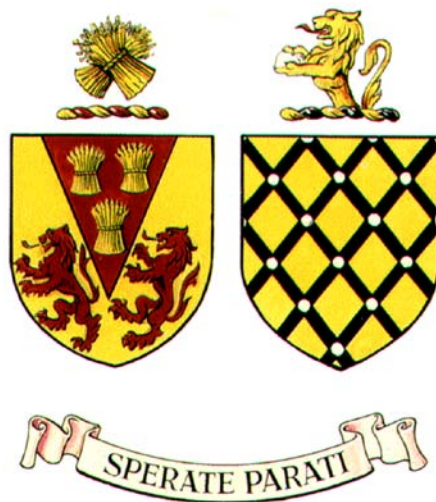


WATFORD GRAMMAR SCHOOL FOR GIRLS



SIXTH FORM
PROSPECTUS
2012

SIXTH FORM PROSPECTUS - 2012

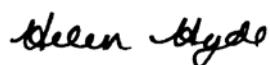
INTRODUCTION

This booklet is intended to help those who wish to stay on at school. Staying on in the Sixth Form means you begin new work in familiar surroundings, whilst at the same time there are greater opportunities to contribute to the school community by, for example, helping with the supervision of younger girls, tutoring Year 7 pupils and organisation of charity functions. There are also opportunities to serve the wider community outside school, for example, by organising a party for the elderly at Christmas. The fullest benefit from life in the Sixth Form is gained by girls who are committed to hard work and to independent study but who, at the same time, are willing to accept greater responsibility and to play a full part in the life of the school.

Your studies must be given top priority during your time in Sixth Form. You will have more responsibility for your own progress than you have had in the past. You will be expected to take the initiative with your work - to read around your chosen subjects, to take part in educational visits, field trips and discussions. Apart from timetabled lessons, which are of course compulsory, you will have several periods for private study, which should be used for background reading and preparation. It is important that you should organise yourself to make the best use of this time from the beginning of the course. In addition, you should be prepared to spend a **minimum of five hours per week** at home on each Advanced Level subject.

Sixth Form students are expected to attend on a full-time basis. **Regular attendance and punctuality** will be expected throughout your Sixth Form career.

We look forward to you joining the Sixth Form and wish you well as you embark on the next stage of your education.



Helen Hyde (Mrs)
Headmistress

THE ADVANCED LEVEL AND ADVANCED SUBSIDIARY LEVEL EXAMINATIONS

Advanced Level courses are divided into two distinct one year courses, referred to as AS and A2.

The AS (Advanced Subsidiary) consisting of 2 or 3 units, comprises the first half of an A level course and will be studied in Year 12 and externally examined in May/June. The second half of the advanced course, consisting of another 2 or 3 units, is known as A2 and will be studied in June/July of Year 12 continuing through Year 13.

$$\boxed{\text{AS Units}} \quad + \quad \boxed{\text{A2 Units}} \quad = \quad \boxed{\text{A Level}}$$

All students study four AS levels in Year 12 and then to continue their studies in three or four of those subjects in Year 13.

Students should consider studying at least one subject in a contrasting discipline. For some University courses, additional breadth is positively beneficial. It is important both from a specific career point of view and from a broader educational perspective that science graduates can communicate and are perhaps fluent in another language and that Arts graduates can think logically and are reasonably numerate. Much of the advice from Universities is to encourage breadth of study, while not, however, making a contrasting subject compulsory.

A level specifications include greater stretch and challenge through more open-ended questions, and more questions that require a synoptic overview of the subject. An A* grade has also been introduced at A level to encourage the best students to demonstrate the upper limits of their ability. The first award for this qualification was in 2010.

In addition to Advanced Level qualifications we also offer additional opportunities to gain further qualifications.

EXTENDED PROJECT QUALIFICATION: LEVEL 3

This is a qualification which may be taken alongside Advanced Levels and is the equivalent of an AS. It requires students to produce a single piece of work of their own choosing which may or may not be linked to their A level subjects. They must show evidence of planning, preparation, research and autonomous working. Important skills such as independent, personalised learning and time management will be developed.

Students may choose to follow this course after AS examinations in June with the final piece being submitted in May of year 13. The girls must therefore be prepared to do a considerable amount of study during their holidays. Each student will have a programme of sessions on research skills, analysing and applying data, presentation skills, evaluation and communication. They will be assigned to and meet regularly with a member of staff who will be their mentor.

The final project product must then be presented to an audience and may be a written report or a written report plus artefact such as a slide presentation, CD, video, etc.

Whilst Universities are unlikely to include an EPQ in their offer, they are very interested in the skills acquired by the student in the process of following and completing this course, as these are the attributes required of a University student.

PRE U EXAMINATION

This is an alternative to Advanced Level and we have chosen to offer this opportunity to the most able Sixth Formers.

This is a qualification for 16-19 year olds designed to prepare students for University. It has been developed by Cambridge International Examinations and is specifically designed to prepare students with the knowledge, skills and deep understanding they need to make a success of their studies at University. It develops independent learning skills.

It is a rigorous academic course over two years. Being a linear course, the result depends on performance in the examinations at the end of the two years. There is no AS and no opportunity for re-sits.

This means the department concerned can teach the subject in the order they choose, and at the pace and depth, freed from the need to prepare students for examinations at the end of year 12.

Top Universities including Oxbridge and the 'Russell' group have welcomed this qualification.

It has been accredited and awarded UCAS points, the top grades (distinctions) carrying more points than the top A level grades.

This year we will be offering the Pre U examination, as well as Advanced level, in English Literature and History.

Any students considering studying a Pre U must consult their subject teacher.

THE OPEN UNIVERSITY YOUNG APPLICANTS IN SCHOOLS SCHEME (YASS)

Year 12 are offered the opportunity to study a module of an Open University course at first year undergraduate level to broaden and enrich their experience in the sixth form. This is publicised in the second half of the Autumn Term, and girls complete the courses alongside their AS and A2 subjects.

It is aimed at girls who have done very well at GCSE who would benefit from being stretched academically. Girls must be well motivated, able to cope with the additional workload, work independently and take responsibility for their own learning.

The experience allows them to develop study skills and independent thinking, and develop confidence and communication skills. In addition it gives them an impressive academic profile and helps to bridge the gap between school and university.

The courses vary in length from 12 weeks to 9 months, and girls typically spend 5-16 hours per week on research and completing assignments. Most girls choose to start their courses in May, completing most of the work after their AS examinations.

Popular courses are Molecules, Medicines and Drugs, Human Genetics and Health Issues, How the Universe Works, Life in the Oceans, and Start Writing Fiction. Full details of the courses can be found on the OU website: www.open.ac.uk/yass

KEY SKILLS IN THE SIXTH FORM

We are committed to the continued development of our students' key skills:

- Communication (written, oral discussion and debate, giving presentations)
- Application of number
- ICT
- Teamwork
- Problem Solving
- Managing your learning to become independent learners

Universities will look for applicants to be proficient in these skills and will continue to develop students' skills through their degree programmes. Many university admissions tutors will look for evidence of students' key skills when considering applications. Details can be found in the entry profiles for particular university courses.

While the academic curriculum does provide opportunities for teamwork and problem-solving, it is likely that students will have more chance to develop these skills in their other activities outside lessons. Supporting the development of independent study skills and time management are a regular part of the Sixth Form teaching and tutorial programme.

We encourage our students to take responsibility for developing their own key skills as an important preparation for employment in the future.

ADVANCED LEVEL RESULTS:

2011

% A*, A & B Grades	-	87.2%
% A*, A Grades	-	62.2%

% A & B Grades

2011	87.2%
2010	86.5%
2009	85.3%

PreU Grades

D1 to D2	52.94%
D1 to D3	88.24%
D1 to M1	94.12%
D1 to M2	100.00%

SIXTH FORM CURRICULUM

Girls in Year 12 will study four subjects and then continue with three or four in Year 13.

Year 12

In addition to their AS subjects, girls will take Physical Education and follow a Personal Education and Guidance programme.

They may also take advantage of many other opportunities to participate in activities such as Young Enterprise, Duke of Edinburgh Award, charity work and tutoring younger pupils.

These activities are becoming increasingly important as they add vital opportunities to develop key skills and will enable the girls to show real evidence of such in any university/employment application.

Year 13

Priority is given to the A level courses. The Personal Education and Guidance programme remains compulsory.

Private study lessons are used for individual study and extended reading. Girls use the library or the Sixth Form Study Centre.

Pastoral Care

Each Sixth Form year is divided into nine tutor groups. Tutors will remain with their groups for two years and will be responsible for their care, guidance and welfare. Each tutor will hold individual interviews and give help and advice throughout the Sixth Form, particularly when deciding on a future career and applying to University/Employment. In addition there are Heads of Year, who are also available to help and guide the girls.

The school is very proud of the very good examination results achieved at Advanced Level. This is due to a commitment by the staff to hard work which we expect to be reciprocated by the students. Working together in partnership a student's full potential is realised. Through challenging and sensitive teaching, tailored to individual needs, academic studies are complemented and supported by the comprehensive provision of advice and guidance, so as to ensure that each student makes an appropriate choice of higher education course and Institution. The school has an excellent record of students gaining university places.

PHYSICAL EDUCATION

Students in the Lower Sixth are timetabled for a double period of Physical Education once a week, which is a compulsory part of their programme of studies. In the Upper Sixth Physical Education is voluntary.

Up to 6 different activities are offered each half term and options are made for a half term block. The choices may include 'off-site' activities such as Squash and Golf, for which payment is required; and 'on-site' activities with specialist coaching such as Fencing and Zumba (some of these activities require payment). There is also a wide variety of school based activities which follow a similar format to the choices offered in Year 11 e.g. Aerobics, Badminton, Fitness Suite, Indoor Games, Rounders, Swimming/Water Aerobics and Trampolining. Swimming can also be offered in school with the possibility of taking part in a scheme which involves teaching swimming to the pupils of a local special needs school (Colnbrook).

There are, in addition to timetabled Physical Education sessions, a great many clubs, practices and activities taking place in the lunch hour and after school. Sixth Formers are encouraged not only to attend appropriate activities for their own participation, but also to help with junior activities. There are practices and clubs for a wide variety of sports in the winter and summer terms including Athletics, Badminton, Basketball, Cricket, Dance, Football, Gymnastics, Hockey, Netball, Rounders, Swimming, Tennis and Trampolining. As well as competing at District to National level in a wide range of these sports there is also the opportunity to take part in displays and performances.

LEVEL 2 AWARD IN COMMUNITY SPORTS LEADERSHIP

This is a nationally recognised award scheme administered by Sports Leaders UK. The scheme may also be offered in the Lower Sixth as a double period per week as part of the programme of activities offered in Physical Education lessons.

The emphasis of the award is the development of leadership skills rather than sporting performance. It aims to increase confidence and the ability to organise and is very useful for girls wishing to go into any form of teaching or a career where general leadership and presentational skills are important.

It involves 10 hours of voluntary community service which is carried out within an organisation such as a primary school, a youth club, a holiday sports scheme, Brownies or Cubs etc. And the opportunity to develop skills in school activities e.g. assisting in coaching a game/sport, running fitness sessions, organising a competition, umpiring matches etc.

Participants have to keep a log book of the service unit, reach a satisfactory standard in the background theory and be assessed in a short practical session (using younger pupils).

Further Information: Miss C Laffoley

PERSONAL EDUCATION AND GUIDANCE

Employers and university admissions tutors look for more than academic qualifications. They also value skills such as communication, team working, problem solving and creative thinking.

Personal education and guidance is a compulsory element of the Sixth Form curriculum for two years and is timetabled for two periods per week.

The aims of the programme are:

- To support students in their learning and help them to develop independent study skills.
- To widen students' educational experience beyond their Advanced level/Pre U courses.
- To encourage the development of wider key skills.
- To provide careers education and guidance
- To prepare for application to university, college, employment or training.

The programme includes lectures by visiting speakers, presentations by staff, activities undertaken in tutorial groups and other small group sessions. A small part of the programme offers students a choice of optional modules.

Topics and activities in the programme include:

- Study skills
- How to get the most out of revision and how best to prepare for examinations.
- Thinking skills
- Interform sports and quiz competitions
- Projects for the community
- Topical subjects
- Morals and ethics
- Magistrates and the law
- Preparing to learn to drive
- Student finance and budgeting
- Personal safety
- Alcohol and drug awareness
- Women's health
- Careers and higher education guidance - see below
- *In the Future* module

Throughout the Sixth Form students are encouraged to take increasing responsibility for their own personalised learning and developing their own skills.

Sixth Form students participate in active tutorial work with their form tutor on a regular basis. This is designed to help students to evaluate their progress and set targets to improve their learning and performance and enable them to gain as much as possible from the school community and from their time in the Sixth Form.

CAREERS AND HIGHER EDUCATION GUIDANCE

The Sixth Form is the time when students must make serious decisions about their choice of Higher Education courses and future careers. Guidance is given concerning the different options and courses available and what to consider when making their choices.

There are opportunities for careers interviews and students may organise their own volunteer experience placements during the Sixth Form, in consultation with the Sixth Form team.

All Lower Sixth students undertake a programme of Higher Education Related Learning, a series of presentations, talks and activities which is designed to encourage students to research widely and make reasoned decisions about Higher Education courses and careers. Students are prepared for making applications to University, Art College, Music Conservatoire and for gap year placements and employment. They receive guidance on writing a CV, completing an application form, writing an effective personal statement for the UCAS form and preparing for interviews. The programme culminates in an afternoon of practice interviews given by visiting interviewers from various professions, colleges, businesses and other organisations.

Several universities or courses now require applicants to sit admissions tests and students who are considering these will receive some general guidance. Examples of current admissions tests are National Admissions Test for Law (LNAT), Biomedical Admissions Test (BMAT), UK Clinical Aptitude Test (UKCAT), several subject-specific aptitude tests for Oxford University, Thinking Skills assessment (TSA). Some Cambridge colleges set tests at interview for which candidates receive appropriate instructions in advance.

All students will receive appropriate guidance to assist their preparation for such tests. Students are also prepared for applications to Cambridge and Oxford Universities.

Each year a number of students choose to apply for Art Foundation courses and the staff of the Art Department plays an active part in helping these students to complete application forms and assemble portfolios.

16 - 19 BURSARY FUND

Some financial support is available for students who meet clearly defined criteria. The details for both Guaranteed and Discretionary Bursaries can be viewed on our website.

ADDITIONAL OPPORTUNITIES

Many subjects arrange for students to attend lectures, visits, study days outside school.

Every year Lower Sixth students help run a large number of thriving clubs for junior girls. These include: Catch Up Club, Junior Classics Club, Drama Clubs, Food Club, Geography Club, Graphics Club, History Club, Mathematics Club, Reading Club, Science Club, Bug Club, Languages Club, Religious Studies Club, Textiles Club and Sports Clubs.

Lower Sixth Form girls also help to tutor younger girls in many subjects. Upper Sixth students plan, organise and deliver master classes for younger students at Key Stage 3.

The Sixth Form also has its own active and stimulating societies including Biology Society, Chemistry Club, Christian Union, Debating Society, Government and Politics Society (GAPS), Modern Languages Film Club, Geography/World Development Book Club.

Sixth Form students are encouraged to attend appropriate specialist courses. In the past these have included one day courses in medicine, law and philosophy, Headstart (residential) science and engineering courses and Eton College Universities Summer School. Various opportunities are available in languages including work experience in France and Germany

Girls take part in national and regional competitions, for example, Biology, Chemistry and Physics Olympiads, Practical Physics Olympiad, Maths Challenges, Hans Woyda Mathematics Quiz, Bank of England Target 2.0 Interest Rate Challenge, Taylor Woodrow Art, Tower Poetry and a variety of essay competitions.

There are also opportunities for students to participate in the Young Enterprise Scheme and to take part in Science-based projects for a CREST (Creativity in Engineering, Science and Technology) Award. Lower Sixth students undertake an engineering project over six months with the Engineering Education Scheme.

Many Sixth Form girls take part in the Duke of Edinburgh Award Scheme which is a popular extended curricular activity in this school. Every two years there is a World Challenge expedition during the summer holidays.

There are also extended curriculum activities in Music: Senior Choir, First Orchestra, the Joint Schools Orchestra, Big Band, Symphonic Band, various Chamber Ensembles and the opportunity to take part in music and drama productions with the Boys' School.

Sport, team practices/clubs and the Community Sports Leader Award are run for the Sixth form.

In addition, the whole Sixth Form organise major charity events through the year, e.g. a Christmas Party for Old People, non-uniform day, Harvest Festival, School's Birthday. Smaller groups take an active part in the organisation of the annual multi-cultural Fusion event.

ENTRY INTO THE SIXTH FORM

The Sixth Form is an academic Sixth Form offering a wide range of AS/A level and Pre-U subjects. The school does NOT offer vocational qualifications or GCSE retakes. Students wishing to join the Sixth Form must meet the entry requirements as set out on the application form **i.e. 6 full GCSEs at Grade B or above - all taken in the Summer 2012 - and meet the entry requirements in the subjects to be studied.**

EXAMINATIONS IN THE SIXTH FORM

All Lower Sixth students will take AS external examinations at the end of the first year in the Sixth Form. These will consist of written papers and in most cases some coursework. The results are published in August. They are 'stand alone' qualifications and are worth half an A level in terms of UCAS points.

It is expected that in order to proceed to A2 in a subject, a girl must achieve at least a grade D at AS.

The A2 is externally examined at the end of the Upper Sixth year. This is not a 'stand-alone' qualification. The AS must be taken prior to the A2. The AS and A2 then give an A level qualification.

Retake examinations are only taken at the end of the A2 year. It is school policy that no retakes are taken in January. (The exception is Further Mathematics for which special arrangements are in place for extra modules to be examined in January).

Students following a Pre U course sit all the external examinations at the end of Year 13.

For all courses, School examinations/tests will be set at appropriate times throughout the courses.

SIXTH FORM CONTRACT

Girls are expected to sign a contract with school. In this agreement each girl makes a commitment to attend and participate in registrations and all timetabled lessons, to work to the best of her ability, to be fully prepared for all lessons and meet all deadlines, to meet the standards, expectations and approach to study that are required for a Sixth Form student at WGGSS.

All members of the school are required to abide by the School rules. Attendance at all lessons is essential, this includes non-examination subjects such as Personal Education and Guidance and Physical Education. Study periods are also obligatory and unauthorised absence from school during these times will be treated the same as missing a lesson.

Girls should be spending a minimum of 5 hours a week on independent study on each subject. This should rise to 6 hours per week in Upper Sixth.

It is only by taking full advantage of all the teaching and learning opportunities available, that a student will reach her full potential. The school regards this matter as so important **that attendance of less than 90% is considered unsatisfactory and in such circumstances parents will be informed.**

Persistent unsatisfactory attendance is taken extremely seriously and the student's future in the school will be discussed.

LOWER SIXTH OPTIONS: 2012 - 2013

Although experience shows that most of the courses below will operate, the schools cannot guarantee to run a course for which there is insufficient demand nor to be able to satisfy all first choices.

In particular we anticipate that courses shared with Watford Grammar School for Boys will be popular and numbers will be strictly limited.

There are **four** categories:

1. Subjects which will be offered at **Watford Grammar School for Girls only**.

Art: Fine Art	German
Art: History of Art	Government & Politics
Art: Photography	History
Art: Textiles	History: Pre U
Biology	Mathematics: Further Mathematics
Business Studies	Mathematics: Statistics
Chemistry	Mathematics: Mechanics
Classical Civilisation	Music
Drama & Theatre Studies	Physics
Economics	Psychology
English Literature	Religious Studies
English Literature - Pre U	Sport & Physical Education
French	World Development
Geography	

2. Subjects taught at **Watford Grammar School for Boys and open to Girls**.

Information Communication Technology	Computing
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3. Subjects taught at **Watford Grammar School for Girls and open to Boys**

Home Economics: Food	Sociology
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4. Subjects shared between both schools:

Latin	Spanish
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When completing the Application Form you should make four choices and give two reserve choices.

The Sixth Form courses present an opportunity to study a balanced range of subjects, and you should seek to secure breadth and balance in your choices.

Oversubscribed Courses

We anticipate that in the event of a course being under subscribed or oversubscribed all students concerned will be asked to reconsider their choices. Subject combinations, GCSE results (particularly those relevant to the course concerned) and future career plans will be taken into consideration.

The final decision on places to be offered will be taken by the Deputy Headteacher together with the Head of the Department concerned.

SUBJECT GRADES REQUIRED

SUBJECT	REQUIREMENT
ART: FINE ART	GCSE Grade B in Art 1 or 2, is required. In exceptional circumstances a portfolio of work which shows an equivalent level of ability will be accepted
ART: HISTORY OF ART	GCSE Grade A in either English Literature, English Language, History, Religious Studies or Classical Civilisation. You should have strong written skills and have a keen interest in Art although no practical skill is required.
ART: PHOTOGRAPHY	You will need a minimum of a Grade B at either GCSE Art - Photography - Art - Graphic Design or Art - Fine Art
ART: TEXTILES	Students must have a Grade B or above in Art or Textiles
BIOLOGY	<ul style="list-style-type: none"> • At least Grade B or above in Science and Additional Science or Grade B or above in Biology and Chemistry. However, we strongly recommend Grade A, especially for those seriously considering a career requiring science such as medicine, veterinary science, physiotherapy, psychology, natural sciences, chemistry, engineering etc. • A high level of competence in literacy and numeracy is necessary. Therefore, at least a Grade B in English Language and a Grade B in Mathematics is required.
BUSINESS	The nature of this subject requires literacy and numeracy to a good standard and, therefore, students must have GCSE Grade B in both Mathematics and English Language. A willingness to read newspapers and an interest in current affairs are essential, including television programmes such as "Dragons' Den"
CHEMISTRY	<ul style="list-style-type: none"> • At least Grade B or above in Science and Additional Science or Grade B or above in Chemistry. However, we strongly recommend Grade A, especially for those seriously considering a career requiring science such as medicine, veterinary science, physiotherapy, psychology, natural sciences, chemistry, engineering etc. • A high level of competence in literacy and numeracy is necessary. Therefore, at least a Grade B in English Language and a Grade B in Mathematics is required.
CLASSICAL CIVILISATION	As the course is largely essay based, students are required to have obtained a B Grade in English Language. No prior qualification in Classical Civilisation is necessary, but students who have taken the subject at GCSE must achieve at least a Grade B. Where Classical Civilisation has not been taken, a Grade B or above in another writing subject is required i.e. History or Geography or Religious Studies.
COMPUTING	Grade A at Mathematics for AS Computing Grade D or above at AS for the A2 course.
DRAMA & THEATRE STUDIES	The main essentials for the course are a genuine love of theatre and the desire to learn about the mechanics of how it works. Students must also have a willingness to commit to rehearsals and theatre trips outside the timetable. After school rehearsals are regarded as homework. Applicants must also gain GCSE Grade B or above in English Language.

ECONOMICS	Students taking Economics do need a good standard of both numeracy and literacy. A Grade B at GCSE in both Mathematics and English Language is required. Students are expected to make class presentations using IT and some assignments will need to be word processed.
ENGLISH LITERATURE	<ul style="list-style-type: none"> At least a GCSE Grade A in English or English Literature and at least a Grade B in the other English paper are required. We strongly recommend two A Grades.
ENGLISH LITERATURE - PRE U	<ul style="list-style-type: none"> At least a Grade A in both English and English Literature at GCSE A high level of technical and creative ability in your writing ie fluency and flair as well as accurate spelling, punctuation and grammar.
GEOGRAPHY	<p>This course requires competence in English, including writing essays. Therefore, Grade B or above in English Language is required.</p> <p>In addition: Where GCSE Geography has been studied, a Grade B or above is required. Where GCSE Geography has not been studied, a Grade B or above is required in another Humanity subject (i.e. Classical Civilisation, History, Religious Studies) and Grade BB in Science and Additional Science or equivalent in separate sciences.</p>
GOVERNMENT & POLITICS	<p>Students do not need to have studied History at GCSE in order to take an AS or A2 level course in Government and Politics.</p> <p>Students require a Grade B or above in English Language at GCSE, together with a Grade B in a humanity subject (e.g. Classical Civilisation, Geography, History or Religious Studies)</p>
HISTORY	You do not need to have studied History at GCSE in order to take an AS or A2 level course in the subject. A Grade B or above in English Language is required. Where GCSE History has been taken a Grade B or above is required. Where GCSE History has not been taken a Grade B or above in another humanity subject, i.e. Classical Civilisation, Geography or Religious Studies, is required.
HISTORY PRE U	Grade A in GCSE History, Grade B in GCSE History may be considered in cases of individual merit.
HOME ECONOMICS	Candidates who wish to pursue AS level should have Grade BB in Science and Additional Science OR a minimum of two Grade B in Separate Science.
INFORMATION & COMMUNICATION TECHNOLOGY	GCSE Grade B in Mathematics at Higher Level or GCSE Grade B in ICT.
LATIN	Students must have completed GCSE Latin and obtained at least a B Grade. A Grade B in English Language is also necessary.
MATHEMATICS	GCSE Grade A in Mathematics
FURTHER MATHEMATICS	GCSE Grade A* in Mathematics
MODERN LANGUAGES	<ul style="list-style-type: none"> GCSE Grade A in French/German/Spanish Commitment to the subject.

MUSIC	A minimum of Grade 5 of the Associated Board examinations with the ability to pass Grade 6, 7 or 8. Grade A and above at GCSE is the minimum requirement but students without a GCSE in Music will be considered subject to an interview with the Director of Music.
PHYSICS	<ul style="list-style-type: none"> • At least a Grade B or above in Science and Additional Science or Grade B or above in Physics. • However, we strongly recommend Grade A, especially for those seriously considering a science based career in any of the natural sciences or Medicine, Veterinary science, Physiotherapy, Engineering etc. • A high level of competence in literacy and numeracy is necessary. Therefore at least a Grade B in English Language and a Grade B in Mathematics is required. We strongly recommend at least Grade A in Mathematics
PSYCHOLOGY	Grade B in both GCSE Mathematics and GCSE English Language and two Grade Bs in Science
RELIGIOUS STUDIES	<p>Competence in English Language is essential. Therefore, a Grade B in English Language is required.</p> <p>In addition:</p> <p>Where GCSE RS has been taken, a Grade B or above is required. Where GCSE RS has not been taken, a Grade B or above in another humanities subject is required: i.e. Classical Civilisation, History or Geography.</p>
SOCIOLOGY	Students wishing to take this subject will need at least a GCSE Grade B in English Language and also a Grade B in a humanities subject such as History, Classical Civilisation, Geography or Religious Studies.
SPORT & PHYSICAL EDUCATION	<p>Where GCSE Physical Education has been studied, a Grade B or above is required.</p> <p>Where GCSE Physical Education has not been studied, Grades BB or above in Science & Additional Science or Grade B in Biology.</p>
WORLD DEVELOPMENT	GCSE Grade B in any humanities subject (Geography, History, Classical Civilisation or Religious Studies) and GCSE Grade B in English Language.

This course is intended to form part of an educational continuum in Art & Design from GCSE.

It will meet the needs of the following groups of students:

- I. Those who will undertake further studies in Art & Design
- II. Those who will study subjects or take up careers for which an Art & Design background is relevant.
- III. Those who wish to give breadth to the range of subjects chosen in the Lower Sixth.

The course is devised to provide a programme of practical and theoretical study which aims to give students a broad understanding of Art & Design. This allows students to work in many different areas such as drawing, painting, collage, assemblage, printmaking, photography, sculpture, installation and electronic media.

The Four Course Units are:

YEAR 12 - AS LEVEL

Unit 1 - Practical Coursework

You will be required to work from a given starting theme towards one or more well-considered conclusions.

Unit 2 - Externally Set Assignment

This will consist of a question paper providing you with single topic as a stimulus for creative work which starts in February and concludes in a two day practical examination. .

YEAR 13 - A2 LEVEL

Unit 3 - Contextual Study & Coursework (Practical work)

The contextual study requires you to link your own practical work with the broader study of the world of art, craft and design. It could, for example, be a written and illustrated thesis, a substantial display, tape or slide presentation, a video or a combination of these. Alongside the study experimental and 3 dimensional units of work are developed, implemented by a sculptural workshop with a professional artist.

Unit 4 - Externally Set Assignment

This consists of an externally set practical paper. Students have 10 weeks to explore personal ideas and they have a two day practical examination to conclude their personal projects.

Working Practices

While no particular method of working is prescribed, those adopted by students must fulfil the four principal assessment objectives of the course which are:

- Recording observations, experiences and ideas in visual and other forms appropriate to intentions.
- Analysing and evaluating critically images and other sources, showing an understanding of purposes, meanings and contexts.
- The development of ideas through sustained investigations and exploration.
- The presentation of a personal, coherent and informed response, realising intentions, and articulating and explaining connections with the work of them.

Teaching Methods

All students on the course are taught by two teachers, both of whom contribute to the teaching of the four units which make up the course. For the first half of the first term students follow an induction course easing the transition from GCSE and enabling students to build a solid foundation for future progress. During the spring term of the first year all students take the externally set assignment which is informally marked and then externally moderated in the summer.

Those students taking the AS examination only, are required to submit units 1 and 2 at the end of the summer term of the Lower Sixth in the form of an Art Exhibition. Those students taking A2 are only required to submit Unit 2 at the end of the AS year in the form of an exhibition.

During the A2 year 4 hours of lesson time and 6 hours of homework are a requirement for the A Level course. At the end of the summer term each A2 student mounts an exhibition comprising of work done for units 1, 2 and 4. This is marked internally and moderated externally.

All projects are planned to give students the opportunity for both learning and experimentation. After an initial brief has been set, appropriate tuition is given and students are then encouraged to work individually. Outcomes can be in any medium in two or three dimensions.

Regular assessment of students' work is integral to the teaching methods employed by the Department so as to ensure that the unique creative potential of each student is being developed to the utmost.

Students are strongly encouraged to attend life drawing classes after school at an extra cost of £50 per term. This is especially important for those wishing to go on to Art courses at University.

Entry Requirements

GCSE Grade B in Art 1 or 2, is required. In exceptional circumstances a portfolio of work which shows an equivalent level of ability will be accepted.

Head of Department: Miss G Wheeler

Further Information: Mrs K Morgan, Miss H Jacobsen, Miss G Wheeler



Widen your general knowledge with a subject that will enrich the rest of your life.

AS Outline

At AS, candidates will work within an established framework to develop a strong foundation knowledge of History of Art. The specification concentrates on developing the ability to analyse and interpret a variety of works of architecture, painting and sculpture, alongside an understanding of some of the major themes.

The AS specification has 2 units:

Unit 1: This involves analysing and interpreting works of painting, sculpture and architecture. There is a 1 hour written exam paper with 3 photos and 3 compulsory questions. (40% of the marks for AS, 20% of A2)

Unit 2: Provides candidates with an appreciation of some significant art historical themes from classical Greece to the art of the twentieth century. There will be a written exam of 1½ hours. Candidates will answer 3 out of 6 questions. (60% of the marks for AS, 30% of A2)

The A2 specification has 2 units:

Unit 3: This unit requires the study of the following topic:

Art and Architecture in nineteenth-century Europe.

There is a written paper of 1½ hours. (25% of total A level marks)

Unit 4: Requires the study of the following topic:

Art and Architecture in Europe and the United States of America 1900 to 1945.

(25% of total A level marks). There is a written paper of 1½ hours.

No practical art work is involved at AS or A2**There is no coursework for AS or A2****Who should take History of Art?**

You should be the sort of student who enjoys group work and presentations and is prepared to do research assimilating factual information for an examination. We offer trips to the London galleries, and Paris and Italy, these are extra costs.

This qualification is regarded by universities and colleges as an academic A level.

Past students have gone on to the Courtauld Institute of Art.

Entry Requirements:

GCSE Grade A in either English Literature, English Language, History, Religious Studies or Classical Civilisation.

You should have strong written skills and have a keen interest in Art although no practical skill is required.

Head of Department:

Miss G Wheeler

Further Information:

Mrs K Morgan and Miss H Jacobsen

This subject will be offered at both AS and A2. Pupils opting for A level Photography must have a digital camera to enable photo shoots to be conducted outside of school. There is also a degree of expense to consider with buying printer credits and presenting final large scale prints.

AS Level

There are 2 units. Unit 1 is worth 60% and Unit 2 is worth 40%

Unit 1 - Practical Coursework

1. The broad theme will be "Narrative". This will include fictional narratives and realistic, documentary narratives, including portraiture.
You will be required to explore this topic in a more sophisticated, conceptual way than at GCSE.
2. Within this theme you will explore different techniques to a higher standard including darkroom work and digital manipulation.
3. You will also study the work of a number of photographers in depth.
4. You are required to submit "suites" of work rather than one-off display pieces, so the broad theme will be made up of a number of connected mini-assignments.
5. You must submit a substantial workbook which includes your research, experimental work and studies of photographers and artists, to support your final display pieces.

The coursework will be done in the Autumn Term and the Spring Term.

Unit 2 - Externally Set Assignment

This is a timed test of 8 hours which is taken in May. You also have to submit a workbook of research and supporting studies. You will start the research during the Spring Term.

The examination board sets a theme each year which you are expected to explore in a focussed way. Themes set by Edexcel in the last few years have included "Boundaries", "Viewpoints" and "Habitation". The themes are open to wide interpretation to give you as much scope as possible to produce an individual, creative response.

For assessment, you display your course work and timed test with supporting studies in school, and it is examined by a visiting moderator.

A2 Level

For A2 level, there are 2 more units, which are added to the 2 AS Units for the final assessment. The marks you achieve at AS level are carried forward and make up half the marks for A2 level.

Unit 3 - Contextual Study and Coursework (Practical work)

The Contextual Study requires you to link your own practical work with the broader study of Photography, Design and Art. It includes an in-depth study of the work of a photographer or of an aspect from the history of photography and art. There has to be a clear connection between your own practical work and that of the photographers and artists that you study.

Unit 4 - Externally Set Assignment

The timed test lasts 12 hours. You are given a broad theme similar to the assignments set for AS level.

A2 Assessment

Unit 1 = 30%, Unit 2 = 20%, Unit 3 = 30%, Unit 4 = 20%

Working Practices

While no particular method of working is prescribed, those adopted by students must fulfil the four principal assessment objectives of the course which are:-

1. Recording your observations, experiences and ideas in visual forms appropriate to your intentions.
2. Analysing and critically evaluating photographs, art work and images, and also analysing texts by and about photographers and artists. You must show that you understand the purpose and meaning of such images and texts, and have an understanding of their historical and other contexts.
3. Developing your ideas through sustained investigation, experimentation and exploration of the set themes.
4. Presenting a personal, coherent and informed response to the set themes, from initial ideas in a workbook through to finished display pieces.

Entry Requirements

You will need a minimum of a grade B at either GCSE Art - Photography, Art - Graphic Design or Art - Fine Art.

Head of Department: Miss G Wheeler

Further Information: Miss G Wheeler, Miss A Keeney



This modular course allows progression from all GCSE Art subjects and GCSE Textiles, Design & Technology. The pupils who progress to study AS/A2 Textiles will have the opportunity to develop and learn new skills combining Textiles and Fine Art. Students opting to study Art Textiles have to invest in a specialist Textiles Kit to support their practical work. The deposit cheque is returned at the end of the course.

The aims of the course are to:

- Encourage the pupils to record and develop ideas in a work journal using a selection of wet and dry media.
- Develop a knowledge and understanding of appropriate and necessary manipulative skills for development in colour, materials and construction.
- Demonstrate a knowledge and understanding of contextual reference through research into the work of others extracting useful information about their working methods.
- Create, select and manipulate textiles across a variety of practices, embracing both traditional and contemporary technologies.
- Use one or a combination of the textile disciplines, constructed, dyed and printed textiles to produce a final outcome/s.

Some of the techniques and processes that will be available to the pupils are:

- *Screen-printing* - Printing that involves using a selection of mesh screens and squeegee's with a range of stencils and printing inks that result in beautiful fabric prints.
- *Mono printing* - Using large sheets of plastic glass or tiles with Lino printing inks to create delicate, simple prints onto different papers or fabrics.
- *Lino printing* - Using Lino and a selection of specialist cutting tools to create bold prints in a selection of colours.
- *Batik* - Resist technique using hot wax, specialist drawing tools and fabric.
- *Appliqué* - A fabric collage using stitching and decoration.
- *Weaving* - Using a selection of fabrics, threads and wool's to create experimental woven pieces.
- *Rug making* - Using rags and materials to create an image or a decorative design within a rug.
- *Felt making* - Using sheep's wool, dyes and a traditional process to create a simple yet bold piece.
- *Sewing* - Using a machine and hand stitching to create simple or unusual garments from the textiles the pupil has created.
- *Quilting* - Combining fabric and machine embroidery to form a three dimensional outcome.

Many other crafts such as silk painting, paper making and fabric embellishment can also be explored. The course is supported by our Artist in Residence, Sian Fenwick, who introduces current and exciting techniques from the commercial art world.

Assessment Pattern:

Advanced Subsidiary (AS)

Unit 1 - Coursework

Unit 2 - Externally set assignment

- Unit 1 is internally set and externally moderated. It will count for 60% of the AS or 30% of the A2.
- Unit 2 is the culmination of the AS course. It is an externally set paper that concludes in an eight hour examination of un-aided work. It is internally marked and externally moderated.
- The examination counts for 40% of the AS or 20% of the A2.

At the end of Year 12 the students will gain an AS qualification, unless they choose to continue with A2 level. In this case, the pupil has the option to submit Units 1 and 2 and accept their AS grade before progressing onto Units 3 and 4

OR

they can submit Unit 2 only with a view to developing Unit 1 alongside Units 3 and 4 in order to achieve an improved grade at the end of the A2 course.

Advanced Level (A2)

The students are required to submit 2 further units of work.

Unit 3 - Coursework

Unit 4 - Externally set assignment

- Unit 3 is internally set and externally moderated. It will consist of a collection of coursework that includes practical work alongside a personal study of creative writing. It will count for 30% of the A2.
- Unit 4 is the culmination of the A2 course. It is an externally set paper that concludes in a twelve hour examination of un-aided work. It is internally marked and externally moderated.
- The examination counts for 20% of the A2.

Because of the considerable coursework component, it is essential that the students are self disciplined and motivated to work independently and consistently.

Entry Requirements

Students must have a grade B or above in Art or Textiles.

Head of Department

Further Information:

Miss G Wheeler

Mrs C Rock, Miss A Naalchigar



Biology AS/A2 provides a suitable foundation for the study of Biology or a related area through a range of higher education courses; or direct entry into employment. In addition, Biology provides a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in this subject.

The AS and A level specifications in Biology aim to encourage students to:

- a) develop their interest in, and enthusiasm for the subject, including an interest in further study and careers in the subject.
- b) appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.
- c) develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of How Science Works.
- d) develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

Biology provides a wide breadth of knowledge which touches on many varied aspects of a range of topics. These range from the internal workings of organisms in physiology and the interdependence of living things in ecology, to social issues including human influence on the environment and the ethical considerations of genetics. The study of biology therefore encourages an appreciation of these issues and their implications as well as providing an insight into the living world.

An understanding of scientific method as the means by which the body of scientific knowledge is increased and an enquiring and critical approach is to be fostered, including an awareness that different perceptions, predictions and interpretations may be applied according to context. The practical work serves to illustrate and to promote an investigatory approach.

The specification provides a framework and includes specific content through which individual courses may address spiritual, moral, ethical, social and cultural issues. Specific relevant subject content includes:

- Human genome project, gene therapy, genetic engineering, genetic fingerprinting.
- Eutrophication, greenhouse effect, global warming.
- Agricultural exploitation, pest control.
- Incidence of disease, disease control.
- Vaccination programmes, antibiotic overuse.
- Evolution and natural selection, loss of biodiversity.
- Cloning.
- Effects of drugs.

AS (3 units)

Biology 1 - 20% 1 hour 30 min Written Paper 70 marks (120UM)
Unit title Basic Biochemistry and cell organization Outline of paper structure - Short and longer structured questions, choice of 1 from 2 essays.
Biology 2 - 20% 1 hour 30 min Written Paper 70 marks (120UM)
Unit title Biodiversity and physiology of Body Systems Outline of paper structure - Short and longer structured questions, choice of 1 from 2 essays.
Biology 3 - 10% Internal assessment 44 marks (60UM)
AS Unit AS Practical assessment Experimental work set in centre, completed by candidates over 3 month period. Marked by board plus low power plan microscope drawing.

A LEVEL (the above plus a further 3 units)

Biology 4 - 20% 1 hour 45 min Written Paper 80 marks (120UM)
Unit title Metabolism, Microbiology and Homeostasis Outline of paper structure - Short and longer structured questions, choice of 1 from 2 essays Small % synoptic marks
Biology 5 - 20% 1 hour 45 min Written Paper 80 marks (120UM)
Unit title Environment, Genetics and Evolution Outline of paper structure - Short and longer structured questions, choice of 1 from 2 essays. Small % synoptic marks.
Biology 6 - 10% Internal assessment 50 marks (60UM)
A Level Unit - AL Practical assessment. Experimental work set in centre, completed by candidates over 3 month period. Marked by board plus one microscope drawing and calibration. Assessment units B

Entry Requirements.

- At least Grade B or above in Science and Additional Science or Grade B or above in Biology and Chemistry. However, we strongly recommend Grade A, especially for those seriously considering a career requiring science such as medicine, veterinary science, physiotherapy, psychology, natural sciences, chemistry, engineering etc.
- A high level of competence in literacy and numeracy is necessary. Therefore, at least a Grade B in English Language and a Grade B in Mathematics is required.
- A genuine desire to know and understand science principles and concepts, to research, carry out practical investigations and consider How Science Works.

Head of Department: Mrs S Durward-Akhurst

Please visit www.wjec.co.uk for further details and specification content.

Aims

- To develop a critical understanding of all types of organisations, the markets they serve and the process of adding value.
- To understand the specific issues involved with starting up an enterprise and investigate the techniques employed to improve business efficiency.
- To be aware of the strategies adopted by businesses to achieve success within their environment.
- To understand the changing nature of business and to examine methods used to manage such change effectively.
- To encourage the development of a range of skills, including decision-making, problem solving and information management.
- To bring to students an understanding of the wider world and to introduce them to concepts and issues which may be of interest and value to them in their future lives.
- To give students an understanding of how businesses are coping with the challenges facing them in the global economy.

Subject Content:**AS Level****Unit 1: Planning & Financing a Business**

Starting a Business - the challenges of a new enterprise.

Financial Planning - essential financial concepts needed by businesses including an understanding of costs, revenues, profits, breakeven and cash flow forecasting.

Unit 2: Managing a Business

Finance - preparing budgets, improving cash flow and profits.

People in Business - organisational structures, recruitment, training and motivation.

Operations Management - operational decisions, quality, customer service, suppliers and technology.

Marketing and competition - designing an effective marketing mix, market conditions and competitiveness.

A2 Level**Unit 3: Strategies for Success**

Functional Objectives and Strategies

Financial Strategies and Accounts - investment and financial decisions and measuring performance.

Operations strategies - improving efficiency of operations, location and innovation.

Human resource Strategies - work force planning, adapting organisational structures and employee relations.

Unit 4: The Business Environment and Managing Change

Corporate Aims and Objectives

Assessing changes in the business environment - effects of change on the economic, political, social, ethical and technological environment.

Managing Change - planning for change, leadership, corporate culture and decision-making.

Key Skills Covered

Communication, Application of Number, Information Communication Technology, Working with Others, Improving one's own learning and performance, Problem Solving, Investigation and Critical Understanding.

In addition studying business contributes to the Spiritual, Ethical, Social and Cultural development as well as developing knowledge of the wider world.

There may be an opportunity for some girls to take an additional **AS level in Accounting** in the second year of their A level Business course.

Assessment

AS Level

Unit 1: 40% of AS / 20% of A Level

Paper 1 hr 15 mins

Unit 2: 60% of AS / 30% of A Level

Paper 1 hr 30 mins

A Level

Unit 3: 25% of A Level

Paper 1 hr 45 mins

Unit 4: 25% of A Level

Paper 1 hr 45 mins

The AS level course focuses on the decision making of small businesses while the A2 course is concerned with larger businesses' corporate strategy.

Entry Requirements

The nature of this subject requires literacy and numeracy to a good standard and, therefore, students must have GCSE Grade B in both Mathematics and English Language. A willingness to read newspapers and an interest in current affairs are essential including television programmes such as "Dragons' Den".

The study of business blends well with most sixth form subjects and is useful in all careers. It is particularly suitable for students considering careers in business management, finance, marketing, IT or law. In the future knowledge based economy, many young women may become senior managers within corporations or may be running their own enterprise. The study of business in the Sixth Form will prepare students well for the world of work.

Head of Department: Mr R Nutter

The Edexcel Chemistry course is designed to be a motivating, contemporary course. Practical activities are embedded within each unit, reflecting the nature of chemistry. Applications of chemistry that are in the media and everyday life are emphasised. The course begins with an introductory section in which essential chemical ideas from the GCSE Science course are reinforced, helping students to adapt to the demands of the subject at Advanced level. The course is divided into topics, which are grouped into units.

Outline of Course

AS Level:-

Unit 1: The Core Principles of Chemistry

- Formulae, equations and amounts of substance
- Energetics
- Atomic structure and the Periodic Table
- Bonding
- Introductory organic chemistry

Unit 2: Application of Core Principles of Chemistry

- Shapes of molecules and ions
- Intermediate bonding and bond polarity
- Intermolecular forces
- Redox
- The periodic table – groups 2 and 7
- Kinetics
- Chemical equilibria
- Organic chemistry
- Mechanisms
- Mass spectra and IR
- Green chemistry

Unit 3: Chemistry Laboratory Skills

Practical Assessment

A Level:-

Unit 4: Rates, Equilibria and Further Organic Chemistry

- How fast? – rates
- How far? – entropy
- Equilibria
- Application of rates and equilibrium
- Acid / base equilibria
- Further organic chemistry
- Spectroscopy and chromatography

Unit 5: Transition Metals and Organic Nitrogen Chemistry

- Redox and the chemistry of the transition metals
- Organic chemistry – arenes, nitrogen compounds and synthesis

Unit 6: Chemistry Laboratory Skills

Practical Assessment

Assessment Framework

Unit Type		Duration	Weighting	
AS			AS	A-level
1	External exam	1 hr 30 min	40	20
2	External exam	1 hr 30 min	40	20
3	Internal practical assessment		20	10
A2				
4	External exam	1 hr 40 min		20
5	External exam	1 hr 40 min		20
6	Internal practical assessment			10

Girls are required to wear their own laboratory overall for all practical sessions. These can be purchased through school uniform suppliers.

The course is demanding and success at Advanced Level requires genuine interest, commitment, consistent effort and the motivation to make productive use of private study time for reading and consolidating work covered in lessons. The course is however satisfying and fun.

If you have any questions about your suitability for the course please ask your Chemistry teacher.

Entry Requirements.

- At least Grade B or above in Core and Additional science or Grade B or above in Chemistry. However, we strongly recommend Grade A, especially for those seriously considering a career requiring science such as medicine, veterinary science, physiotherapy, psychology, natural sciences, chemistry, engineering etc.
- A high level of competence in literacy and numeracy is necessary. Therefore, at least a Grade B in English and a Grade B in Mathematics is required.
- A genuine desire to know and understand science principles and concepts, to research, carry out practical investigations and consider How Science Works.

Head of Department: Mrs Z Watson and Mr N Kirwan

This course offers students the opportunity to study elements of the literature and society of the Classical World and to a lesser extent the history, philosophy, politics and religion of that period.

AS level – Two topics will be studied:

- 1 Homer's Odyssey and Society (Homer)
- 2 Roman Society and Thought (Horace, Juvenal, Petronius and Pliny)
OR
Greek Tragedy in its Context (Aeschylus and Euripides)

A2 level – Two topics will be studied:

- 1 Comic Drama in the Ancient World (Aristophanes, Menander and Plautus)
- 2 Virgil and the World of the Hero (Virgil and Homer)

AS – Two Examinations

Each topic paper has two sections.

Commentary question

Candidates are required to answer one commentary question selected from a choice of two. Candidates answer the three sub-questions set.

Essay

Candidates are required to answer one essay question from a choice of three. Bullet point guidance is provided for the candidate for each essay.

A2 level – Two Examinations

Each topic paper has two sections.

Commentary question

Candidates are required to answer one commentary question selected from a choice of two. Candidates answer the three sub-questions set.

Essay

Candidates are required to answer one essay question from a choice of two.

Special Features

We attend Sixth Form lectures and theatres within travelling distance.

Entry Requirements

As this course involves writing essays and answering context questions, competence in English Language is required, i.e. GCSE grade B or above in English Language.

Where GCSE Classical Civilisation has been taken, a grade B or above is required.

Where GCSE Classical Civilisation has not been taken, a grade B or above in another writing subject is required, i.e. History or Geography or Religious Studies.

Teachers: Mr F Wynne and Ms Y Bateson

Computer Science has been a fundamental building block of the society we live in today. From helping to crack Nazi codes through to the Internet and mobile phones it has already contributed much. However, many great challenges lie in the future for Computer Scientists to solve. This course, with its emphasis on general problem-solving, programming and a fundamental understanding of how computers work is an excellent foundation for helping to solve these future challenges. The course is split evenly into practical and theoretical work. The practical elements all revolve around learning how to program, which is basically solving endless logical puzzles. The theory deals with such topics as how a processor and the internet work.

Please note that students who have studied the AS course in Years 10 and 11 should choose to study for the A2 qualification and indicate this on their application form.

AS

Unit 1 - Computer Fundamentals Exam

Module 1 is all about how a computer works. It deals with everything from a technical viewpoint and includes operating systems, how processors work, networking and binary. Unit 1 is assessed with a written exam and is worth 50% of the AS and 25% of the A2 mark. The exam is sat in the summer.

Unit 2 – Programming Techniques and Logical Methods Exam

Module 2 focuses on programming. This unit will be totally practically based and you will learn how to program in Pascal/Delphi. You will focus on learning all of the core programming skills and will also learn how to create some basic games. This module is all about problem solving and logic. Unit 2 is assessed with a written exam and is worth 50% of the AS and 25% of the A2 mark. The exam is sat in the summer.

A2

Unit 3 – Advanced Computing Theory Exam

The content of this module will involve a more detailed study of the more advanced aspects of computing science such as communication and networking, operating systems, conceptual data storage models and database management. It will also look at more advanced programming techniques including object orientated programming. This unit will be assessed with a written exam and is worth 30% of the A2. The exam is sat in the summer.

Unit 4 - The Practical Project

This module is designed to give you the opportunity to build a complete system on a topic of your choice. The system will use all of the programming techniques that you have learnt and will be expected to include advanced features such as sorts and searches. You will have to document your solution but the focus is on showing that you understand what you have done and not on endless screenshots. This unit is internally assessed and then externally moderated by the exam board. Examples of previous projects include a cricket scoring package, a system to track mentoring of pupils by 6th formers in Learning Support, and a musical instrument hire system. All projects are coded using either the Delphi or Visual Basic development language. The coursework unit is worth 20% of the A2. The coursework is submitted in May.

Entry Requirements:

Grade A at Mathematics for AS Computing

Grade D or above at AS for the A2 course.

Check out the details of the course at <https://learning.watfordboys.herts.sch.uk>

Head of Department: Mr Thurgood (Watford Grammar School for Boys)

AS Level & A2 Level

AS Drama and Theatre Studies provides an opportunity to study plays from the point of view of a director, designer, performer and critic. The qualification is designed to enable students to develop performance and/or production skills appropriate to the creation and realisation of drama and theatre. The course includes practical work, written analysis and theatre visits.

A2 Drama and Theatre Studies provides candidates with the opportunity to develop skills and extend and apply knowledge gained at AS. Students will demonstrate a more advanced level of performance and/or production skills alongside the ability to think independently, make judgements and refine their work in the light of research. They will also demonstrate the ability to analyse the ways in which different performance and production elements are brought together to create theatre.

Unit 1: Live Theatre Production Seen & Prescribed Play

AS 60% and 30% of total A Level marks

100 marks

This is a written paper of 1½ hrs. It is an externally assessed examination. The students will write about a play they have seen during the course. The students will also write about an interpretation of a set play from a performance perspective.

Unit 2: Presentation of an extract from a play

AS 40% and 20% of total A Level marks

80 marks

This is a practical examination internally assessed and moderated by AQA. The examination requires the students to perform an extract from a published play. The assessment includes preparatory and development work with supporting notes. The students will also study an influential director, designer, theatre company or other practitioner, linked to the student's practical work.

Unit 3: Further prescribed plays including pre-twentieth century.

A Level 30%

100 marks

This is a written paper of 2 hrs. It is an externally assessed examination. The students will study and write about 2 set texts from a performance perspective.

Unit 4: Presentation of Devised Drama

A Level 20%

80 marks

This is a practical examination internally assessed and moderated by AQA. The examination requires the students to devise their own drama. The assessment includes preparatory and development work with supporting notes. The students are also to research into the selected theatrical style.

Entry Requirements

The main essentials for the course are a genuine love of theatre and the desire to learn about the mechanics of how it works. Students must also have a willingness to commit to rehearsals and theatre trips outside the timetable. After school rehearsals are regarded as homework. Applicants must also gain GCSE Grade B or above in English Language.

Head of Department: Mrs A Gordon

What do I need to know to be able to do before taking this course?

You do not need to have studied Economics at GCSE in order to take an AS or A level course in the subject. It is important that you have an interest in current economic affairs and a desire to explore why and how the study of Economics contributes to an understanding of the modern world. This subject will be offered at both AS and A level and be examined by Edexcel. There is no coursework in this subject.

What will I learn on this A Level course?

1. How to develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life.
2. How to apply economic concepts and theories in a range of contexts and to appreciate their value and limitations in explaining real-world phenomena.
3. How to analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within it.
4. How to participate effectively in society as a citizen, producer and consumer.
5. How to critically evaluate economic data.

This course will appeal to students who:

1. wish to pursue a career in an economics-related profession.
2. enjoy studying a subject that significantly affects their own everyday lives.
3. want to keep their options open - Economics can be combined with a wide range of social science and humanities subjects as well as Mathematics.
4. have found the current global economic crisis inspiring enough to have a desire to understand its complexities.

AS Level**Unit 1 - Competitive Markets: How They Work & Why They Fail AS 50% A2 25%****Content summary**

This unit provides an introduction to the nature of economics and examines how the price mechanism allocates resources in markets. It analyses the nature of market failure, its causes and possible policy remedies. At the end of this unit, students should be able to apply supply and demand analysis to real-world situations e.g. housing, healthcare, education; to understand why markets might not allocate resources efficiently and the methods of dealing with market failure, together with an evaluation of their effectiveness.

Assessment

Examination of 1 hr 30 mins, consisting of supported multiple-choice questions and one data response question out of a choice of two questions.

Key question: Should air travellers pay more to fly to help pay for their carbon footprint?**Unit 2 - Managing the Economy****AS 50%****A2 25%****Content summary**

This unit introduces the key measures of economic performance and the main objectives and instruments of economic policy eg increasing economic growth, control of inflation. Students should be able to use a basic economic model to understand why demand and/or supply side policies may be seen as appropriate ways of managing an economy; predict the possible impact of such policies and to recognise the assumptions involved; argue for different approaches and identify criteria for success.

Assessment

Examination of 1 hr 30 mins, consisting of one data response question out of a choice of two questions.

Key question: When will unemployment start to fall in the UK?

A2 Level

Unit 3 - Business Economics and Economic Efficiency

A2 20%

Content summary

This unit develops the content of Unit 1 and examines how the pricing and nature of competition between firms is affected by the number and size of market participants. At the end of this unit, students should be able to analyse the pricing and output decisions of firms in different contexts. They should also be capable of making an appraisal of government intervention aimed at promoting competitive markets.

Assessment

Examination of 1 hr 30 mins, consisting of supported multiple-choice questions and one data response question out of a choice of two questions.

Key question: Should the market power of the supermarkets be reduced?

Unit 4 - The Global Economy

A2 30%

Content summary

This unit develops the knowledge and skills gained in Unit 2 so that they can be applied in a global context. The application, analysis and evaluation of economic models is required as well as an ability to assess policies which might be used to deal with economic problems. An awareness of trends and developments in the global economy over the last 10 years is required.

Assessment

Examination of 2 hrs, consisting of one essay question with two parts from a choice of three topic areas, and one data response question out of a choice of two questions.

Key question: What next for the Euro zone?

As well as covering advanced level study of Economics, this course will enable you to develop some Key Skills, which will be essential to you whatever you go on to do afterwards.

Students with AS or A level Economics have access to a wide range of possible career and higher education opportunities. It combines well with a range of social science and humanities subjects to lead to University courses in such areas as law, business, accounting, politics, medicine, IT, and, or course, economics.

Entry Requirements

Students taking Economics need a good standard of both numeracy and literacy. A grade B at GCSE in both Mathematics and English Language is required. Students are expected to make class presentations using IT and some assignments will need to be word processed. Students are expected to take a keen interest in current affairs and to follow items in the news which deal with economic issues. Research on the internet will be expected for class presentations and also to achieve a wider knowledge of the subject.

Head of Department: Mr R Nutter

AS Units**Unit 1: Poetry and Prose 1800-1945**

This is a two hour closed text exam in which candidates will write two critical essays.

Section A: Poetry e.g. one of: Browning, Dickinson, Thomas, Yeats

Section B: Prose: e.g. one of: Shelley, Bronte, James, Wilde, Conrad, Woolf

Unit 2: Literature Post-1900

Close Reading or Re-creative Writing

Task 1: This is a 1000 word essay of close critical analysis of a section of text *or* creative writing response to individually chosen text [500 words] and a critical commentary on own piece of writing [500 words]

Task 2: Critical 2000 word essay on two linked texts. One of these may be a work of criticism.

A2 Units**Unit 3: Drama and Poetry Pre-1900**

This is a two hour closed text exam in which candidates will write two critical essays.

Section A: Shakespeare e.g. A Midsummer Night's Dream, Antony & Cleopatra, King Lear, The Tempest.

Section B: Drama & Poetry Pre-1800

One drama and one poetry text are studied together e.g. Ford, Jonson, Webster, Sheridan with Chaucer, Milton, Marwell, Blake.

Unit 4: Texts in Time

This is a 3000 word coursework essay exploring the links between three texts from a particular perspective e.g. gothic, feminist perspectives, satire, views of America, narrative method etc.

Entry Requirements

- At least a GCSE Grade A in English or English Literature and at least a Grade B in the other English paper are required. We strongly recommend two A grades.
- A high level of technical and creative ability in your writing i.e. fluency and flair as well as accuracy in spelling, punctuation and grammar
- The motivation and commitment for wide reading and for independent learning
- A genuine love of literature and a desire to explore the literature and language of earlier periods
- The willingness to discuss and experiment with unfamiliar ideas

Head of Department: Mrs V Joyce

The four elements of the course are:

- **Poetry and Prose (Pre and Post 1900)** - *two hour closed text examination*
eg: Chaucer, Marvell, Pope, Elizabeth Barrett Browning, T S Eliot, Sylvia Plath, Elizabeth Bishop and Derek Walcott for poetry; Defoe, Austen, Eliot, Hardy, Wharton and Woolf for prose.
- **Drama** - *two hour closed text examination*. One play by Shakespeare and one other pre or post 1900 play
eg: Coriolanus, King Lear, As You Like It, The Tempest
plus one of Webster, Wycherley, Pinter, Friel.
- **Comment and Analysis (unseen)** - *two hour fifteen minute examination. (The time allowed includes fifteen minutes for reading and annotation)*.
Two essays required, each analysing a piece of poetry, prose, drama or non-fiction.
- **Personal Investigation** - one essay of 3000-3500 words to be marked externally.
Exploration may be by theme, genre, period or other appropriate concept.

Entry Requirements

- At least a Grade A in both English and English Literature at GCSE
- A high level of technical and creative ability in your writing ie fluency and flair as well as accurate spelling, punctuation and grammar.
- A genuine love of literature and a desire to explore the literature and language of earlier periods.
- The motivation and commitment to sustain wide reading and independent learning.
- The willingness to formulate and discuss original personal responses, and to engage and experiment with unfamiliar ideas.

Why do Pre U?

The Pre U qualification has been developed in consultation with Cambridge University, and has been welcomed by Oxford University and the 'Russell Group' of research-intensive universities as a rigorous academic examination that will prepare candidates well for university study. The depth and demand of the course means that it is best suited to those candidates with a real love of English and the capacity and commitment for extensive independent reading. A major advantage of the Pre U lies in its two year span, allowing the student to mature in understanding and literary skill before taking final examinations. The UCAS tariff allows Pre U students to go beyond the A Level A* grade, which could help with obtaining a place at University in these competitive times.

Head of Department: Mrs V Joyce

AS and A2 Geography develops and extends some of the ideas introduced at GCSE and KS3, and introduce many new ones. The AQA syllabus is a contemporary course, which studies the relationships between human populations and the physical environment. It offers students the chance to consider their own roles, values and attitudes, and those of others, including decision makers. It provides the opportunity to develop an understanding of 21st Century human and environmental issues, and become responsible global citizens.

Geography works well alongside many subjects and is ideal for those wishing to broaden their choice of subjects in the Sixth Form. The nature of the course lends itself to a broad coverage of the Key Skills qualification. Employers and universities recognise that geographers not only have a useful range of skills, but also have an understanding of contemporary local and global issues and can therefore make informed decisions. Geographers also learn to present arguments clearly, and can interpret information from a variety of sources.

AS Level**Unit 1 - 70%**

Rivers, Floods and Management	River processes, landforms, and flooding: causes, impacts and management strategies.
Cold environments	Glacial processes, landforms, and human exploitation of glacial areas. The Future of Antarctica.
Population Change	Population characteristics and its implications, e.g. for social welfare. Migration and its implications.
Health Issues	Infectious diseases, diseases of affluence, e.g. obesity and heart disease, variations in disease patterns, local health care provision, food and health.

These topics are examined through a series of structured questions.

Unit 2 - 30%**Geographical Skills**

Examined through structured questions based ideas and activities experienced on the residential field course, run by the Field Studies Council. Girls will be expected to meet the cost of the course.

In addition girls will be given the opportunity to sit a unit of the A2 paper (Unit 4A) early as this also examines fieldwork and geographical skills.

A2 Level

Unit 3 - 30%

Plate tectonics and associated hazards	Volcanoes and earthquakes.
Weather & Climate & Associated hazards	Climate of the British Isles, the Tropics, urban climates, global climatic change.
World Cities	Contemporary urbanisation, urban decline and regeneration, retailing sustainability.
Contemporary Conflicts and Challenges	Geographical basis of conflict, conflict over the use of a local resource, impact of international conflict, challenge of multicultural societies in the UK, separatism and challenge of global poverty.

These topics are examined through essay questions.

Unit 4A - 20% OR

Unit 4B - 20%

Issue evaluation

Structured questions are set based on material released on the 1st April in the examination year. Some will be skills based; some will involve evaluation and discussion. The pre-released material is also provided for use in the examination.

Entry Requirements

This course requires competence in English, including writing essays. Therefore, Grade B or above in English Language is required.

In addition:

Where GCSE Geography has been studied, a Grade B or above is required.

Where GCSE Geography has not been studied, a Grade B or above is required in another Humanity subject (i.e. Classical Civilisation, History, Religious Studies) and Grade BB in Science and Additional Science or equivalent in separate sciences.

Head of Department:

Mrs S Edwards

**GOVERNMENT & POLITICS ADVANCED SUBSIDIARY LEVEL (EDEXCEL)
& ADVANCED LEVEL**

This course is designed to develop an awareness of the nature of politics and the relationship between political ideas, institutions and issues, central to an understanding of the modern world. It encourages:

- A knowledge of the structure of government and power in the UK and the EU, within the context of the wider world
- The opportunity to engage in contemporary political debates and develop critical awareness of contemporary political events and issues
- An understanding of differing political viewpoints and ability to evaluate alternative approaches to political issues
- The skills of arguing a case relevantly and coherently
- An awareness of the rights and responsibilities of citizenship

The Edexcel syllabus we will follow involves four units (two at AS and two at A2):

The AS units provide an introduction to the subject by investigating UK political institutions and procedures:

Unit 1: People and Politics	This unit introduces students to the study of politics by looking at the central ideas of democracy, political participation, elections, pressure groups, political parties and their policies. It encourages them to evaluate the adequacy of current arrangements for representative democracy and political participation.
Unit 2: Governing the UK	This unit provides an introduction to the major governmental institutions within the UK – the Constitution, Parliament, Prime Minister & Cabinet, Judges & Civil Liberties. It encourages students to develop a critical understanding of the role and effectiveness of key institutions, including the devolved assemblies.

The A2 units enable specialisation into UK and EU Political Issues, involving skills of analysis and evaluation

Unit 3: UK Political Issues	This unit investigates key policy issues in the UK, particularly those that have affected the outcomes of general elections or stimulated public debate such as: economic policy; social welfare, health and education; law, order and criminal justice; environmental policy.
Unit 4: EU Political Issues	This unit examines the political issues that have arisen as a result of European integration and the impact of EU membership on the UK. It also looks at EU institutions and main policy areas of the EU such as the Common Agricultural Policy, the monetary union and trade policy.

Students can study the subject at both AS and A2 level. All units are assessed by external examinations, involving a variety of assessment tasks which support student progression from GCSE, to AS and A2 level: including short-answer questions, stimulus response questions, extended writing and essays.

This course will appeal to students who:

- Want to learn more about politics and how decisions are made in today's society
- Enjoy investigating ideas and issues that affect everyday life
- Enjoy debating issues, ideas and opinions
- Have a lively interest in current affairs
- Want to develop their analytical and communication skills further

The topical nature of this course makes it essential that students keep up to date regularly with current affairs by reading quality newspapers and through other media.

Enrichment Activities:

The Government and Politics department also gives students wider opportunities to engage in political discussion and debate with outside speakers through the Government and Politics Society (GAPS) as well as trips to political conferences, the UK parliament and the European Union in Brussels. GAPS produces political publications written and edited by politics students. Students in the department also run and take part in school mock elections.

The Government and Politics AS and A2 courses enable students to develop the following key skills recognised by universities and employers as essential for future study and employment: communication skills, problem-solving skills, critical thinking, working with others and ICT skills.

Career and Higher Education opportunities:

Students with AS or A2 GCE Government and Politics have access to a wide range of possible career and higher education opportunities. Government and Politics combines well with social sciences, humanities, modern languages and science subjects. Our students regularly go on to study the following university degrees:

- Law
- Economics and/or Business
- History, Geography, Classics, Modern Foreign Languages
- Medicine, Psychology
- English, Journalism, Media
- Philosophy, Sociology and..... of course.....Politics

Entry Requirements:

Students do not need to have studied History at GCSE in order to take an AS or A2 level course in Government and Politics. It is more important to have a lively interest in politics and current affairs, a desire to explore new concepts and an ability to communicate ideas effectively, both orally and on paper.

Therefore students require a Grade B or above in English Language at GCSE, together with a grade B in a humanity subject (e.g. Classical Civilisation, Geography, History or Religious Studies)

If you have any further questions please ask:

Head of Department: Mrs D Fraser

Second in Department: Mrs M Meerabux

What do I need to think about before choosing History in the Sixth Form?

History, the study of 'the human past', offers students opportunities to deepen their understanding of the ideas, beliefs and motivation of peoples of all kinds. It also provides insight into events and developments that have formed and influenced modern society. Students are encouraged to read widely, to extract information from a variety of sources and to discuss their opinions. The study of History also develops important skills such as analysing and evaluating information, summarising and organising ideas, and constructing clear, logical arguments both verbally and in writing.

What will I learn on this AS/A2 level History course?

The Edexcel syllabus combines:

- British, European and World History examination papers, including depth studies of historical issues and more general overviews of historical events
- Exploration of historical controversies and debates
- Coursework investigations of change and continuity over a period of 100 years: a wide range of historical topics is available

The History department offers the following AS/A2 courses (in addition to a Pre-U course). AS/A2 students will study a range of the following topics, but not all of them. The course will depend on the expertise of individual teachers allocated to a particular group. Additional topics may be made available.

AS Units: Year 12

<p>Unit 1: Historical Themes in Breadth – students will study <u>two linked topics</u> to gain a broad overview assessing the significance of events and ideas, and how they influenced behaviour and action. 50% of AS marks. 25% of total GCE marks. Examples of options currently taught are:</p>

- | |
|--|
| <ul style="list-style-type: none"> • Equality in the USA, 1945-68 <i>with</i> • Politics, Presidency and Society in the USA, 1968-2001 |
|--|

<p>Unit 2: British History Depth Studies – students will study a period of British history in order to develop an in-depth understanding of attitudes, beliefs and structures of society. 50% of AS marks. 25% of total GCE marks. Examples of options currently taught are:</p>

- | |
|--|
| <ul style="list-style-type: none"> • The changing position of women and the suffrage question in Britain c1860-1930 • Britain and the nationalist challenge in India 1900-1947 |
|--|

Both Units are assessed by external examination in the summer term of Year 12.

A2 Units:

Unit 3: Depth Studies and Associated Historical Controversies – students will explore the nature of challenges and conflict in the period studied and investigate issues of historical debate. This unit is assessed by an external examination at the end of Year 13 (30% of total GCE marks) These two options are currently taught (but other options may be offered by Year 13 depending on teachers)

- The USA 1917-1954
- A World Divided: Superpower Relations 1944-90

Unit 4: Historical Enquiry (coursework) – students will carry out two enquiries to assess the short-term significance of an individual, movement or event, as well as the factors affecting change throughout a period of at least 100 years. There will be a choice of tasks available. 20% of total GCE marks.

It is not possible for students to choose which of the above topics they will study: all are interesting and stimulating, helping students to deepen their understanding of historical issues.

These courses will appeal to students who:

- Are interested in how and why society has changed and developed over time
- Enjoy investigating and discovering about people, their ideas and motives
- Want to understand the causes and consequences of events
- Enjoy debate, formulating their own ideas and defending their opinions
- Want to develop their analytical and communication skills

What could I go on to do at the end of my AS/Advanced level History course?

Students who study AS/A2 History have access to a wide range of career and higher education opportunities. History is highly regarded for university entrance in all subjects, including Medicine and Sciences, but is particularly useful for Law, Journalism, Politics, Sociology, Business Studies, English and all Languages – as well as History and Archaeology

What are the entry requirements for AS/Advanced level History?

You do not need to have studied History at GCSE in order to take an AS or A2 level course in the subject. It is more important that you have an enquiring mind and an interest in finding out more about a wide range of historical topics. As this course also requires an ability to write essays and answer source questions, a grade B or above in English Language is required. Where GCSE History has been taken a Grade B or above is required. Where GCSE History has not been taken a Grade B or above in another humanity subject, i.e. Classical Civilisation, Geography or Religious Studies, is required.

Head of Department: Mrs D Fraser

HISTORY

PRE-U

(Cambridge International)

The History Department also teaches a Pre-U History course for Year 12 and 13 students, as an alternative option to the AS/A2 History courses. The Pre-U qualification is highly regarded by top universities. Students who wish to opt for the Pre-U History course should indicate this clearly on their options form. The Pre-U History course will be taught throughout Years 12 and 13 with external examinations at the end of Year 13. It will be possible for students to take this course alongside AS (Year 12) and A2 (Year 13) courses in other subjects, but they will be set Pre-U History work to do during AS study leave in May/early June.

Format of the Examination: the Pre-U course will be taught by two teachers over two years.

Outline Papers: candidates will take two outline papers (to be studied over two years)

1. British Outline (b): 1461-1603 (Sections 2 & 3)

This course includes the Wars of the Roses from the reign of Edward IV and Tudor History, both domestic and foreign policy, from Henry VII to Elizabeth I.

2. European Outlines (c): 1815-1914 (Sections 4 & 5)

This course investigates the development of Modern Europe from the end of the Napoleonic War (1815) to the beginning of the First World War (1914). Students will study the history of France, Russia, Italy and Germany 1815-1914 as well as international relations leading to the First World War.

- At the end of both courses in Year 13 students will sit two examination papers, answering 3 essay questions from at least 2 sections in each paper.
- There will be 5 questions in each section based on about 7 topics
- Examination: 2 hours 15 minutes for each paper - worth 25% each

Special Subject: (to be studied in Year 13)

Paper 5f: The French Revolution 1774-1794

This course will investigate the causes and events of the French Revolution up to 1794. It will be assessed by a 2 hour examination at the end of Year 13 worth 25% of total marks. There is a compulsory source-based question worth 10% of total Pre-U marks and one essay question out of a choice of three worth 15% of total Pre-U marks. If time is available at the end of this course students will study France 1794-1815, including Napoleon, to give them additional choice of questions in Outline Paper 2c.

Personal Investigation: (to be completed in Year 13)

Students will also conduct their own Personal Investigation into a historical topic of their own choice and write an extended essay 3500-4000 words, worth 25% of total Pre-U marks. The title will be chosen by the students and approved by the CIE examination board. Students will be guided by one teacher on how to approach their Personal Investigation, formulate their title and conduct research but teachers are not allowed to take in drafts for correction and the final essay will be marked externally.

For more details see www.cie.org.uk/cambridgepreu

Entry Requirements:

Grade A in GCSE History, grade B in GCSE History may be considered in cases of individual merit.

Head of Department: Mrs D Fraser

This modular course allows progression from GCSE Home Economics (Food & Nutrition) and also accommodates students new to the subject.

This subject could serve as a basis for entry to Higher Education, employment or career development. Alternatively it could provide a interesting, satisfying and worthwhile course of study for those who enjoy the subject. The course is an excellent preparation for students wishing to pursue careers in nutrition, food science, sports science, food technology and consumer protection.

The aims of this course are:

- to gain an understanding of issues affecting society and health.
- gain an in depth understanding of Food, Nutrition and Health
- encourage students to respond effectively to rapid technological changes and the growth of scientific knowledge and understanding.
- develop students' ability to think and reason, make and justify decisions.
- promote the effective organisation and management of resources.

Advanced Subsidiary (AS)

Unit 1 - Society and Health: Demography, the family and society, key issues for society, environmental issues, the Welfare State and health problems linked to diet and lifestyle issues.

Unit 2 - Resource management: Resources (time, energy and money management) food provision and food choice, selection of food preparation and cooking equipment, consumer rights, food safety and hygiene.

Assessment

Each Unit will be assessed by a 1½ hour examination. They carry equal weighting i.e. 50% of the total AS marks.

A2

Unit 3 - Home Economics (Food, Nutrition and Health) Investigative Study

Candidates select their own content and develop their own task. This investigative study will include some practical work.

Unit 4 - Nutrition and Food Production

Nutrition, nutrients and energy, different groups with nutritional and dietary needs, properties of food, design, development and production of food, developments in the Food Industry and factors affecting food production.

Assessment

Unit 3 is a coursework unit. Students select their own content and develop their own task. This is worth 25% of the total Advanced GCE marks.

Unit 4 will be assessed by an examination worth 25% of the total Advanced GCE marks.

Because of the coursework component, it is essential that students are self- disciplined and motivated to work independently and consistently. To satisfy the assessment criteria, practical work will be included.

Entry Requirements

Candidates who wish to pursue AS level should have grades BB in Science and Additional Science OR a minimum of two Grade B in Separate Sciences.

Head of Department: Mrs C Hardman

This is an exciting digital media course which will give you a suite of skills that will be useful in any future career. The course is ideal for students who wish to go on and study IT further or who want a good choice to accompany their other A levels. The course is very practically orientated with five out of the six units being coursework based and only one exam.

AS

Unit 1 Using ICT to Communicate

You will use your presentation knowledge and skills to create a portfolio of different digital communication media. This will include a multi media presentation on different methods of communicating information and the technologies that support them. The different media could include films and videos that you have made. You will also compare a collection of standard documents used by organisations. The communications you create and compare need to have sufficient content to enable you to fully demonstrate your presentation knowledge and skills. This unit is assessed through coursework. The coursework is submitted in May.

Unit 2 How organisations use ICT

You will study how organisations (including at least one large organisation) collect, disseminate and use information, how they manage the flow of information between sections or departments and the way they use ICT to access and exchange information. The assessment for this unit will be based on a case study of using ICT in an organisation. You will complete a set of tasks and notes based on the case study during lessons and then take these with you into the exam. The exam will then ask you questions based on this work. The exam is sat in January.

Unit 3 ICT Solutions for Individuals and Society

The World Wide Web allows individuals to access information on almost any topic imaginable. This access to information has had a fundamental effect on society and the way individuals live their lives. This unit will teach you the skills necessary to undertake a research project in any subject. You will produce a presentation of the results of an investigation, including the use of a spreadsheet to analyse numeric data, along with a report on the sources and methods used to find information. This unit is assessed through coursework. The coursework is submitted in May.

A2

Unit 4 – Working to a Brief

This unit helps you to improve your own performance and working relationships through the planning, implementation, management and evaluation of an ICT project. Assessment is intended to allow you to demonstrate the development of your own skills and knowledge in relevant areas of ICT, as well as in your ability to work with others. This unit will be taken alongside Unit 5 and will be done as one piece of coursework. The coursework is submitted in May.

Unit 5 – Website Design

The use of the Internet and intranets has expanded rapidly over the last few years. Recently, there has been an increase in the need for people with the skills for planning, building and maintaining websites. This unit will help you to develop these valuable skills and will also investigate hosting and publishing the web site on the internet. The unit will be assessed through coursework. You will have to develop a fully interactive multimedia style website based on a predefined brief provided by the exam board. The coursework is submitted in January.

Unit 6 – Interactive Multimedia Products

Interactive multimedia products can play an important role in entertainment, education and in providing information. This unit will focus on the designing and building of an interactive multimedia product to meet a client's requirements. In particular you will look at taking digital pictures, scanning images; editing images, including clip art; creating animations; recording and editing sounds and recording and editing video clips. The coursework is submitted in May.

Entry Requirements:

GCSE Grade B in Mathematics at Higher Level or GCSE grade B in ICT.

Check out all the details of the course at <https://learning.watfordboys.herts.sch.uk>

Head of Department: Mr Thurgood (Watford Grammar School for Boys)

The AS and A2 Level Latin courses enable students to develop further competency in the Latin language and deepen their appreciation of Latin literature and its influence on later writing.

Students further enhance both their translation and analytical skills, largely through the study of select passages from the great canon of Latin literature.

AS Level: Two Units Assessed Through Two Exams:

Unit 1: Latin Language: Students demonstrate their ability to translate two unseen passages of Latin into fluent and idiomatic English. There is also the option of translating from English into Latin.

Unit 2: Latin Prose and Verse Literature: For 2012-2014, the prescribed texts for study will be:

Verse: Ovid, *Amores III*. 2, 3, 4, 14 - Students are granted access to the lighter side of Roman life through the elegant and witty poems of this popular Roman author.

Prose: Cicero, *In Verrem II*. 1.53-69 - Students take a critical look at Cicero's masterful and compelling polemic against a corrupt provincial governor.

A2 Level: Two Units Assessed Through Two Exams

Unit 3: Verse Literature: For 2013-2015, students will study the first half of Virgil's *Aeneid*, Book IV, in which the poet tells of the relationship between Dido and Aeneas; an immortal piece of literature that has had a significant influence upon Western culture.

Students will also be required to translate and make critical comments on a piece of unseen verse taken from the work of the poet Ovid.

Unit 4: Prose Literature: For 2013-2015, the prescribed text for study will be taken from Tacitus' *Annals* Book XV, in which our cynical historian outlines the conspiracies and intrigues of the Roman imperial court.

Pupils will also be required to translate and answer comprehension questions on a piece of unseen prose taken from the work of the Roman historian Livy, from whose work we obtain much of our knowledge concerning the early history of Rome.

Entry Requirements:

Students must have completed GCSE Latin and obtained at least a B grade. A Grade B in English Language is also necessary.

Teachers: Mr F Wynne and Ms Y Bateson

Mathematics is a fascinating and relevant subject. It is also a useful tool in many other fields, notably in the sciences, engineering, medicine, economics, business and social studies.

YEAR 12

In Year 12 students study three modules which lead to an AS qualification in Mathematics. All students study two Pure Mathematics modules (C1 & C2) as well as an application module in either Statistics (S1) or Mechanics (M1).

STATISTICS COURSE	MECHANICS COURSE
C1, C2, S1	C1, C2, M1

YEAR 13

In Year 13 students would continue with the study of three further modules leading to an Advanced level qualification in Mathematics. All students would study two more Pure Mathematics modules (C3 & C4) as well as another application module in Statistics or Mechanics.

STATISTICS COURSE	MECHANICS COURSE
C3, C4, S2	C3, C4, M2

Pure Mathematics builds on the algebraic skills that girls have learnt at GCSE. There is an emphasis on algebraic fluency and an introduction at AS level to Calculus, Binominal Theorem, Further Trigonometry and Logarithms.

Applied Mathematics (Mechanics or Statistics) involves the simplification of real world problems to produce a model that can then be solved mathematically.

The Mechanics problems that are examined involve the motion and behaviour of simple objects that are affected by important forces acting upon them. The AS Mechanics course comprises a number of topics including a study of the basic equations of motion, Newton's Second Law and an introduction to vectors.

In Statistics, the problems involve the observation and interpretation of data. The skills learnt include the processing and representation of information as well as analysis of correlation and regression. At AS level the course also includes an introduction to Probability, Random Variables and the Normal Distribution.

Year 12 students must specify on their application whether they wish to follow a course including Mechanics or one including Statistics.

Entry Requirements:

GCSE Grade A in Mathematics.

Head of Department: Mr M Broadwith

**FURTHER MATHEMATICS ADVANCED SUBSIDIARY LEVEL (EDEXCEL)
& ADVANCED LEVEL**

This is a demanding but very rewarding course for those who enjoy and are fascinated by Mathematics. It requires not only an aptitude for the subject but also high level commitment and the ability to work at a considerably faster pace. The group of students taking this option will be taught separately from the other AS and Advanced level Mathematics students.

Further Mathematics is ideal preparation for those looking to study Mathematics at University. It also provides an excellent foundation for degrees with a high level of Mathematical content for example Physics, Chemistry, Engineering or Economics.

In Year 12 Further Mathematics students will study 5 AS Modules, including Statistics and Mechanics. Then, in Year 13, students will study at least a further four modules providing them with an AS level qualification in Further Mathematics. It is hoped that most students in the group will then complete an additional three modules needed to attain a full Advanced level qualification in Further Mathematics.

YEAR 12

All of the modules will be externally examined at the end of Year 12 providing sufficient modules for an AS level qualification in Mathematics.

FURTHER MATHEMATICS COURSE
C1, C2, S1, M1, FP1

YEAR 13

All the students in the group should acquire an Advanced level qualification in Mathematics and either AS level Further Mathematics or the full Advanced level qualification in Further Mathematics.

CORE MATHEMATICS	AS LEVEL FURTHER MATHEMATICS	ADVANCED LEVEL FURTHER MATHEMATICS
C3, C4	M2, S2	FP2, FP3, M2, M3, S2

Entry Requirements:

GCSE Grade A* in Mathematics

Head of Department: Mr M Broadwith

We offer French, German and Spanish at both Advanced Subsidiary Level and Advanced Level, leading to the examinations of AQA.

The study of Modern Languages at AS and A2 aims to:

- Extend pupils' use of the language beyond the 'transactional' to more 'abstract' language and thus enable them to communicate ideas and opinions successfully.
- Offer a deeper insight into the structure of the language.
- Help develop a deeper awareness of language in general.
- Stimulate an interest in all things French/German/Spanish through a variety of media.
- Broaden pupils' horizons through the study of topics related to the countries whose language they are learning.

The Advanced Subsidiary course

The content is divided into four topic areas, within which the structure of the language is developed.

1. Media
2. Popular Culture
3. Healthy Living
4. Family/Relationships

The examination has 2 parts:

1. Listening, Reading and Writing - 2 hrs
Pupils have their own computer for the Listening exercises and may stop, rewind and replay the recording at any point. Pupils will have to respond in writing to one question from a choice of three.
2. Speaking - 15 mins (+ 20 mins preparation time)
The speaking test has two sections:
 - (a) Discussion of material supplied to pupil immediately before the test and prepared by pupil in a 20 minute preparation period (5 mins)
 - (b) General conversation based on 2-3 of the topics studied during the AS course (10 mins). The first topic is the candidates choice and she will be asked questions based on a prompt card prepared and sent to the examiner in advance.

The Advanced Level course

Further topic areas are studied, within which the structure of the language is developed further.

1. Environment
2. Contemporary Social Issues
3. The Multicultural Society.

Two cultural topics are also studied including the study of a set text and the study of a target language speaking region.

The examination has 2 parts:

1. Listening, Reading and Writing - 2½ hrs.
Pupils have their own computer for the Listening exercises and may stop, rewind and replay the recording at any point. The texts for both listening and reading will generally be longer and use more complex language than at AS level. Pupils respond in writing to 1 question from five based on the cultural topics.
2. Speaking - 15 mins (+ 20 mins preparation time)
The speaking test has two sections:
 - (a) A 5 minute discussion of material supplied to pupils immediately before the test, in which pupils will be expected to explain and defend their point of view.
 - (b) General conversation based on the cultural topics studied during the A2 course (10 mins)

NB Dictionaries will not be allowed in the AS and A2 examinations.

Considerations

- A modern foreign language can be combined successfully with virtually all subjects at AS and A2 level.
- Study of a modern foreign language offers variety and the chance to develop a number of different skills.
- A self-disciplined and mature approach to study is needed as students are expected to work more independently.
- Students must work steadily from the beginning, as vocabulary is built up only gradually.
- Conversation lessons are timetabled with a foreign language assistant, and students are expected to spend some study periods and time at home on a regular basis listening to material which supplements the textbook.
- It is essential to have an interest in what is going on in the world, especially in French/German/Spanish countries; to read extensively, listen to radio programmes and watch TV broadcasts about the countries. It can be very helpful to watch programmes in the language and use the Internet, if possible.
- A stay in a German/French/Spanish speaking country is highly recommended and work experience placement encouraged.
- Students are encouraged to subscribe to a newspaper for Sixth Form pupils (which is a collection of articles from the French/German/Spanish press). The subscription is arranged through school.
- Although dictionaries are not allowed in the examinations, students should have their own dictionary for private study and research. We can advise about which type of dictionary suits the students' needs.

Think Ahead!

- Remember that apart from in Ireland, all other European students have to continue studying a modern foreign language post-16. Language skills can help you to be able to compete with them.
- Students of nearly all subjects at university now have the opportunity to study that subject in another EU country, which gives them the chance to extend knowledge and experience and to become fluent in another language. Good language skills give the confidence needed to be able to do this, skills gained *after* GCSE.
- Modern Languages graduates have the lowest unemployment rates after graduates in vocational subjects like medicine, education and law.

Entry Requirements

- GCSE grade A in French/German/Spanish
- Commitment to the subject.

During the GCSE course, pupils must have shown a high standard in all four skills, especially in writing. ALL PROSPECTIVE AS/A2 STUDENTS MUST SEEK THE ADVICE OF THE GERMAN/FRENCH/SPANISH STAFF AS TO THEIR SUITABILITY, as there is a marked difference in the type of language required at this level.

Head of Modern Languages Department:

Miss F Simpson

MUSIC**ADVANCED SUBSIDIARY LEVEL
& ADVANCED LEVEL****(EDEXCEL)****AS Music Unit Content**

Unit 1 - Performing Music	30%
Unit 2 - Composing	30%
Unit 3 - Developing Musical Understanding	40%

AS Music Unit Content

Unit 4 - Extended Performance	30%
Unit 5 - Composition and Technical Study	30%
Unit 6 - Further Musical Understanding	40%

Half an hour of free instrumental tuition is offered to each A level music student, if the lessons are taken in school or at Hertfordshire Music School.

Music plays a central part in the life of the school both within the curriculum and outside classroom hours. There are two orchestras, a concert band, big band, three choirs, recorder group, flute choir and many different chamber ensembles. The girls are encouraged to take part in these as well as to set up chamber groups of their own. There is a joint orchestra for senior girls (with Watford Grammar School for Boys) and regular musical productions.

Trips are arranged to support the A level music course, to see concerts, musicals, A Level seminars and operas.

Entry Requirements

A minimum of Grade 5 of the Associated Board examinations with the ability to pass grade 6, 7 or 8. Grade A and above at GCSE is the minimum requirement but students without a GCSE in Music will be considered subject to an interview with the Director of Music.

Director of Music: Miss J Bridges

Physics at Advanced level is a highly respected qualification and our students go on to universities to study not only Physics, but Engineering, Medicine and a wide variety of disciplines at degree level.

Edexcel's Physics specification has been designed to engage and inspire students who have different needs and abilities by providing two distinct and flexible approaches:

- a concept led approach
- a context led topic approach (based on the Salters Horners Advanced Physics (SHAP)

Project which started in 1998.)

Our students have appreciated the context led approach and enjoyed particular success at SHAP. Motivating, up-to-date, contemporary contexts are included in the teaching and learning programme, and opportunities for practical work are integrated throughout the specification. The level of content and assessment is realistic and manageable. The course provides an interesting, enjoyable and challenging learning experience for all students. Our students have a high success rate at Oxbridge entry and in four out of the last six years, have been awarded top prizes by Edexcel (2006: 2nd; 2007: 1st; 2008: 1st; 2010 5th).

The department always arranges for students to visit CERN in Year 13.

Content of the AS Units

Unit 1: Physics on the go

This unit leads on from your GCSE studies.

You will learn about motion, forces, energy, power, flow of liquids, viscosity and properties of materials. Applications that use these concepts include sports, the production of sweets and biscuits, and spare-part surgery.

Assessment: A written examination paper that lasts for 90 minutes. The paper will contain objective questions, short questions and longer questions.

Unit 2: Physics at work

The physics content of this unit is related to applications that include medical physics, music, technology in space and solar cells. You will learn about waves including standing waves, refraction, polarisation, diffraction and the nature of light. You will also learn about electric circuits, resistivity, thermistors, emf and internal resistance.

Assessment: A written examination paper that lasts for 90 minutes. The paper will contain objective questions, short questions and longer questions.

Unit 3: Exploring physics

This unit is based on the practical skills that you develop while studying Units 1 and 2. You will do an experiment that is based on either a physics-based visit or a case study of a practical application of physics.

Internal Assessment: Complete a short case study and carry out an experiment related to the case study.

Content of the A2 Units

Unit 4: Physics on the move

The physics content of this unit is related to applications that include transport, communications and display techniques. It is also related to exciting, current research in the field of particle physics. You will learn about momentum, circular motion, electric and magnetic fields, evidence for a nuclear atom, particle accelerators, particle detectors and different types of sub-atomic particles.

Assessment: A written examination paper that lasts for 95 minutes. The paper will contain objective questions, short questions and longer questions.

Unit 5: Physics from creation to collapse

The physics content of this unit is related to applications that include, medical physics and construction of buildings in earthquake zones. It also includes a detailed exploration of astrophysics and cosmology.

You will learn about thermal energy, radioactive decay, simple harmonic motion, resonance, gravitation, the life cycle of stars, fission, fusion and the fate of the universe.

Assessment: A written examination paper that lasts for 95 minutes. The paper will contain objective questions, short questions and longer questions.

Unit 6: Experimental physics

This unit is based on the practical skills that you develop while studying Units 4 and 5.

Internal Assessment: Planning and carrying out an experiment, obtaining and analyzing data and producing conclusions.

Entry Requirements:

- At least a Grade B or above in Science and Additional Science or Grade B or above in Physics.
- However, we strongly recommend Grade A, especially for those seriously considering a science based career in any of the natural sciences or Medicine, Veterinary Science, Physiotherapy, Engineering etc.
- A high level of competence in literacy and numeracy is necessary. Therefore at least a Grade B in English Language and a Grade B in Mathematics is required. We strongly recommend at least Grade A in Mathematics.
- A genuine desire to know and understand science principles and concepts and to research and carry out practical investigations.

Head of Physics: Mr C Teal

Psychology is usually defined as the scientific study of behaviour. Its subject matter includes behavioural processes that are observable, such as gestures, speech and physiological changes and processes that can only be inferred, such as thoughts and dreams.

AS: Code: H168**Unit G541: Psychological Investigation**

This unit is designed to give students some practical experience of psychological research. They have the opportunity to carry out a range of practical exercises involving a variety of research methods. The unit examination tests their understanding of research methods, concepts and source material. It is assessed through a written examination.

Unit G542: Core Studies

This unit uses easily accessible examples of psychological research to introduce students to the five core areas of the subject. These are: cognitive psychology which includes the study of the basic characteristics of language, perception, autism and memory; social psychology which includes the study of the concepts of conformity, obedience and affiliation; developmental psychology which includes the study of theories of learning aggression, phobias and conservation; physiological psychology which includes the study of the basic structure and function of the nervous system and how it explains human behaviour, and; the psychology of individual differences which includes the study of cognitive bias and multiple personality.

It is assessed through a written examination.

A2: Code H568

The A2 course builds on the foundations of the AS but is more specialised and requires more searching analysis and evaluation.

**Unit G543: Applied Psychology
Health and Clinical Psychology**

This unit explores issues such as dysfunctional behaviour, adherence to medical advice, lifestyles, stress and disorders such as depression, phobias and schizophrenia. It is assessed through a written examination.

Forensic Psychology

This unit explores issues such as brain dysfunction, morality and upbringing and why people turn to crime. It covers interviewing witnesses and suspects. It is assessed through a written examination.

Unit G544: Approaches and Research Methods in Psychology

This involves examining and evaluating all aspects of research methods and conducting practicals so that source material can be analysed effectively. Candidates will be expected to be able to understand how different approaches, debates and issues can affect psychological research. It is assessed through a written examination.

Entry requirements:

Grade B in both GCSE Mathematics and GCSE English Language and two B Grades in Science.

Head of Department: Mr R Nutter

The world in which you live and will work is becoming a global village. Worldwide communication is instantaneous, traditional boundaries are fast disappearing bringing you into close contact with people of all faiths, cultures and lifestyles.

Religious Studies can give you the skills and understanding to communicate effectively and contribute to shaping the future of this exciting world.

As well as covering advanced level study of Religious Studies, this course will enable you to develop some key skills, which will be essential to you whatever you go on to do afterwards.

Religious Studies is an academic qualification welcomed by all universities and employers.

Successful completion of this A level will give access to a wide range of possible career and higher education opportunities. The course will provide you with the opportunity to develop a range of transferable skills. These include the skills of collecting, synthesising and interpreting information from a range of sources. The findings of your research will need to be effectively communicated. You will also be required to identify and develop the links between the different parts of the subject that you have studied. These skills are in great demand and are recognised by employers and universities and colleges as being of great value.

Religious Studies combines well with all other AS and A level subjects. If taken with sciences like Mathematics, Physics, Chemistry and Biology, Religious Studies not only gives you a broad based curriculum but also prepares you for working sympathetically with people from all walks of life. Our students who have followed a Religious Studies A Level course have moved into careers such as Art, Graphics and Design, Law, Medicine, Dentistry, Journalism, Personnel work, Teaching, the Media, Criminology, Social Work and various branches of the Business world. Religious Studies is a good basis for all careers where working with people is involved.

What will I study?

The Religious Studies Department is offering a two year course leading to an A Level qualification.

Advanced Subsidiary (AS)

Throughout Advanced Subsidiary (AS) and Advanced Level (A2) you will study

1. Hinduism

A faith and culture very different from the West, exploring the effect of belief on life style. This will contain culture and history, biographies and texts, worship and theology.

2. Philosophy of Religion

Philosophical arguments such as the existence of God, the problem of evil, miracles, beliefs about life after death, religious language.

All of the above are studied through reading, discussion, group work, presentations and essay writing.

In addition to the two above topics, you will undertake independent research on a specific topic which will be worth 50% of your AS grade, and an in-depth study of a short anthology of texts which will be worth 50% of your A2 grade.

Advanced Level

The units in A2 extend and develop the papers taught in AS.

Entry Requirements

The requirements are the same for both the one year and the two year courses, which are both based on extensive essay writing.

Competence in English Language is essential. Therefore, a Grade B English Language is required.

In addition:

Where GCSE RS **has** been taken, a Grade B or above is required.

Where GCSE RS **has not** been taken, a Grade B or above in another Humanities subject is required: i.e. Classical Civilisation, History or Geography.

Head of Department: Miss C-A Chandler

This subject will be offered at AS and A2 Level.

Aims of the Course. The course can enable candidates to:

- Acquire knowledge and a critical understanding of contemporary social processes and structures;
- Appreciate the significance of theoretical and conceptual issues in sociological debate;
- Understand sociological methodology and a range of research methods;
- Reflect on their own experience of the social world in which they live;
- Develop skills which enhance their ability to participate more effectively in adult life.

Subject Content

AS

Families and Households

Education plus Methods

A2

Beliefs in Society

Crime and Deviance plus Theory and Methods

Sociological Skills

Assessment Objective 1 (A01): Knowledge and Understanding.

Assessment Objective 2 (A02): Application, Analysis, Interpretation and Evaluation.

Key Skills Covered

Communication, Information Technology, Working with Others, Improving one's own Learning and Performance, Problem Solving.

In addition, Sociology contributes to the spiritual, moral and cultural development as well as improving knowledge of the social dimension of life in the 21st century. There is a high level of discussion in this subject which fosters critical thought and self-confidence.

Assessment

Unit 1: Families and Households.

Written paper: 1 hour - 40% of total AS marks, 20% of total A Level marks.

Unit 2: Education plus Research Methods:

Written paper: 2 hours - 60% of total AS marks, 30% of total A Level marks.

Unit 3: Beliefs in Society

Written paper: 1 hour 30 minutes - 20% of total A Level marks.

Unit 4: Crime and Deviance plus Theory and Methods

Written paper: 2 hours - 30% of total A Level marks.

Sociology blends well with most sixth form subjects and is useful in all careers. It is particularly suitable for students considering careers in Medicine, Teaching, Social work, Law, Business management, or other people-based professions.

Entry Requirements:

Students wishing to take this subject will need at least a GCSE grade B in English Language and also a grade B in a humanities subject such as History, Classical Civilisation, Geography or Religious Studies. A willingness to read newspapers and to keep up to date is essential.

Head of Department: Mr R Nutter

Course Introduction

The AQA specifications take a multi-disciplinary approach, encouraging the development of different methods of enquiry drawn from a wide range of disciplines, with the focal point being the performer and the performance. The specifications are based on the interaction between the theory and practice of Physical Education. At AS candidates will acquire an appreciation of topic areas including anatomy and physiology, acquiring movement skills and socio-cultural studies relating to participation in physical activity.

Course Outline

Autumn Term Year 12

This term, work focuses on the application of physiological and psychological knowledge to improve performance. Unit 1 will allow candidates to gain knowledge of definitions and characteristics of motor, perceptual and cognitive skills and study information processing, which will enable candidates to evaluate critically performance. Candidates will learn to evaluate the impact of different types of physical activity on the skeletal and muscular systems in conjunction with lifelong involvement in an active lifestyle. Socio-cultural studies relating to participation in physical activity.

Spring Term Year 12

The second term concentrates on motor control and how we learn skills. Anatomy lessons help build a greater understanding of motion and movement. The cardiovascular and respiratory systems are also studied in greater depth with a specific focus on the impact of different types of physical activity on the Cardiovascular system (CHD, hypertension, angina and the impact of smoking). Socio-cultural studies will have a brief look at how 19th century public schools promoted and organised sports and games.

Summer Term Year 12

In the final term work centres upon the honing of skills. Candidates look specifically at sporting issues in the UK, Australia and the USA, as well as the Olympic Games as a vehicle for nation building and the opportunities and implications of 2012.

Year 13

Candidates study Exercise and Sport Physiology, Historical Studies and Sports Psychology. Candidates are asked to make constant reference to physical competence and health of participants. Historical study is an approach which involves the knowledge and understanding of Physical Education as a field of study and its application on a specified time scale. Sports Psychology enables candidates to investigate the important role that the human mind has prior to, during, and after performance. Exercise and Sports Psychology focus on energy concepts and ergogenic aids.

Course Assessment:

<p>AS Level (Year 12)</p> <p>Assessment is by written examination, which counts for 60% of the AS. Candidates sit one paper:</p> <p>Unit PHED 1 (2 hours) 84 Marks Two sections: Section A: 6 structured questions Section B: application of theoretical knowledge to a practical situation.</p> <p>Unit PHED 2 (Practical) (40%) Candidates will be assessed in:</p> <ol style="list-style-type: none">1. Performing two chosen activities from two different activity profiles and evaluating and planning for the improvement of performance. OR2. Performing one chosen activity and coaching/leading one chosen activity from two different activity profiles together with evaluating and planning for the improvement of performance. OR3. Performing one chosen activity and officiating one chosen activity from two different activity profiles together with evaluating and planning for the improvement of performance.	<p>A2 Level (Year 13)</p> <p>Assessment is by written examination, which counts for 30% of the A2. Candidates sit one paper.</p> <p>Unit PHED3 (2 hour) 84 Marks Three sections: Section A: how exercise physiology can optimise performance. Section B: how application of psychological knowledge can optimise performance. Section C: contemporary influence in sport and their impact on the performer.</p> <p>Unit PHED4 (20%) Candidates are assessed in:</p> <ol style="list-style-type: none">1. Performing one chosen activity from one of the activity profiles and the evaluation, appreciation and improvement of performance. OR2. Coaching/leading one chosen activity from one of the activity profiles and the evaluation, appreciation and improvement of performance. OR3. Officiating one chosen activity from one of the activity profiles and the evaluation, appreciation and improvement in performance.
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Entry Requirements

Where a student has previously studied this subject at GCSE, or its equivalent, we would expect them to have attained: GCSE Physical Education Grade B.

Where a student has not previously studied this subject we would expect them to have achieved success in related areas of study and attained: GCSE Biology Grade B OR Grades BB in Science and Additional Science.

Head of Department:

Miss S Mitchell

The World Development course was developed in response to concerns that people in the 21st Century should have an understanding of their role as global citizens, and their responsibilities towards development and sustainability. The issues covered will be part of our future: World Development is very real and relevant to today's young people and tomorrow's leaders.

AS and A2 World Development explores the social, political, economic and environmental factors that connect local, national and international communities within an increasingly interdependent world. The course undertakes an examination of the relationships between more and less developed countries, promotes understanding of global issues, sustainable development, environmental responsibility and global citizenship.

The course provides a genuine opportunity for breadth of study in the Sixth Form. The specification was designed to integrate subjects such as Geography, Politics, Economics, Business Studies, Psychology and Sociology.

The department has carefully selected topics in both the World Development and Geography courses to ensure that there is minimal overlap; in fact the two qualifications complement each other well.

There is an increasing number of Development courses on offer at Higher Education institutions, either as single or joint honours degrees.

AS Level

Unit 1 - 70%

Theme 1 Development, resources and global citizenship

Human needs and the impact on resources
Environmental limits and the effect on use of resources
Responsible use of resources and sustainable development
Competing claims on resources
Approaches to sustainable development

Theme 2 Poverty and inequality

Measuring and defining poverty
Addressing poverty and inequality
International debt and the impact on poverty and inequality
Inequality in different social groups
International initiatives to raise awareness of and reduce poverty.

Examined through short structured questions, 2 on each theme.

Unit 2 - 30% Coursework portfolio

An analysis of 3 articles based on Theme 1: 500 words each
A comparative essay based on Theme 2: 1000 words

A2 Course

Unit 3 - 35%

Theme 3 Perspectives of development

The contested and evolving concept of development
Interpretations of development
How the concept of development varies between groups with different values and attitudes
Economic, social, political and environmental perspectives on development
Role of empowerment and participation of individuals and communities in development
The contested concept of sustainable development

Theme 6 Social development

The relationship between population and resources
The role of women in development
The role of education and health in sustainable development
The role of cultural and religious diversity in development
Migration as an indicator of inequalities

Examined through a structured resource based question and 2 essays.

Unit 4 - 15% Coursework

3000 word investigation on a research topic of your choice, based on any theme from the AS or A2 course.

Entry Requirements

GCSE Grade B in any humanities subject (Geography, History, Classical Civilisation or Religious Studies) and GCSE Grade B in English Language.

Head of Department: Mrs S Edwards