● market failure ● government intervention.</p> <p><u>Theme 2</u> - macroeconomic concepts. Students will develop an understanding of: ● measures of economic performance ● aggregate demand ● aggregate supply ● national income ● economic growth ● macroeconomic objectives and policy.</p> <p><u>Theme 3</u> - develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of: ● business growth ● business objectives ● revenues, costs and profits ● market structures ● labour market ● government intervention.</p> <p><u>Theme 4</u> – develops concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of: ● international economics ● poverty and inequality ● emerging and developing economies ● the financial sector ● role of the state in the macroeconomy.</p>



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	<p><u>Unit Assessment –</u></p> <p>Paper 1: Markets and business behaviour - assesses microeconomics and questions will be drawn from Themes 1 and 3.</p> <p>Paper 2: The national and global economy assesses macroeconomics and questions will be drawn from Themes 2 and 4.</p> <p>Paper 3: Microeconomics and macroeconomics - Students are required to apply their knowledge and understanding, make connections and transfer higher-order skills across all four themes</p> <p>Each paper has a duration of 2 hours.</p>
<u>Term by Term</u>	
Autumn	<p><u>Year 12</u></p> <p>Students will learn about micro (Theme 1) and macro-economic concepts (Theme 2) simultaneously.</p> <p><u>Theme 1 content:</u></p> <p>Economics as a social Science Positive and normative statements The economic problem PPF curve and opportunity cost Specialisation and the division of labour Free, mixed and command economies Rational decision making Demand, supply and the market mechanism Price, income, cross and supply elasticity</p> <p><u>Theme 2 content:</u></p> <p>Economic Growth Inflation Employment and unemployment</p>

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	<p>Balance of payments Aggregate demand and supply – long and short run National income There will also be a lesson each week on quantitative skills and wider reading.</p> <p><u>Theme 3 content:</u> Sizes and types of firms Business growth and demergers Business objectives Revenue and costs Cost and revenue diagrams Economies and diseconomies of scale Efficiency Perfect and monopolistic competition Contestability Oligopolies</p> <p><u>Theme 4 content:</u> Globalisation Specialisation and trade Patterns and terms of trade Trading blocs and the WTO Restrictions of free trade Balance of payments and exchange rates International competitiveness Poverty and equality Measures of development Factors influencing growth and development Strategies influencing growth and development The financial sector</p>
Spring	<p><u>Year 12</u></p> <p><u>Theme 1 content:</u></p>



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Consumer and producer surplus
Indirect taxes and subsidies
Alternative views on consumer behaviour
Types of market failure
Externalities
Public goods
Information gaps
Government intervention
Government failure

Theme 2 content:

Circular flow of income
Equilibrium levels of real national output
Multiplier effect
Causes of growth
Output gaps
Trade cycle
Macroeconomic objectives
Impact of economic growth

Year 13

Theme 3 content:

Monopolies
Monopsonies
Government intervention in markets
Labour markets

Theme 4 content:

Public expenditure and taxation
Public sector finance
Macroeconomic policies in a global context



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	All content for Year 13 economics is completed for February half term before revision and exam preparation based on individual and group needs.
Summer	<p><u>Year 12</u></p> <p><u>Theme 1 content:</u> Review of price mechanism Review of elasticity Review of market failure Current micro economic issues Introduction to Theme 3 – cost and revenue diagrams and types of market competition.</p> <p><u>Theme 2 content:</u> Demand side policies Supply side policies Conflicts and trade-offs between objectives and policies Current macro-economic issues</p> <p><u>Introduction to Theme 4 – Globalisation</u></p> <p><u>Year 13</u> Exam preparation</p>
Homework	<p>Homework tasks will be set weekly on Show My Homework In total students should be completing at least 5 hours of additional study per week. As well as their homework they should be using the course textbook to read ahead for the next lesson. They should also go over their notes and make mind maps and revision cards and complete additional reading and research.</p> <p>As the subject is 100% examined students should try to complete as many practice questions as they can. In economics it is also important to employ</p>

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	<p>a range of evidence in the exam and for students to show that they understand the links between their study of sociology and wider society. Therefore, it is important for students to keep an eye on the news and read beyond the course textbook.</p>
Additional Information	<p><u>Common career paths for economics graduates include:</u></p> <ul style="list-style-type: none"> • Economist • Banker • Financial risk analyst • Data analyst • Financial planner • Accountant • Economic researcher • Financial consultant • Investment analyst • Actuary • Public sector roles <p>Trips – In Year 13 students will attend an exam-based workshop in order to boost grades.</p>
Useful Resources and links	<p><u>Websites</u> Tutor2U Economics online You tube – there are many high-quality economic tutorials available.</p> <p><u>Essential reading</u></p> <ol style="list-style-type: none"> 1. 23 Things They Don't Tell You About Capitalism (Ha-Joon Chang) 2. Age of Discovery (Ian Goldin & Chris Kutarna) 3. Alibaba: The House that Jack Ma Built (Duncan Clark) 4. Almighty Dollar (Dharshini David) 5. Capitalism Without Capital (Haskel & Westlake) 6. Capitalism: 50 Ideas You Really Need to Know (Jonathan Portes) 7. Choice Factory (Richard Shotton) 8. Doughnut Economics (Kate Raworth) 9. Drunkard's Walk (Leonard Mlodinow)



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	10. Economics for the Common Good (Jean Tirole)
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ENGLISH LITERATURE

Year Group	Y12-Y13
Overview	<p>Students in Year 12 work through two components of the linear A-Level in parallel: creating coursework exploring the themes of selfhood and oppression, whilst also becoming experts in the Gothic genre ahead of the Yr13 examinations. (Component 1 is studied in Yr13)</p> <p>Assessment Overview:</p> <p>Component 2– Drama and Pre-1900 Poetry (<i>Hamlet, The Duchess of Malfi and Paradise Lost</i>) 2 hours 30 mins closed text examination.</p> <p>Component 2 – Comparative and Contextual Study: The Gothic (<i>Dracula</i> and <i>The Bloody Chamber</i>) 2 hours 30 mins closed text examination.</p> <p>Component 3 – Literature Post 1900 NEA. Two pieces of coursework: one comparative piece (<i>A Streetcar Named Desire</i> and <i>The Feminine Gospel</i>) and one close analysis (<i>Atonement</i>).</p>
<u>Term by Term</u>	
Autumn	<p>In Year 12, students start off with Component 2 and begin by exploring the themes of the Gothic genre and begin reading <i>Dracula</i> and start developing their close understanding of the text. Students are introduced to new concepts which are relevant to late Victorian context to aid their understanding of the novel which is also further supported with non-fiction texts to highlight and help students make connections of the relevant elements.</p> <p>Essay writing skills are practiced more regularly in preparation for the VIMA task and coursework piece.</p> <p>The key learning objectives covered in Autumn half term are:</p>



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	<ul style="list-style-type: none">• To develop a deeper understanding of how language is used to create meaning and generic techniques used in the Gothic genre• To explore the contextual, historical, and autobiographical elements and use this in discussing the novel• To be able to form coherent arguments about the emergence and development of the Gothic, drawing on alternative critical interpretations <p>Students will also begin working on component 2 by reading Tennessee Williams' 'A StreetCar Named Desire'. They will begin familiarizing themselves with the narrative style and the dramatic setting of the mid-century Deep South.</p> <p>Having developed an understanding of the key themes, students are guided through the creation of an extended language analysis of a given extract. This allows students to use it as a gateway to the text and as a pre-draft of material for their first piece of coursework.</p> <p>The key learning objectives covered are:</p> <ul style="list-style-type: none">• To understand and explore the social and historical context of the antebellum south• To build a critical appreciation of Tennessee Williams' craft• To explore the dramaturgy used in the play• To practise close analysis of language
Spring	<p>In the Spring term, Students develop their reading of <i>Dracula</i> by exploring complex critical readings of the Gothic, building their understanding of the Freudian, Feminist and Marxist ideas and their relevance within literature and how it shapes our readings of the novel.</p> <p>The key objectives studied will be:</p>



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	<ul style="list-style-type: none">• To develop astute arguments regarding the key Gothic tropes• To begin making relevant links across comparative texts• To develop and build knowledge of key critical ideas <p>Students will also begin studying Angela Carter’s collection of short stories ‘<i>The Bloody Chamber</i>’ to compare and bring together their understanding of the Gothic. Students will draw on their intimate reading of <i>Dracula</i> and will begin comparing Carter’s craft in ‘<i>The Bloody Chamber</i>’. Students should be able to formulate complex and nuanced assessments of how the themes are presented across the texts and drawing on critical references where relevant.</p> <p>Students will also continue working on Component 2 and begin exploring the poems in Carol Ann Duffy’s ‘<i>The Feminine Gospel</i>’. Having developed a familiarity with the two texts and their respective contextual backgrounds, students will be guided into the drafting process of their comparative coursework.</p> <p>The key objectives studied are:</p> <ul style="list-style-type: none">• To develop research skills looking into both contextual and critical sources• To improve analytical readings of the text, drawing on secondary sources
Summer	<p>In the Summer term, Students continue to develop their understanding of Carter’s ‘<i>The Bloody Chamber</i>’ augmenting their reading with social, historical and biographical context regarding Carter and how it helps shape our understanding of the stories. This knowledge will then be used to explore the contrast to the era of Stoker, allowing the students to formulate personal responses to the texts that illuminate the development of the Gothic genre over time.</p> <p>The key objectives covered are:</p> <ul style="list-style-type: none">• To develop an understanding of the key contextual factors in relation to Carter



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- To analyse and critique the presentation of Gothic themes and techniques across texts

Students, having largely completed the comparative elements of the coursework, students move to their second piece of coursework: a close analysis of the novel 'Atonement' by Ian McEwan.

Students will use their close reading skills to explore the language and ideas McEwan. In this term, students will submit their proposals for the focus of their response to the novel, incorporating critical and contextual elements explored during the term.

In Spring term 2, students will use this time to finish completing and improving the coursework. Additional guidance will be provided with potential critical sources, but the emphasis will be placed on independent learning and research.

In the final half term, students will review and revise the content so far with the aim to improve their essay writing skills and revision strategies.

Students will be encouraged to lead seminars for their peers by providing revision sessions on a topic that they excel in. This will provide them with an opportunity to consolidate and demonstrate the skills they have developed on the English Literature course.

The key learning objectives covered will be:

- To continue developing research skills. Looking into both contextual and critical sources
- To develop a critical style in relation to relevant texts
- To summarise content and ideas
- To improve personal critical voices in written and oral expressions

Homework	Homework will be provided weekly via Show My Homework. Homework set will reinforce the skills learnt in lesson. Students will also be expected to
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	carry out extensive reading in self-directed study time, both of core texts and supporting critical material.
Useful Resources and links	<p>The English department has designed a range of supporting resources that are used throughout the course, including the following bespoke anthologies:</p> <ul style="list-style-type: none">• The Gothic Anthology• Anthology of Gothic Criticism• Anthology of American Literature Criticism <p>Slides of lessons are also made available on request to students after lessons.</p>



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EPQ

Year Group	Y12 (1-year course)
Overview	<p>Exam Board – AQA</p> <p>Overview – The Extended Project Qualification (EPQ) is free standing qualification offered by AQA. It involves choosing a topic and carrying out research into that particular area, then creating EITHER a 5,000-word report OR a 'product' + a 1,000-word report. After that, you must deliver a small presentation to a group of non-specialists about your topic, lasting from 10 - 15 mins.</p> <p><u>Unit Assessment –</u></p> <p>20% - management: identify, design, plan, and complete the individual project, or task within a group project, applying organisational skills and strategies to meet stated objectives.</p> <p>20% - resources: obtain and select information from a range of sources, analyse data, apply relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of your topic.</p> <p>40% - 'develop and realise' the project: select and use a range of skills, including new technologies, to solve problems, to take decisions critically, creatively and flexibly, and to achieve planned outcomes.</p> <p>20% - present/review/evaluation: evaluate outcomes including own learning and performance. Select and use a range of communication skills and media to convey and present evidenced outcomes and conclusions.</p>
Autumn	All About You - Introduce Log and aim to complete initial planning part A and B



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	<p>Choosing your Topic and Project - Artefact vs Essay</p> <p>Research Skills - methods of research - grouping your research - Synthesis</p> <p>Develop my question - explode it and watch Southampton Film - TRIP to Greenwich University</p> <p>MEET SUPERVISOR - Complete production log Initial planning, proposal A and B.</p> <p>Create a Time Line (consider rehearsal/studio time) and essay plan (Synthesize your sources in your plan) Research Academic report</p> <p>Writing</p> <p>MEET SUPERVISOR - Planning Review completed in log</p> <p>Research Skills - how to create a survey for research - how to present data using graphs</p> <p>Develop your project - Synthesis and Critical Thinking</p> <p>Referencing and research - Date TBC Develop FIRST 1000 WORDS (Introduction, methodology and Literature Review)</p> <p>Develop your project – Paraphrasing</p> <p>Develop your project - Harvard referencing</p> <p>MEET SUPERVISOR Mid Planning Review</p>
Spring	<p>Complete Essay, Report, Artefact and Bibliography</p> <p>MEET SUPERVISOR - FINAL Planning Review completed in log improve your Essay. Redraft and Refine essay</p>



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	<p>Prepare and Rehearse Presentation - Redraft and Refine essay</p> <p>Presentation Exam - HAND IN FINAL ESSAY</p> <p>Prepare your Reflection</p> <p>Redraft reflection</p> <p>Hand in Final Reflection - No Further lessons</p>
Homework	Ongoing independent study related to the needs of the project.
Additional Information	<p>Careers subject leads to – All, this qualification prepares you for independent learning and dissertation writing when at Higher Education.</p> <p>Trips – Greenwich University</p>
Useful Resources and links	<p>www.google scholar.com</p> <p>www.TEDTALKS.com</p> <p>www.futurelearn.com</p> <p><i>“We welcome the Extended Project and would encourage you to undertake one as it will help you develop independent study and research skills and ease the transition from school/ college to higher education.”</i> University of Cambridge</p> <p><i>“We certainly welcome students who have undertaken the EPQ, as it provides an excellent introduction to the type of work they will be expected to do at university. It encourages development in all the skills required of our undergraduates, such as research, analysis, independent work and thought, and the ability to communicate ideas.”</i> University of Southampton</p>



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"The University welcomes applications from students who have taken the Extended Project Qualification (EPQ). We see this as positive evidence of motivation to explore a subject in greater depth, as well as an opportunity for further development of analytical, critical thinking and independent research skills." University of Essex



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GEOGRAPHY

Year Group	Y12-Y13
Overview	<p><u>Exam Board –AQA</u></p> <p><u>Overview – Subject content</u></p> <p>Physical geography</p> <ul style="list-style-type: none"> • Water and carbon cycles • Coastal systems and landscapes • Ecosystems under stress <p>Human geography</p> <ul style="list-style-type: none"> • Global systems and global governance • Changing places • Contemporary urban environments <p>Geography fieldwork investigation</p> <ul style="list-style-type: none"> • Fieldwork requirements • Investigation requirements <p>Geographical skills</p> <ul style="list-style-type: none"> • Geographical skills checklist <p><u>Assessments</u></p> <p>Component 1: Physical geography</p> <p>What's assessed</p> <p>Section A: Water and carbon cycles</p> <p>Section B: Coastal systems and landscapes</p> <p>Section C: Ecosystems under stress</p> <p>How it's assessed</p> <p>Written exam: 2 hours 30 minutes</p> <p>120 marks</p> <p>40% of A-level</p> <p>Question types: short answer, levels of response and extended prose</p> <p>Component 2: Human geography</p> <p>What's assessed</p> <p>Section A: Global systems and global governance</p>



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	<p>Section B: Changing places Section C: Contemporary urban environments How it's assessed Written exam: 2 hours 30 minutes 120 marks 40% of A-level Question types: short answer, levels of response, extended prose</p> <p>Component 3: Geography fieldwork investigation What's assessed Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content. How it's assessed 3,000–4,000 words 60 marks 20% of A-level marked by teachers moderated by AQA.</p>
Autumn	<p><u>Year 12 –</u> Ecosystems under stress Ecosystems and sustainability Ecosystems and processes Biomes Ecosystems in the British Isles over time Marine ecosystems Local ecosystems Case studies</p> <p><u>Year 13 –</u> Changing places The nature and importance of places Changing places – relationships, connections, meaning and representation Relationships and connections</p>

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	<p>Meaning and representation Quantitative and qualitative skills</p>
Spring	<p><u>Year 12 –</u> Changing places The nature and importance of places Changing places – relationships, connections, meaning and representation Relationships and connections Meaning and representation Quantitative and qualitative skills Place studies Contemporary urban environments Urbanisation Urban forms Social and economic issues associated with urbanisation Urban climate Urban drainage Urban waste and its disposal Sustainable urban development Case studies</p> <p><u>Year 13 –</u> Water and carbon cycles Water and carbon cycles as natural systems The water cycle The carbon cycle Water, carbon, climate and life on Earth Quantitative and qualitative skills Case studies</p>
Summer	<p><u>Year 12 –</u> Coastal systems and landscapes Coasts as natural systems Systems and processes Coastal landscape development</p>



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	<p>Coastal management Quantitative and qualitative skills Case studies Fieldwork requirements Investigation requirements</p> <p><u>Year 13 –</u> Global systems and global governance Globalisation Global systems International trade and access to markets Global governance The 'global commons' Antarctica as a global common Globalisation critique Quantitative and qualitative skills</p>
Homework	<p>Homework tasks will be set weekly on Show My Homework In total students should be completing at least 5 hours of additional study per week. As well as their homework they should be using the course textbook to read ahead for the next lesson. They should also go over their notes and make mind maps and revision cards and complete additional reading and research.</p>
Additional Information	<p>Careers subject leads to – Engineering, design, project management, catastrophe modelling, climatologist, transport manager, environmental manager, lawyer, writer/researcher/journalist, teacher, demographer, MP, Ecologist, statistician, geographical information systems officer, landscape architect. Logistics and distribution manager, market researcher, the armed forces, civil service, police.</p> <p>Skills for your CV- By studying geography, you'll gain an insight into a range of practical, social, economic and environmental issues. In addition to core geographic skills, for example field work and the use of specialist</p>



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	<p>equipment, preparing maps and diagrams and using social survey and interpretative methods, you'll also develop a range of key skills that are relevant to many jobs and sectors.</p> <p><u>These include:</u></p> <p>Skills in research and data collection, analysis and evaluation mathematical and computational skills IT skills, for example computer cartography and the use of databases and spreadsheets written and oral communications skills, including report writing and data presentation the ability to understand abstract concepts and articulate these to a range of audiences planning and problem-solving skills creative thinking and the ability to recognise the moral and ethical issues involved in debates the ability to work independently and in a team, taking on board ideas and coming to a consensus self-motivation and self-reliance time management and the ability to meet deadlines.</p> <p>Trips – TBC - a minimum of four days of fieldwork is compulsory.</p>
<p>Useful Resources and links</p>	<p>Factfulness: Why things are better than you think by Hans Rosling Divided: Why we're living in an age of walls by Tim Marshall Silent Spring Revisited by Conor Mark Jameson There Is No Planet B: A Handbook for the Make or Break Years by Mike Berners-Lee Moral Geographies: Ethics in a World of Difference by David M. Smith Political, Electoral and Spatial Systems by R.J.Johnston Island on Fire by Alexandra Witze and Jeff kanipe The World Without Us- Alan Weisman Prisoners of Geography- Tim Marshall The Little Ice Age: How climate made history- Brian Fagan Publications The Economist Geography Review National Geographic Novels for the global citizen</p>



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	Brick Lane by Monica Ali A Thousand Splendid Suns and The Kite Runner by Khaled Hosseini Half of a Yellow Sun and Americanah – Chimamanda Ngozi Adiche Small Island (Andera Levy) Marina Lewycka (Eastern Europe-UK migration)
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HISTORY

Year Group	Y12-Y13
Overview	<p>Exam Board – Pearson Edexcel – GCE A Level</p> <p><u>Overview –</u></p> <p><u>Unit 1</u> - Pupils will learn about the impact of democracy and dictatorship on the nature of government, opposition and control, economic policies and aspects of life in Germany across the 20th century. With a focus on the reasons for the rise of the Nazis and their long-term impact on Germany from 1918 to 1989.</p> <p><u>Unit 2-</u> Pupils will learn about the changing nature and state of Liberal Italy in the early 20th century, about the features of Mussolini’s fascist regime, and its impact on Italian society from 1922 to 1943, and about the forces and events that led to the regime’s emergence, and later its collapse.</p> <p><u>Unit 3-</u> Pupils will learn about the impact of ‘personal kingship’ on the 15th century political system focusing on the causes and consequences of the Wars of the Roses. They will gain insight into power relations between the monarchy and leading noblemen, highlighting the conflicting loyalties at play in late medieval England.</p> <p><u>Unit 4 Coursework –</u> 20% of the History A Level focuses on pupils’ reading about and investigation into the causes of the outbreak of the First World War in 1914. This unit is marked by teachers here and moderated by external examiners.</p>
Autumn	<u>Unit 1</u> - The Weimar Republic and the reasons for the collapse of democracy in Germany by 1933.



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	<p>Unit 2 - Italy - The Liberal State – Trasformismo – government by factions within a wealthy and educated elite. The role of Giolitti. The degree to which the economy modernised. Industrialisation, living standards and structural economic weaknesses. The emergence and growth of alternative political parties. Italy as a Great Power, Italian colonialism, alliances, treaties and in 1915, war. How the First World War impacted Italy: battles of Caporetto and Vittorio Veneto.</p> <p>Unit 3 - The Crisis of 1399-1405. Henry V and the Conquest of France. Renewed crisis and challenges 1449-61.</p> <p>Unit 4 – Understanding the long-term, short-term and immediate causes of the outbreak of World War I in 1914.</p>
Spring	<p>Unit 1 - The Third Reich. Hitler’s consolidation of power from January 1933, propaganda and the police state, control over the economy and the impact of Nazism on the German people.</p> <p>Unit 2 - Italy - The “Mutilated Victory” and its impact. How war exacerbated existing problems. Nationalists, socialists and the Catholic Popolari, The Biennio Rosso and the growing fear of socialism. Ras, Squadristi and fascist violence. The “March on Rome” and the establishment of Mussolini’s fascist dictatorship. The role of the Fascist Grand Council, the Acerbo Law, the Matteotti Crisis, the Aventine Secession and measures to establish Mussolini’s dictatorship.</p> <p>Unit 3 - The Yorkists divided. Henry VII: seizing the throne and keeping it.</p> <p>Unit 4 – Students research the context and relevant factors behind the outbreak of war in 1914 and the opinions of historians in the field. They begin to draft their own analysis of the reasons underlying the drift to war, interpreting relevant evidence.</p>
Summer	<p>Unit 1 - The Federal Republic of Germany. Rebuilding Germany after fascism and the Second World War. Germany’s resurgence as an</p>



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	<p>economic power on the world stage. Tensions and their successful resolution.</p> <p>Unit 2 - Italy - Consent and control – methods used to ensure Italians’ support for the fascist regime. The role of newspapers, radio and cinema in propaganda and censorship. The cult of Il Duce, art, architecture and literature. Repression and terror, secret police (OVRA) and Rosselli Brothers’ murder. Rocco and the Corporate State and the Palazzo Vidoni Pact. Autarky and the economy. The Battles for the lira, births, land and grain. Pope Pius XI and relations with the Vatican. Catholic Action. The Lateran Pacts of 1929. Papal response to the Anti-Semitic Decrees. Foreign Policy: Locarno Treaties, Anschluss, Stresa Front, Abyssinia, Rome-Berlin Axis, Munich, Pact of Steel, neutrality and in 1940, war. Impact of war on Italy and its role in bringing about Mussolini’s fall in 1943. The Salo Republic, Mussolini’s murder and the 1946 constitution.</p> <p>Unit 3 - Changing relationship between the crown and nobility: ‘overmighty subjects’ and the changing sinews of power.</p> <p>Unit 4 – Students produce an extended account explaining the reasons why war broke out in 1914, in the light of an analysis of historians’ opinions around the subject and examining the reasons for controversy around this debate.</p>
Homework	Exam practice essays – one per week, preparation exercises for mini VIMAS and VIMA examinations, coursework research and drafting, assessed reading tasks.
Additional Information	<p>Careers - subject leads to: law, police, government, civil service, media, teaching, social work, curator, management.</p> <p>Trips – Year 12 History Taster at Queen Mary University Year 13 The Tower of London and Wars of the Roses A Level Conference</p>



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	<p>Partnerships – informal relationships with bodies assisting our pupils Student Conference Company Historical Association</p>
Useful Resources and links	<p>The History of England Podcast Dan Snow’s History Hit Podcast History Today Magazine – relevant articles available from the history department Historical Association webinars</p> <p>Wider Reading -</p> <ul style="list-style-type: none">• The History of Modern Britain by Andrew Marr• The Woman in the Shadows by Carol McGrath• The Wars of the Roses: England’s First Civil War by Trevor Royle• A History of Germany 1918-2008 by Mary Fulbrook• Travellers in the Third Reich by Julia Boyd• Sapiens A Brief History of Human Kind Yuval Noah Harari• Medieval lives Terry Jones• A Short History of Nearly Everything Bill Bryson• Black and British David Olusuga• The World’s War David Olusuga• Bury the Chains Adam Hochschild• The Origins of the Second World War AJP Taylor• Animal Farm George Orwell• Pillars of the Earth Ken Follet• Wolf Hall Hilary Mantel• The White Queen or The Other Boleyn Girl Philippa Gregory



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MATHS

Subject	Mathematics
Year Group	Y12-Y13
Overview	<p>Exam Board – Pearson Edexcel (A Level)</p> <p>The design of this course is tailored to a Dagenham park student. It is sequenced in an interesting and challenging manner, extending methods students learn at GCSE. It includes applications of mathematics, such as Statistics and Mechanics.</p> <p>The Pure mathematics content is a direct continuation of the mathematics that a student has learned at GCSE and starts off revising key concepts from GCSE maths including algebraic operations, quadratics, equations, inequalities and elementary Euclidean geometry. It then proceeds to use this maths in novel situations including finding the gradient of any curve using differentiation and finding the area under curves using integration.</p> <p>The statistics content covers collecting, representing and comparing data and how it can be used to make predictions about future events. At the end of the course, students understand probability and how the concept of risk is important in careers like insurance, medicine, engineering and the sciences.</p> <p>In Mechanics, we look at modelling and how to analyse the physical world around us, including the study of forces and motion. This module is particularly useful to students studying physics and engineering.</p> <p><u>Assessment overview</u></p>

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	<p>A level mathematics is examined via three written examinations.</p> <p>Paper 1: Pure Mathematics – 100 marks – 2hr exam representing 33.3% of the qualification</p> <p>Paper 2: Pure Mathematics – 100 marks – 2hr exam representing 33.3% of the qualification</p> <p>Paper 3: Statistics and Mechanics – 100 marks – 2hr exam representing 33.3% of the qualification</p>
Autumn	<p><u>Year 12</u></p> <p>Pure</p> <ul style="list-style-type: none">• Algebraic expressions• Quadratic functions• Equations and inequalities• Graphs and transformations• Straight-line graphs• Circles• Algebraic methods• The Binomial expansion• Trigonometric ratios and graphs <p>Applied</p> <ul style="list-style-type: none">• Kinematics• Forces and Newton's Laws <p><u>Year 13</u></p> <p>Pure</p> <ul style="list-style-type: none">• Algebraic and partial fractions• Proof



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	<ul style="list-style-type: none">• Functions• Sequences and series• The Binomial theorem• Radians• Trigonometric functions <p>Applied</p> <ul style="list-style-type: none">• Hypothesis testing• Regression and correlation• Moments• Conditional probability• Forces• Normal Distribution
Spring	<p><u>Year 12</u></p> <p>Pure</p> <ul style="list-style-type: none">• Trigonometric identities and equations• Differentiation <p>Applied</p> <ul style="list-style-type: none">• Statistical sampling• Data presentation and interpretation• Probability• Statistical distributions• Variable acceleration <p><u>Year 13</u></p> <p>Pure</p> <ul style="list-style-type: none">• Trigonometry and modelling• Parametric equations• Differentiation



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	<ul style="list-style-type: none"> • Numerical methods • Integration <p>Applied</p> <ul style="list-style-type: none"> • Projectiles • Application of forces • Further kinematics
Summer	<p><u>Year 12</u></p> <p>Pure</p> <ul style="list-style-type: none"> • Integration • Exponentials and logarithms • Revision <p>Applied</p> <ul style="list-style-type: none"> • Further kinematics • Revision <p><u>Year 13</u></p> <p>Pure</p> <ul style="list-style-type: none"> • Vectors • Revision <p>Applied</p> <ul style="list-style-type: none"> • Revision
Homework	Every week work will be set on Show my homework, these will be a mixture of research, practice questions and flipped learning.
Additional Information	Mathematics is a versatile qualification which is both well-respected by employers and a “facilitating” subject for entry to higher education. Careers for people with good mathematics skills and qualifications are



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	<p>not only well paid, but they are also often interesting and rewarding. People who have studied mathematics are in the fortunate position of having an excellent choice of career. Whilst the number of young people studying A level Mathematics is increasing, there is still a huge demand from science, engineering and manufacturing employers. Careers subject leads to jobs such as a/an:</p> <ul style="list-style-type: none">• Acoustic consultant• Actuarial analyst• Actuary• Astronomer• Chartered accountant• Chartered certified accountant• Data analyst• Data scientist• Investment analyst• Research scientist (maths)• Secondary school teacher• Software engineer• Statistician
Useful Resources and links	<p><u>Books</u></p> <ul style="list-style-type: none">• Pure Mathematics Year 1-AS• Pure Mathematics Year 2• Statistics and Mechanics 1 - AS• Statistics and Mechanics 2 <p><u>Websites</u></p> <ul style="list-style-type: none">• www.examsolutions.net• DP6 PiXL app• https://www.mathsgenie.co.uk/alevel.html <p><u>Wider reading</u></p> <ul style="list-style-type: none">• Alex's Adventures in Numberland by Alex Bellos• Flatland by Edwin A. Abbott• Millions of cats by Wanda Gag



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- How not to be Wrong by Jordan Ellenberg
- Alan Turing: The Enigma by Andrew Hodges
- The Man Who Knew Infinity by Robert Kanigel
- The Colossal Book of Mathematics by Martin Gardner
- Euclid in the Rainforest by Joseph Mazur
- What is Mathematics Really? By Reuben Hersh
- Magical Mathematics by Persi Diaconis and Ron Graham
- The Mathematical Principles of Natural Philosophy by Isaac Newton.



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PHILOSOPHY AND RELIGIOUS STUDIES

Year Group	Y12-Y13
Overview	<p><u>Exam Board – AQA</u></p> <p>Philosophy and Ethics</p> <p>Overview – Our A-Level Religious Studies offers a range of faith-specific options, ensuring students have a thorough understanding of diverse philosophical and ethical viewpoints. The students engage in philosophical debates ranging from the existence of God, to applying ethical theories to important issues such as; abortion. Students are learning about what makes a moral person and how that is 70eculariz in society. Students at A-level will explore questions including: “Why does an all loving God allow moral evil to occur in the world?”, “Do we have a soul”, “Are we given freewill?”.</p> <p>Over the two years, these are the topics looked at:</p> <p><u>Section A: Philosophy of religion</u></p> <ul style="list-style-type: none"> • Arguments for the existence of God • Evil and suffering • Religious experience • Religious language • Miracles • Self and life after death. <p><u>Section B: Ethics and religion</u></p> <ul style="list-style-type: none"> • Ethical theories • Issues of human life and death • Issues of animal life and death • Introduction to meta ethics • Free will and moral responsibility • Conscience • Bentham and Kant. <p><u>How is it assessed?</u></p> <ul style="list-style-type: none"> • Written exam: 3 hours • 100 marks



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- 50% of A-level

Questions

Section A: Philosophy of religion – two compulsory two-part questions, each worth 10 marks and 15 marks

Section B: Ethics and religion – two compulsory two-part questions, each worth 10 marks and 15 marks. In both sections, questions may span more than one topic. In each two-part question, the first part tests AO1 and the second part tests AO2.

Christianity Overview – Pupils will learn the fundamental doctrines of Christianity – why Christians do what they do and how this affects their lives. They will learn about Christianity, gender and sexuality and Christian beliefs about these issues. Throughout the Christianity and Dialogues section of the course, pupils learn about the resurrection and different interpretations of it, the prospect of life after death according to Christians and migration and how this has affected Christianity in England. Further, pupils will study how the relationship between Christianity and science has been fraught, and how some theologians have tried to restore the relationship. Moreover, what it means to fight a Just War, whether life is sacred and how this impacts how we live are all aspects of the course which are very demanding but also very intriguing. The dialogue between Christianity and Philosophy and Christianity and Ethics is also studied, pupils have the chance to look at what Christianity has to say with regard to philosophical theories that they have learned in the philosophy section of the course. This builds up their knowledge base and helps them to begin to apply knowledge into different contexts, something that not many A Levels offer. Overall this is a fascinating take on Christianity and the ways in which the belief in Christianity affects a Christians' everyday life.

Autumn

Philosophy and Ethics
Y12

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	<p>Arguments for existence of God Evil and suffering Y13 Religious Language</p> <p><u>Christianity</u> Y12 Sources of wisdom and authority God Self, death and afterlife Y13 Christianity and the challenge of 72secularizationn Christianity, migration and religious pluralism</p>
Spring	<p><u>Philosophy and Ethics</u> Y12 Religious Experience Ethical Theories Y13 Self, death and afterlife. Bentham and Kant Meta Ethics Freewill and Responsibility Conscience</p> <p><u>Christianity</u> Y12 Good conduct and key moral principles Expressions of religious identity Y13 The dialogue between Christianity and philosophy The dialogue between Christianity and ethics</p>
Summer	<p><u>Philosophy and Ethics</u> Y12 Applying Ethical Theories</p>



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	<p>Y1 Revision Starting Religious Language Y13 Revision of Y1 and Y2 Content Exam</p> <p><u>Christianity</u> Y12 Christianity, gender and sexuality Christianity and science Y13 Revision and exam</p>
<p>Homework</p>	<p>Homework can be a number of tasks including reading, transforming concepts into images, ranking theories in order to utility, writing essays and making notes. It will usually be set every lesson or at the teacher’s discretion.</p>
<p>Additional Information</p>	<p><u>Careers subject leads to –</u> Law Medicine Journalist Teaching Civil service Engineering Tourism Health and social care Media Clergy</p> <p>Trips – Peter Vardy Conferences once a year to boost knowledge and understanding. Proposed trip to Auschwitz Birkenau.</p>



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<p>Useful Resources and links</p>	<p>Websites https://www.aqa.org.uk/subjects/religious-studies/as-and-a-level/religiousstudies-7062 https://www.youtube.com/watch?v=nsgAsw4XgvU (The School of Life) https://www.youtube.com/channel/UcpvhISLzg2LT89FNUuN-Sig (Wireless Philosophy) https://www.youtube.com/channel/UCX6b17PVsYBQ0ip5gyeme-Q (Crash Course Philosophy) https://jakedoesrevision.blogspot.com/2013/01/a2-religious-studies-virtueethics.html (Revision Blog)</p> <p>Podcast On Podcast- Philosophy of our time.</p> <p>Wider reading-</p> <ul style="list-style-type: none">• The Emotive Theory of Ethics by J.O.Urmson• Sophie’s World by Jostein Gaarder• The Pig that wants to be eaten by Julian Baggini• The Accidental Universe by Alan Lightman• Beyond Good and Evil – Frederick Nietzsche• Bible Matters – Peter and Charlotte Vardy• The puzzle of ethics – Peter Vardy• The puzzle of Christianity – Peter Vardy• Utopia – Thomas More• The Republic – Plato• Politics – Aristotle• Essence of Christianity – Ludwig Feuerbach
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PHYSICS

Year Group	Y12-Y13
Overview	<p><u>Exam Board – AQA</u></p> <p>Overview A level Physics gives the opportunity to explore the phenomena of the universe and to look at theories that explain what is observed. This subject combines practical skills with theoretical ideas to develop descriptions of the physical universe. Course includes everything from kinematics to cosmology and many recent developments in fascinating topics, such as particle physics. Physics is more than a subject – it trains the brain to think beyond boundaries.</p> <p><u>What’s included:</u></p> <p>Particles and Quantum Phenomena, Waves and Optics, Forces, Newton’s Laws of Motion, Momentum, Work, Energy and Materials, Electricity and DC Circuits, Circular Motion, Simple Harmonic Motion, Thermal Physics and Gases, Gravitational Fields, Electric Fields, Capacitors, Magnetic Fields and Electromagnetic Induction, Radioactivity and Nuclear Energy.</p> <p>AQA also include an option topic: 1 from Astrophysics, Medical Physics, Engineering Physics, Turning Points in Physics and Electronics.</p> <p>And there's a full programme of practical work to complement the theory classes and to train you in lab skills.</p> <p>Assessment – The whole of the A level Physics course is examined at the end of the full course. There are three theory papers and a practical skills assessment. Your grade is determined by how well you do on the theory papers. Your result in the practical is noted as an endorsement alongside your A-level grade.</p> <p><u>The papers are:</u></p>



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	<ul style="list-style-type: none"> • 2 papers each covering about half of the main course content • A third paper with data response / synoptic questions which can come from any part of the specification, plus questions on the option topic (see earlier) • The practical skills assessment involves performing a series of twelve experiments in class time which are assessed 				
	Component	Marks	Duration	Weighting	Information
	Paper 1	85	2 hours	34%	Modules 1, 2, 3, 4, 5 and 6.1
	Paper 2	85	2 hours	34%	Modules 6.2, 7 and 8
	Paper 3	80	2 hours	32%	All modules
Autumn	Year 12		Year 13		
	Module 1: Measurements and errors Limitations of physical measurements		Module 6: Further mechanics (circular motion, simple harmonic motion, thermal physics and ideal gases)		
	Module 2:				



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	<p>Particles and radiation(Quarks and antiquarks, leptons, photons, annihilation and pair production, Feynman diagrams, photoelectric effect, wave particle duality, alpha, beta and gamma decay)</p>	
Spring	<p>Year 12</p> <p>Module 3: Waves (transverse, longitudinal, electromagnetic, refraction, total internal reflection, polarization, diffraction, stationary waves)</p>	<p>Year 13</p> <p>Module 7: Fields and their consequences (gravitational fields, satellite motion, electric fields, capacitors, magnetic fields, motors and generators and transformers)</p>
	<p>Module 4: Mechanics and materials (kinematics, forces, Newton’s laws of motion, momentum, work, energy and materials)</p>	
Summer	<p>Year 12</p> <p>Module 5: Electricity (DC circuits, IV characteristics, super conductors, resistivity, internal resistance, potential dividers, sensing circuits)</p>	<p>Year 13</p> <p>Module 8: Nuclear physics (radioactivity, half life, carbon dating, nuclear fission and fusion)</p>
		<p>Module 9: Turning points in physics</p>



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		(Discovery of electrons, EM waves, electron microscopes, Einstein's theory of relativity)
Homework	A variety of research tasks; practice questions; practical write -ups. Set every week.	
Additional Information	<p>Careers subject leads to – Physics is a highly respected A level. A good grade in A level Physics demonstrates to an employer about the pupil's analytical and mathematical skills that could be applied to real life situations. There are many possible career paths for example: Engineering, Medicine, Forensic Science, Astronomy, Cosmology, Electronics, Power generation, Finance and many more.</p> <p>Trips – 2019 Nasa, Florida - The National Aeronautics and Space Administration and is an independent agency of the United States Federal Government responsible for the civilian space program, as well as aeronautics and aerospace research. 2020 CERN, Geneva - the European Organization for Nuclear Research, is one of the world's largest and most respected centres for scientific research.</p>	
Useful Resources and links	<ul style="list-style-type: none"> • Six Easy Pieces - Richard P.Feyman • The End of Physics - David Linle • Wizards Aliens and Starships - Charles L.Adler • Tesla - W.Bernard Carlson • The Perfect Theory - Prof G.Ferereira 	



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PSYCHOLOGY

Year Group	Y12-Y13 Linear A-Level
Overview	<p>A-level Psychology offers the opportunity for students to develop the essential knowledge and understanding of central aspects of psychological theory and methods. The A Level offers an engaging and effective introduction to psychology, students will learn the fundamentals of the subject and develop skill valued by Higher Education. Students will learn how to carry out psychological research and how to analyse findings to develop conclusions. The subject offers a broad and holistic programme of study including: approaches and methods related to the core areas of Psychology – cognitive, social, biological, developmental, individual differences and research methods are all retained and delivered through content similar to the previous specifications:</p> <ul style="list-style-type: none"> • explanations from different approaches, along with psychological issues and debates, are retained • in Year 2 we chose specific topics to look at in more depth which are relationships, aggression and schizophrenia <p><u>All topics detailed below:</u></p> <p>A. Social influence Why do people conform to group pressures and obey authority?</p> <p>2. Memory How do we remember and why do we forget?</p> <p>3. Attachment How and why do we form attachments to others?</p> <p>4. Psychopathology What is ‘abnormality’? And how do people develop Phobias, Depression and OCD?</p> <p>5. Approaches in Psychology What are the origins of psychology and is psychology a science?</p> <p>6. Research Methods How is psychological research carried out and interpreted?</p>



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DP6

	<p>7. Biopsychology How does the brain work?</p> <p>8. Issues and debates in Psychology Are Psychological studies biased in any way?</p> <p>9. Relationships Why do humans form and maintain relationships?</p> <p>10. Schizophrenia How is Schizophrenia diagnosed and how can it be treated?</p> <p>11. Aggression What is the purpose of aggressive behaviour? Why may we become aggressive?</p> <p>Exams: All exams are worth 33% of the overall marks and are out of 96. Paper 1: 2 hour exam, topics 1-4. Paper 2: 2 hour exam, topics 5-7. Paper 3: 2 hour exam, topic 8-11.</p>
Autumn	<p><u>Y12</u></p> <p>Introduction to Psychology and Approaches How did psychology develop over time? / Origins of psychology What are the core approaches in psychology? What is the scientific approach? Psychopathology Definitions of abnormality Phobias – what are they, how do they form and how do we treat them OCD – what is it, how does it develop and how is it treated Depression – what is it, how does it develop and how is it treated Social influence Types of conformity Conformity: Asch’s research Conformity to social roles: Zimbardo Obedience: Milgram Obedience: Variables</p>



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DP6

Obedience: social psychology and disposition
Resistance to social influence
Minority influence and social change
Research Methods
Hypothesis/Aims
Experiments and Controls
Ethical Issues
Sampling
Observations

Y13

Biopsychology
Localisation of function
Plasticity
Split Brain Research
Ways of investigating the brain
Biological rhythms: circadian, infradian and ultradian
Endogenous pacemakers and exogenous zeitgebers
Issues and Debates
Gender bias
Culture bias
Free will and determinism
Nature-nurture debate
Holism and reductionism
Idiographic and nomothetic approach
Ethical implications of research
Relationships
Sexual selection
Factors affecting attraction – self-disclosure, physical attractiveness, filter theory
Theories of romantic relationships – social exchange theory, equity theory, Rusbul’s investment model, Duck’s phase model
Research Methods
Recap of year 1 content
Reliability

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DP6

	Validity Choosing a statistical test Probability and significance Tests of difference, correlation, association, parametric tests
Spring	<u>Y12</u> Memory Coding, capacity and duration The multi-store model of memory Types of long term memory The working memory model Explanations for forgetting: interference Explanations for forgetting: retrieval failure Factors affecting the accuracy of eyewitness testimony: Misleading information Factors affecting the accuracy of eye witness testimony: Anxiety Improving eye witness testimony through the cognitive interview Attachment What is attachment? Shaffer's stages of attachment Animal studies of attachment Ainsworth's Strange Situation Cultural variations in attachment Bowlby's theory of maternal deprivation Romanian Orphan Studies Early attachment and later relationship Research Methods Self report Correlations Pilot studies Data analysis <u>Y13</u> Schizophrenia



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	<p>What is schizophrenia? Diagnosis and classification Biological explanations Psychological explanations Biological therapies Psychological therapies The interactionist approach Aggression Neural and hormonal mechanisms Genetic factors The ethological explanation Social psychology – SLT, deindividuation, frustration-aggression Institutional aggression Media influences on aggression Computer games and aggression Research Methods Tests of difference, correlation, association, parametric tests Reporting psychology Features of science</p>
Summer	<p><u>Y12</u> Approaches Learning approach: behaviourism and social learning theory Cognitive approach Biological approach Psychodynamic approach Humanistic psychology Comparisons of approaches Introduction to Biopsychology The nervous system and the endocrine system Neurons and synaptic transmission Research Methods Peer review and psychology and the economy Case studies Content analysis</p>



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	How to carry out research <u>Y13</u> EXAM PREPARATION
Homework	Students should expect to be set at least one exam question every week in class or as homework. In addition to this they may also be required to carry out an independent research task or group work project to be presented or discussed in their next lesson. In total students should be completing at least 5 hours of additional study per week. As well as their homework they should be using the course online textbook to read ahead for the next lesson. They should also go over their notes and make mind maps and revision cards and complete additional reading and research. They can also complete additional wider reading from the psychology reading list. As the subject is 100% examined students should try to complete as many practice questions as they can.
Additional Information	Exam specification: https://filestore.aqa.org.uk/resources/psychology/specifications/AQA7181-7182-SP-2015.PDF
Useful Resources and links	✓ www.aqa.org.uk : An essential website you should be accessing which gives you: the Specifications, past papers, and mark schemes. ✓ http://www.simplypsychology.org/a-level-psychology.html : a good revision website ✓ https://www.psychboost.com/videos-and-resources : a good revision website with mainly video explainers ✓ https://www.tutor2u.net/psychology/topics : a good site with top up information <u>Wider Reading:</u> • The Happiness Hypothesis – Johnathan Heidt



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- Outliers: The Story of Success – Malcolm Gladwell
- A Brief History of Modern Psychology – Benjamen Jr and Ludy T
- The Psychology of Time Travel – Kate Mascarenhas
- The Portable Jung – Joseph Campbell
- The Selfish Gene – Richard Dawkins
- The Blank Slate – Steven Pinker
- The Lucifer Effect – Philip Zimbardo
- Fundamentals of Cognition – Micheael Eysenck
- The Interpretation of Dreams – Sigmund Freud
- The Psychopath Test – Jon Ronson
- We are our Brains: From the Womb to Alzheimer’s – Dick Swaab
- Demonic Males: Apes and the Origins of Violence – Richard Wrangham and Dale Peterson
- The Marshmallow Test – Walter Mishel
- The Psychopath Whisperer – Inside the Minds of Those Without a Conscience – Kent Kiehl
- The Freud Reader – Sigmund Freud and Peter Gay
- Working Memory Thought and Action – Alan Baddeley
- The Psychopath – James Blair
- Mind in Society – Lev Vygotsky
- The Memory Illusion: Remembering, Forgetting and the Science of False Memory – Julia Shaw
- Thinking Fast & Slow – Daniel Kahneman
- Owning Your Own Shadow: Understanding the Dark Side of the Psyche – Robert Johnson
- Reaching Down the Rabbit Hole: Extraordinary Journeys into the Human Brain – Alan Ropper and Brian David Burrell
- Games People Play – Eric Berne



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SOCIOLOGY

Year Group	Y12-Y13 (Linear A-Level)
Overview	<p>A-level Sociology offers the opportunity for students to develop the essential knowledge and understanding of central aspects of sociological thought and methods. The course content is based around two key themes. One; secularization, culture and identity and two; social differentiation, power and stratification. Students will also be expected to understand different theoretical perspectives in relation to these key themes and how sociologists approach research in different ways according to their approach. In addition students need to know how sociology can be applied in the real world, such as through influencing government policies and social change.</p> <p>During the A-level course students will cover the topics of Education, Family, Mass Media and Crime and Deviance underpinned by Sociological Theories and Research Methods. These topics will be examined in three papers all worth 33% of the A-level.</p> <p>Course aims: Knowledge: - To develop knowledge of a range of perspectives including, consensus/conflict/social action, Marxist, Functionalist, New Right Sociologists, Interactionist, Feminists, Post Modernists and Social Democrat and the sub divisions within these theoretical approaches – To develop knowledge of key sociological themes such as secularization (primary and secondary, social control), culture (values, norms mores, roles, customs), identity, social differentiation, power and stratification (status, class, gender. Ethnicity) – To develop knowledge of the core topics and concepts within education, family, crime and deviance and mass media – To keep abreast of current developments within society (such as state policy relating to the family and education, current representations within the media and new laws or ways of controlling crime) and the links with sociological study.</p>



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	<p>Understanding: - To apply understanding of research methods to the study of education and crime and deviance – understanding key studies – To understand the full range of sociological material available including how to use findings from sociological research (both qualitative and quantitative data from formal and informal sources) – To understand and apply current issues and debates in the exam context</p> <p>Skills: - To research and find relevant evidence that can be applied in the exam as well as selecting appropriate evidence given by the teacher and course text book – To make synoptic links between social structures, processes and theories – To take a questioning approach to evidence and issues, thus developing critical, evaluative skills – To fully evaluate a range of sociological material and issues – To write fluently in an academic style, assessing and evaluating throughout with a clear line of argument.</p>
Autumn	<p><u>Y12</u></p> <p>Family • Functionalism, Marxism, New Right, Social Action Theory – The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies. • Feminism and gender roles – Gender roles, domestic labour and power relationships within the family in contemporary society. • Social policy- The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies. • Changing family patterns – Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course: including the sociology of personal life, and the diversity of contemporary family and household structures. • Family diversity- Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life course: including the sociology of personal life, and the diversity of contemporary family and households structures. • Demography – Demographic trends in the UK since 1900; reasons for changes in birth rates, death rates,</p>



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	<p>family size: life expectancy, ageing population, and migration and secularization. • Childhood – The nature of childhood, and changes in the status of children in the family and society.</p> <p><u>Y13</u></p> <p>Crime and Deviance • Crime, deviance, social order and social control – Functionalism, Marxism, Labelling, Realism • The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime. • Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes. • Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. • Exam technique Theory • Functionalism, Marxism, Feminism, Social Action – Consensus, conflict, structural and social action theories. • Positivism vs interpretivism -The relationship between positivism, interpretivism and sociological methods; the nature of ‘social facts’; The relationship between theory and methods. • Objectivity and values – Debates about subjectivity, objectivity and value freedom. • Science – The nature of science and the extent to which sociology can be regarded as scientific. • Social policy – The relationship between sociology and social policy. • Globalisation and Post-modernity – The concepts of modernity and post-modernity in relation to sociological theory.</p>
Spring	<p><u>Y12</u></p> <p>Methods • Practical, Ethical and Theoretical issues – The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research. • Research methods – quantitative and qualitative methods – The distinction between primary and secondary data, and between quantitative and qualitative data. Quantitative and qualitative methods of research; their strengths and limitations; research design. The relationship between positivism, interpretivism and sociological methods; the nature of ‘social facts’. •</p>



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	<p>Research methods sources of data – sampling, questionnaires, observations, interviews, statistics, documents, experiments • Methods in Context – Students must be able to apply sociological methods to the study of education. Education • Education and policy – The significance of educational policies, including policies of selection, marketization and: 89secularization, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of education: the impact of 89secularization on educational policy. • Functionalism, New Right, Marxism- The role and functions of the education system, including its relationship to the economy and to class structure. • Class and educational achievement external and internal factors – Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.</p> <p><u>Y13</u></p> <p>The Media • New media and their significance for an understanding of the role of the media in contemporary society • The relationship between ownership and control of the media • The media, secularization and popular culture • The processes of selection and presentation of the content of the news • Media representations of age, social class, ethnicity, gender, sexuality and disability • The relationship between the media, their content and presentation, and audiences.</p>
Summer	<p><u>Y12</u></p> <ul style="list-style-type: none">• Gender and ethnicity and educational achievement external and internal factors – Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society. • Exam technique and revision <p><u>Y13</u></p> <p>EXAM PREPARATION</p>



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Homework	<p>Students should expect to be set at least one exam question a week in class or as homework. In addition to this they may also be required to carry out an independent research task or group work project to be presented or discussed in their next lesson. Students should also keep up to date with current affairs as using recent examples in the exam can raise exam grades.</p> <p>In total students should be completing at least 5 hours of additional study per week. As well as their homework they should be using the course text book to read ahead for the next lesson. They should also go over their notes and make mind maps and revision cards and complete additional reading and research.</p> <p>As the subject is 100% examined students should try to complete as many practice question as they can. In sociology it is also important to employ a range of evidence in the exam and for students to show that they understand the links between their study of sociology and wider society. This is why it is important for students to keep an eye on the news and read beyond the course text book.</p>
Additional Information	Exam specification: http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/specification-at-a-glance
Useful Resources and links	<p>www.sociology.org.uk www.sociologyonline.co.uk</p> <p>Wider Reading</p> <ul style="list-style-type: none"> • The Portable Jung by Joseph Campbell • The True believer by Eric Hoffer • Economy and Society by Guenther Roth and Claus Wittich • The Hate U Give by Angie Thomas • Who Rules the World? By Noam Chomsky • Natives: Race, Class and the Ruins of Empire – Akala • On Liberty – Shami Chakrabati • Freakonomics: The Hidden Side of Everything – Steven D Levitt and Stephen J Dubner • Chavs: The Demonization of the Working Class – Owen Jones



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- Undoing Gender – Judith Butler
- The McDonaldization of Society – George Ritzer
- Post-capitalism – Paul Mason
- Bad Feminist – Roxane Gay
- Sapiens: A Brief History of Humankind – Yuval Noah Harari
- McMafia – Misha Glenny
- The Beauty Myth – Naomi Wolf
- We Should All Be Feminists – Chimamanda Ngozi Adiche
- The Protestant Ethic and the Spirit of Capitalism – Max Weber
- Simulacra and Simulation – Jean Baudrillard
- The Bottom Billion: The World's Poorest People – Paul Collier
- Superfreakonomics – Steven D Levitt and Stephen J Dubner
- Postmodernism: A very short introduction – Christopher Butler
- This Changes Everything: Capitalism and Climate Change – Naomi Klein

- Liquid Times – Zygmunt Bauman
- No Logo – Naomi Klein
- Runaway World – Anthony Giddens
- Amusing Ourselves to Death: Public Discourse in the Age of Showbusiness – Neil Postman
- Gang Leader for a Day: A Rogue Sociologist Takes to the Street – Sudhir Venkatesh
- The Sociological Imagination – C. Wright Mills
- Distinction: A Social Critique of the Judgement of Taste – Pierre Bordieu
- How to be a Woman – Caitlin Moran
- Madness and Civilisation: A History of Insanity in the Age of Reason – Michel Foucault
- Future Shock – Alvin Toffler
- Policing the Crisis – Stuart Hall



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Step 2	Click on 'Sixth Form' and then on 'How to Enrol'.
Step 3	Complete an application form and submit – you will need your school e mail for this if you attend Dagenham Park School. Be sure to make a note of your application password.

Once we receive your application we will be in touch to arrange an interview.



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