



# Watford Grammar School for Boys

## Sixth Form Options 2017

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## THE SIXTH FORM

The Sixth Form at Watford Grammar School for Boys (WGBS) is large by most standards, with currently around 400 students in total. Studying A Levels here has a number of advantages.

### *A National Reputation*

The School has a national reputation for academic excellence. Each year, 99% of those leaving the Upper Sixth go on to university, the substantial majority to Russell Group universities, including a good number to the colleges of Oxford and Cambridge. The School's reputation is founded on a long tradition of excellence sustained by highly qualified and committed teaching staff as well as excellent facilities.

### *A Wide Range of Activities*

The School offers a wide range of activities beyond A Level study. It is particularly strong in sport, with full fixture lists against the strongest schools in the area, and a significant number of our students regularly appear for county, regional and even national teams; likewise, we regularly have students playing in National Ensembles. Debating, chess and drama are other areas in which the School enjoys a national reputation.

The School has close links with Watford Grammar School for Girls, and there are many opportunities for collaboration through drama, music, societies, trips abroad, joint Sixth Form activities and shared teaching for certain subjects.

### *Working with Younger Students*

One of the benefits of this 11-18 School is the opportunity for older students to work with younger ones, through the Prefect and House Systems. We have a tradition of Sixth Formers working with younger boys in team sports and societies, and in support roles in academic work through our morning Workshop and lesson support schemes. There are opportunities to work with the community outside the School as well as within it, for example in collaboration with the charity Kissing It Better, as well as through the Discovery Club for local primary school students.

### *Form Tutors*

The Sixth Form is divided into House forms. Each student is assigned a Form Tutor who takes a close interest in his academic and personal development and provides expert advice on higher education.

**The Sixth Form at Watford Grammar School for Boys offers a wide choice of A Level subjects for study. It is not only academically successful but socially cohesive and offers many opportunities for students to follow their interests.**

## Academic Study

### *Courses*

Students will choose either three or four A Level courses. The option to commence with the study of four A levels will be available to students where students have at least 4A\*s and 4As or equivalent (where Grade 8 = A\*, Grade 7 = A etc).

Students following a 3 A level route will be expected to undertake an additional academic course, such as the Extended Project Qualification, a MOOC (Massive Online Open Course), or a programme of voluntary service or similar.

There is also an enrichment programme for all 6<sup>th</sup> form students comprising activities for the whole group on Friday afternoon, occasionally in association with Watford Grammar School for Girls. All students are expected to take part in Games or a Physical Activity Session, usually on Wednesday afternoons. The remaining periods are time for students to study under their own initiative using the Sixth Form Study Centre or the Library.

### *Sixth Form Study*

Study in the Sixth Form is very different from that required for GCSE. Each department provides an introductory course but it is important to recognise that Sixth Formers are expected to take much greater responsibility for the management of their time, study and progress than in their previous years.

The successful study of A Level courses requires considerable commitment to homework and private study. We expect a minimum of 20 hours of study to support academic courses each week. Experience has shown that those who get into difficulty with their courses do so largely because they have failed to commit themselves to regular, weekly study and to make efficient use of their time.

### *Monitoring Progress*

Academic progress is monitored by frequent departmental tests and assessments. The Heads of Sixth Form monitor students across their subjects and school career. After an initial 'First Check' on students' transition to Sixth form study in October of the Lower Sixth year, reports on progress, attendance and behaviour are provided to parents via our online reporting system which is updated at regular intervals. It is important that any problems are discussed with the class teacher, whether they arise from a lack of understanding of key ideas or an inability to master the necessary study skills.

# Sixth Form Options 2017

A Level subjects at present on offer appear below.

**Although experience shows that most of the courses shown below will operate, the Schools cannot guarantee to run a course for which there is insufficient demand. We expect a minimum number of 12 students for a course to be viable. If numbers are low for a course in Category 1 then it might be run in collaboration with WGSB. Nor can we guarantee to be able to satisfy all first choices.**

## Category 1

This contains subjects which will be offered at Watford Grammar School for Boys for boys only.

Art and Design  
Biology  
Chemistry  
Classical Civilisation  
Computer Science  
Economics  
English Language & Literature  
English Literature  
French  
Further Mathematics  
Geography  
History  
Mathematics  
Philosophy and Ethics  
Music  
Physical Education  
Physics  
Politics  
Psychology

## Category 2

This contains subjects taught at Watford Grammar School for Boys which might be open to girls from Watford Grammar School for Girls.

Product Design

## Category 3

This contains subjects taught at Watford Grammar School for Girls which will be open to boys from Watford Grammar School for Boys.

Sociology

## Category 4

This contains subjects which are likely to be taught in collaboration with Watford Grammar School for Girls. This could involve all lessons being taught at either school or shared teaching of these subjects.

## Choice Procedure

**When completing the application form you should make THREE or FOUR choices in order of preference and give TWO reserve choices.**

Please use the following criteria when completing the application form

- All students must list at least THREE subjects and two reserves.
- Students likely to achieve, on average, 4A\*s and 4As may opt to study FOUR subjects.
- Students wishing to study Further Mathematics should list FOUR subjects, two of which will be Mathematics and Further Mathematics.

Two reserve choices are needed because:

- i) We are not certain which subjects will definitely be available:
- ii) At present the possible combinations of subjects are not known.
- iii) Some subjects may be oversubscribed in which case students may have to be offered an alternative.

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. Although there are a few subject areas in higher education that will demand a particular course combination, several university admissions tutors have indicated the sort of combination they will be looking for from their prospective applicants. Students are therefore advised to undertake all relevant research and to bear in mind the usefulness of their proposed combination.

### Oversubscribed courses

We anticipate that in the event of a course being oversubscribed all students concerned will be asked to reconsider their choices. If after this the course remains oversubscribed, places will be allocated according to applicants' order of preference for the course as indicated on the application form. Students should therefore be aware of the importance of this choice.

You may find the following points helpful:

- Read and re-read this booklet carefully.
- Read the relevant publications or use careers/higher education software as well as consulting the UCAS and other relevant websites.
- Discuss your plans fully with your parents.
- Consult widely to see if your chosen combination of subjects is appropriate for your needs or possible career path.
- If you have a specific career in mind, or a specific University, find out the minimum entry qualifications and/or recommended subjects for any particular course.
- Consider which subjects you have found interesting at GCSE and how successful you have been.
- Talk to people with relevant expertise e.g. teachers, professionals, careers advisers.
- If you are an 'internal' applicant, take the opportunity to attend the A Level talks given by Heads of Department and the Options Evening on Tuesday 7<sup>th</sup> February 2017.

### Internal applications

Students applying from our present Year 11 should complete the Sixth Form Options Form which will be issued just before the A Level Options Evening. The form should be returned to your Form Tutor by Monday 20<sup>th</sup> February 2017.

### **External applications**

Students applying from other schools should follow instructions on the School website about how to apply for a place. The A level Options evening for external applicants will be on Wednesday 19<sup>th</sup> October 2016.

### **Minimum entry requirements**

**Students wishing to enter the Sixth Form must achieve a minimum of six GCSEs at grade B with a minimum of grade 5 at English Language and Mathematics. In addition, students must achieve the following minimum requirements for each subject offered:**

<b>Art</b>	GCSE grade B in Art and Design and/or Technology
<b>Biology</b>	A grades at GCSE in: Biology or both Single Science and Additional Science, and a minimum of numeric grade 6 in each of Mathematics and English Language.
<b>Chemistry</b>	A grades at GCSE in: Chemistry or both Single Science and Additional Science, and a minimum of numeric grade 6 in each of Mathematics and English Language.
<b>Classical Civilisation</b>	GCSE grade 6 in English Language or English Literature
<b>Computer Science</b>	GCSE grade B in Computer Science and numeric grade 6 in Mathematics. If you have not studied GCSE Computer Science you must provide evidence of a keen interest and an ability in computer programming.
<b>Economics</b>	GCSE numeric grade 6 in Mathematics and GCSE numeric grade 6 in English Language
<b>English Literature</b>	GCSE numeric grade 6 in both English Language and English Literature
<b>English Language and Literature</b>	GCSE numeric grade 6 in both English Language and English Literature
<b>French</b>	GCSE grade B in French
<b>Geography</b>	GCSE grade B in Geography (if taken) or B/6 grades in English Language, Mathematics and Science
<b>German</b>	GCSE grade B in German
<b>History</b>	GCSE grade B in History (if taken) or 6 grade in English Language
<b>Latin</b>	GCSE grade B in Latin and grade 6 in English Language and English Literature
<b>Mathematics</b>	GCSE numeric grade 7 in Mathematics
<b>Further Mathematics</b>	GCSE numeric grade 8 in Mathematics <b>and</b> grade A* in Further Mathematics (or equivalent – see course description for further details). In addition, students will

need to meet the minimum pass mark in a test at the start of Year 12.

<b>Music</b>	GCSE grade B in Music
<b>Philosophy and Ethics</b>	GCSE grade 6 in English Language
<b>Physical Education</b>	GCSE grade 6 in English Language GCSE grade 6 in Mathematics GCSE grade B in both Science and Additional Science
<b>Physics</b>	For Triple Science students – A grade in Physics plus at least a numeric grade 6 in Maths. Students with B grades in IGCSE Physics will be considered upon review of the scores in their exam papers. For Double Science students - an A grade or better in GCSE Single Science with an A grade or better in GCSE Additional Science plus a numeric grade 6 or better in GCSE Mathematics.
<b>Politics</b>	GCSE grade B/6 in History or English Language
<b>Product Design</b>	GCSE grade B in Product Design.
<b>Psychology</b>	GCSE numeric grade 6 in Mathematics and English Language and B grades in both Science and Additional Science (or equivalents in separate Science)
<b>Sociology</b>	GCSE grade 6 in English Language
<b>Spanish</b>	GCSE grade B in Spanish

## **Important Notes**

Please note that for the purposes of the application of the above admission criteria in September 2017, the new GCSE grade 6 will be deemed to be the equivalent to grade B, new GCSE grade 7 will be deemed to be the equivalent to grade A and new GCSE levels 8 & 9 will be deemed to be the equivalent to grade A\*.

The popularity of some subjects and subject combinations may result in there being more suitably qualified applicants than there are places available. Equally, subjects with fewer than 12 students will not be viable, or only be viable if lesson time is complemented by online and personal study.

Our experience tells us that even students who exceed the minimum entry requirements may struggle with the A level courses on offer at WBGs. Students in this category will be advised clearly of the School's opinion, and be given all possible assistance in finding appropriate alternative provision.

Similarly, students entering the Lower Sixth should realise that there is no automatic transfer to the Upper Sixth. To progress to the second year of A level students will need to have a minimum of three passes at Grade E in the internal end of year examinations (or AS level where they are studying a subject which retains the modular structure).

Head of Department: G. Woods

Students will study for a GCE in Art and Design. Within this general course they will cover aspects of Fine Art including; sculpture, drawing and painting and print-making, 3D design, Textiles, Photography and Graphic Design. They can choose to specialise in one particular discipline or alternatively, to work across a range of disciplines or materials.

### **The full A level consists of 3 units of work:**

**Introductory unit.** Internally set and internally assessed.

This is a portfolio of work that demonstrates students' ability to research, develop, explore, experiment and analyse across a range of traditional and new media. It is an introductory unit of work that may or may not be incorporated into the final coursework submission. The aim of this unit is to develop students understanding, experience and confidence across an increasingly broad range of media. Media explored will include: painting and drawing, photography and film, 3D media including clay, plaster, card, wire and papier-mache. Work will be delivered in 5 week blocks and assessed at the end of each block.

**Component 1** - Internally set, assessed by the teacher and externally moderated.

This component gives students opportunities to choose a project title, generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing a personal resolved outcome.

This component incorporates three major elements: supporting studies, practical work, and a personal study.

- Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.
- The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images. (60% of the final grade).

**Component 2** - Externally set, assessed by the teacher and externally moderated.

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme.

This component incorporates two major elements: preparatory studies and the 15-hour period of sustained focus.

- Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment.
- During the 15-hour period of sustained focus under examination conditions, students will produce final outcome(s) extending from their preparatory studies in response to the Externally Set Assignment.

**Entry requirements: B grade or above in a relevant Art and Design and/or Design Technology course. Students without any previous qualifications may also be considered and should apply directly to the Head of Department with a portfolio of work that clearly demonstrates ability in their chosen option.**



Head of Department: O.Hockin

Biology is an interesting, relevant and conceptually demanding choice at A-Level. The course builds upon knowledge gained at GCSE and looks to examine particular principles in more detail. There is a broad range of topic areas over the two years, such as genetic engineering, the immune response, the production of antibiotics and the mechanisms that allow plants to transport water.

The department has developed a more practical emphasis with its curriculum delivery in recent years. The ability to communicate effectively on paper is crucially important, as there will be long answer questions on each of the exam unit papers. Exam questions also test students' mathematical ability, particularly in Paper 3. The course encourages students to link together principles across the different units and this synoptic ability is tested during the course. Students will also be expected to develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of *How Science Works*.

Each student will be provided with a general Biology text-book at the beginning of the course and additional support materials will be available on the student network. Those having difficulties with the course will have an opportunity to attend lunchtime revision sessions before assessments. The course consists of 10 units, which are examined across three exam papers at the end of Year 13. Practicals will be completed across the two years and assessment of these will be included in the written exams. In addition, practical work is logged such that the Practical Endorsement may be awarded to those students that fulfil the criteria. The Endorsement is awarded independently of the A Level grade that a candidate attains.

**Paper 1: Advanced Biochemistry, Microbiology and Genetics****Paper code: 9BI0/01 30% of the total qualification**

Topic 1: Biological Molecules

Topic 2: Cells, Viruses and Reproduction of Living Things

Topic 3: Classification and Biodiversity

Topic 4: Exchange and Transport

Topic 5: Energy for Biological Processes

Topic 6: Microbiology and Pathogens

Topic 7: Modern Genetics

**Paper 2: Advanced Physiology, Evolution and Ecology****Paper code: 9BI0/02 30% of the total qualification**

Topic 1: Biological Molecules

Topic 2: Cells, Viruses and Reproduction of Living Things

Topic 3: Classification and Biodiversity

Topic 4: Exchange and Transport

Topic 8: Origins of Genetic Variation

Topic 9: Control Systems

Topic 10: Ecosystems

**Paper 3: General and Practical Principles in Biology****Paper code: 9BI0/03 40% of total qualification**

This paper will include questions from Topics 1–10.

**Entry requirements: A grades at GCSE in: Biology or both Single Science and Additional Science, and a minimum of numeric grade 6 in each of Mathematics and English Language.**

## Chemistry

Examination Board: WJEC

Head of Department: C.G.D. Sykesud

Chemistry presents a challenging and exciting A Level. The course aims to foster imaginative and critical thinking, to develop ideas and to build upon processes and skills learnt at GCSE level. Models presented in Key Stages 3 and 4 are re-visited. They are re-evaluated and modified in the light of the more profound and sophisticated evidence and information that are available at this advanced intellectual level.

As a practical subject, much of the work is centred on learning through laboratory experience. The Chemistry A Level incorporates a number of themes that include the mole, energy, structure and bonding, reaction rates and equilibria, and practical assessment. It builds upon the GCSE by including a wider range of elements and compounds, with a more extensive study of organic chemistry.

It is important that candidates be able to express themselves clearly in unambiguous English, whilst many aspects of Chemistry also require a good level of numeracy.

The three units are presented as an integrated whole, the teaching being shared between two specialist A Level Chemistry teachers. In addition, practical work is logged such that the Practical Endorsement may be awarded to those students that fulfil the criteria. The Endorsement is awarded independently of the A Level grade that a candidate attains.

Qualification Accreditation Number: 601/5645/4

### *Core Ideas, Principles and Concepts*

- Topic C1 The language of chemistry and structure of matter
- Topic C2 Chemical change
- Topic C3 Chemistry of carbon compounds

### *Physical and Inorganic Chemistry*

- Topic PI1 Electrochemistry
- Topic PI2 More complex patterns of the Periodic Table
- Topic PI3 Chemical kinetics
- Topic PI4 Energy changes
- Topic PI5 Equilibria

### *Organic Chemistry and Analysis*

- Topic OA1 Higher concepts in organic chemistry
- Topic OA2 Organic compounds containing oxygen
- Topic OA3 Organic compounds containing nitrogen
- Topic OA4 Organic synthesis and analysis

The examinations, taken at the end of the upper sixth, are:

Component 1: Physical and Inorganic Chemistry, 2 ½ hours, 40% of the qualification

Component 2: Organic Chemistry and Analysis, 2 ½ hours, 40% of the qualification

Component 3: Chemistry in practice, 1 ¼ hours, 20% of the qualification

**Entry requirements: A grades at GCSE in: Chemistry or both Single Science and Additional Science, and a minimum of numeric grade 6 in each of Mathematics and English Language.**

Head of Department: A Pegler

No previous study of Latin or Classical Civilisation is required.

### **A Level Classical Civilisation**

The course provides an outstanding study of Greek and Roman culture, focusing on events, characters and ideas that changed the world. Conflict, leadership, emotion, courage, faith and resolution are themes running through the course. These themes offer the candidate a fresh perspective on the modern world and provides an opportunity for lively discussion on moral, ethical, social, political and cultural issues. The unique opportunities of Classical Civilisation are well recognised by employers and universities for the skill training and multi-disciplinary approach that these topics provide and the emphasis on evidence. The topics selected also give the students a range of fascinating subjects to study.

### **The World of the Hero (CC11)**

Candidates study the Greek epic adventure story *The Odyssey* by Homer, a 10 year journey by the hero Odysseus as he struggles to return home from the Trojan War to save his wife and kingdom. In contrast the *The Aeneid* by Virgil demonstrates the Roman viewpoint of a hero as the Trojan champion Aeneas flees Troy on a divine quest to found a new home that will give birth to a new race of invincible conquerors: the Roman people. Rightly regarded as two of the greatest novels ever written the students examine the qualities displayed by the two heroes alongside the role of the gods, the nature of courage and the obstacles that a hero must overcome. A fascinating study of destiny, loyalty and some of the most famous monsters of all time.

### **Culture and The Arts: Greek Art (CC24)**

What is beauty? Why do we need art? How did the Greeks transform the way that we think of our world? Greek Art is an outstanding module that covers not only the decisive moments in Art History but trains the students in essential skills of analysis and evaluation as they study, interpret and appreciate key iconic examples of Greek sculpture and art. They will trace its origins as it takes on human form, pushes the boundaries of what had ever been done before and creates an image of perfection that has influenced civilisation ever since. Why did their statues of athletes have bodies that no human being could actually ever achieve? What should a god look like? The students learn to think, look and argue as they learn to recognise changes, innovations in style and meaning, providing fantastic skills that can be applied to a host of potential futures.

### **Belief and Ideas: Greek Religion (CC31)**

In this module the students study in detail the gods and goddesses of Ancient Greece through their myths, legends and how the Ancient Greeks viewed and perceived their creators. Why do we need gods? What should a god do? How do you talk to a god? This module studies all aspects of Greek religion from the way gods were worshipped, to their places of worship and the people who sought their help. How did a running race at the Olympic Games honour Zeus? Examining evidence from art, architecture and literature, including the depiction of gods as characters in Greek tragic plays, the students will gain a fascinating understanding of human nature and our need for religion, as well as the power of human desire, fear and imagination. A brief examination of philosophy will introduce the Greek attempts to explain the world in rational terms

**Entry requirements: Candidates will be expected to have at least a numeric grade 6 in English Language or English Literature. GCSE Classical Civilisation is not essential.**

Head of Department: Mrs P. Hewgill

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 into practical and theoretical work. The practical elements all revolve around learning how to programme (in Python), which is basically solving endless logical puzzles. The theory deals with such topics as number systems and how a processor works.

### Component 01 - COMPUTER SYSTEMS

This component is a traditionally marked and structured question paper with a mix of question types:

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues.

### Component 02 - ALGORITHMS AND PROGRAMMING

Traditional questions concerning computational thinking:

- Elements of computational thinking
- Programming and problem solving
- Pattern recognition, abstraction and decomposition
- Algorithm design and efficiency
- Standard algorithms

There will be a scenario/task contained in the paper, which could be an algorithm or a text page-based task, which will involve problem solving.

### Component 03 - PROGRAMMING PROJECT

Students select their own user-driven problem of an appropriate size and complexity to solve. Students analyse the problem, design a solution, implement the solution and give a thorough evaluation.

#### More information

<http://www.ocr.org.uk/qualifications/as-a-level-gce-computer-science-h046-h446-from-2015/>

**Entry requirements: GCSE grade B in Computer Science and numeric grade 6 in Mathematics. If you have not studied GCSE Computer Science you must provide evidence of a keen interest and ability in computer programming.**

Head of Department: E. Elmas

The study of Economics enables students to understand how the material resources of an individual, a community, a country or the world are managed. It is an ideal subject for students who are beginning to become interested in current affairs and who want to develop an informed and critical knowledge of how the world works. It is welcomed by universities as a rigorous and academic qualification. The subject works particularly well with Mathematics, which is a prerequisite for a degree in Economics at most universities. It also complements subjects such as Politics, History, Psychology and Geography.

Taking an enquiring, critical and thoughtful approach to the subject, students of our Edexcel A level in Economics will develop the ability to think like an economist, and to appreciate the contribution of economics to an understanding of the wider economic and social environment.

**Qualification at a glance**

**Qualification at a glance**

The Pearson Edexcel Level 3 Advanced GCE in Economics A is structured into four themes and consists of three externally examined papers taken at the end of year 13. Students build knowledge and understanding of core economic models and concepts in Themes 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4. Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of both current and past economic events and policies.

<p>Theme 1:  <b>Introduction to markets and Market Failure</b>                  This theme focuses on microeconomic concepts. Students will develop an understanding of:  <b>nature of economics</b>  <b>how markets work</b>  <b>government intervention</b></p>	<p>Theme 2:  <b>The UK Economy - performance and policies</b>                  This theme focuses on macroeconomic concepts. Students will develop an understanding of:  <b>measures of economic performance</b>  <b>aggregate demand</b>  <b>aggregate supply</b>  <b>national income</b>  <b>economic growth</b>  <b>macroeconomic objectives and policy</b></p>
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<p>Theme 3:  <b>Business behaviour and the labour market</b>                  This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of:  <b>business growth</b>  <b>business objectives</b>  <b>revenues, costs and profits</b>  <b>market structures</b>  <b>labour market</b>  <b>government intervention</b></p>	<p>Theme 4:  <b>A global perspective</b>                  This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of:  <b>international economics</b>  <b>poverty and inequality</b>  <b>emerging and developing economies</b>  <b>the financial sector</b>  <b>role of the state in the macro economy</b></p>
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**Entry requirements: Students will be expected to have gained at least a numeric grade 6 in GCSE Mathematics and a numeric grade 6 in GCSE English Language.**

## English

Head of Department: J. Callow

At WBGs we offer a choice of two of A level English subjects:

### A. English Literature

### B. English Language and Literature

Although there is some overlap, they are different subjects and you need to make sure you make an informed decision.

### Why English?

Both English A levels offer you the chance to develop key skills of communication and analysis which are highly valued by universities and employers alike. You can also learn about new topics such as how speech gives away your background and you can practise being a creator, producer and critic of texts yourself.

English lessons at A-level are structured around discussion. Lessons are student-centred, encouraging participation from all. The courses also place immense value on the importance of creative response. In addition, English A levels also provide access to a range of extra-curricular opportunities, from editing *The Fullerian* magazine to attending residential creative writing courses and overseas trips.

**Entry requirements: The entry requirement for both English A levels is numeric grade 6 at GCSE English Language and numeric grade 6 at English Literature.**

***If you wish to take one of the two English A level subjects, you should write very clearly on your Options Form which of the two subjects you are choosing.***

## A. English Literature

## Examination Board: OCR

English Literature A level aims to develop skills of literary analysis through creative engagement with a range of prose, poetry and drama texts. You will gain a deeper understanding of the heritage and changing traditions of literature in English as well as exploring multiple modes of reading, from artistic to political.

You will study diverse texts ranging from work first published and performed since 1300 to post-1990, including one play by Shakespeare. There is a strong focus on critical literary skills, contexts and interpretations by other 'readers'.

### Summary of units:

**Component 1:** Students study one Shakespeare, one Drama and one poetry pre-1900 text (40%)

**Component 2:** Close reading of a passage in chosen topic area. Comparative and contextual study from chosen topic area (40%)

**Coursework:** Literature post 1900. Learners are required to study three literary texts for this unit. The three texts must include one prose text, one poetry text and one drama text. Students perform a close reading of a passage or produce re-creative writing piece with commentary. In addition, students write a comparative essay on two linked texts (20%)



## **B. English Language and Literature**

## **Examination Board: OCR**

This subject aims to deepen your understanding of the use of language and develop skills of literary and linguistic analysis through creative engagement with a range of texts. You will study a stimulating range of texts from the classics to contemporary fiction.

Summary of units:

### **Component 1: Exploring non-fiction and spoken texts**

Focuses on an OCR (EMC) anthology of 20 non-fiction spoken and written texts across different time periods and contexts. Comparative and contextual study based on the anthology and unseen texts. (16%)

### **Component 2: The language of poetry and plays**

Focuses on one poetry collection from a choice of six and one drama text from a choice of six. Exploration of the texts through stylistic and dramatic analysis. (32%)

### **Component 3: Reading as a writer, writing as a reader**

Focuses on exploring the nature of narrative in one prose fiction text from a choice of six. Writing as a reader develops the understanding of narrative technique through a creative task and a commentary. (32%)

### **Coursework Independent study: analysing and producing texts.**

Independent study allowing learners to pursue particular interests and develop their expertise through an analytical comparative essay on a set text from a list of 12 non-fiction texts and a second free choice text. One text must be post-2000. Learners must also produce a piece of original non-fiction writing. (40%)

## French

## Examination Board: AQA

Head of Department: R. Comb

### A-Level: Code 7652

The A-Level course will cover:

- **Aspects of French-speaking society:** current trends, current issues
- **Artistic culture in the French-speaking world**
- **Aspects of political life in the French-speaking world**
- **Grammar**
- **Literature and Film**

*The A-Level specification has 3 units:*

Unit	Outline	Weighting
<b>Paper 1</b>	<b>Listening, Reading and Writing</b> Candidates will answer a range of questions based on approximately 5 minutes of heard material and on a selection of written stimulus texts. All questions are in French, to be answered with non-verbal responses or in French.  Translation into English (a minimum 100 word passage) Translation into French (a minimum 100 word passage)	40%
<b>Paper 2</b>	<b>Writing and Grammar</b> Candidates will write 2 300 word essays from a choice of 2 set texts, or 1 set text and 1 film (that will have been studied during the 2 years)	30%
<b>Paper 3</b>	<b>Speaking</b> Candidates will have completed an individual research project that they must then discuss. Candidates must be prepared to discuss one of the 4 sub-themes (current trends, current issues, artistic culture or political life)	30%

**Entry requirements: The minimum requirement is Grade B (Grade A preferred) at GCSE level. A sound knowledge of French grammar is essential.**

Head of Department: J. Lloyd

The study of Geography concerns not only the nature of the physical world but also the complex relationships between society and the environment and makes a valuable and unique contribution to the understanding of some of the most important contemporary global issues.

**The AQA specification:** The A level course encourages students to develop their awareness of the complexity of interactions within and between societies, economies, cultures and environments. It should help them understand and interpret our changing world and to develop as global citizens who recognise the challenges of sustainability. It should also allow them to improve as critical and reflective learners aware of the importance of attitudes and values and to use and apply skills and new technologies both in and outside the classroom.

**Component 1 – Physical Geography:** water and carbon cycles; either hot desert or coastal or glacial systems and landforms; hazards or ecosystems under stress

**Component 2 – Human Geography:** global systems and governance; changing places; either contemporary urban environments or population and the environment or resource security.

**Component 3 – Geography Fieldwork Investigation:** completed via the lower 6<sup>th</sup> field course.

The subject matter covered and the range of skills developed equips students both for further study at university level and a wide range of employment areas. The majority of work is achieved through class work, essays and practical work done both in class and outside in the local area. Fieldwork, statistical and research skills are heavily emphasised: relevant techniques are covered in lessons and through local field work, day field visits, the Lower Sixth Field Course and the (optional) field visits to, for instance, Iceland.

**Entry requirements:** The AQA GCSE course provides the necessary groundwork for A level and for this reason a B grade or above in GCSE Geography is expected. Anyone wishing to take the subject who has not studied it at GCSE but who shows interest and commitment will be considered. Such students should have at least B/6 but preferably A/7 or better grades in English Language, Maths and Science.

Head of Department: R. Comb

During the course, you will improve your fluency in the language by listening to, discussing and reading authentic, contemporary German. Students have individual speaking lessons with the German Assistant on a weekly basis. There is also the opportunity for all students to undertake a week of work experience on the German Exchange.

**A-Level: Code 7662**

The A-Level course will cover:

- **Aspects of German-speaking society**
- **Artistic culture in the German-speaking world**
- **Multiculturalism in German-speaking society**
- **Aspects of political life in German-speaking society**
- **Grammar**
- **Literature and Film**

*The A-Level specification has 3 units:*

Unit	Outline	Weighting
<b>Paper 1</b>	<p><b>Listening, Reading and Writing</b> Candidates will answer a range of questions based on approximately 5 minutes of heard material and on a selection of written stimulus texts. All questions are in German, to be answered with non-verbal responses or in German.</p> <p>Translation into English (a minimum 100 word passage) Translation into German (a minimum 100 word passage)</p>	40%
<b>Paper 2</b>	<p><b>Writing and Grammar</b> Candidates will write 2 300 word essays from a choice of 2 set texts, or 1 set text and 1 film (that will have been studied during the 2 years)</p>	30%
<b>Paper 3</b>	<p><b>Speaking</b> Candidates will have completed an individual research project that they must then discuss. Candidates must be prepared to discuss one of the 4 sub-themes (aspects, multiculturalism, artistic culture or political life)</p>	30%

**Entry requirements: The minimum requirement is Grade B (Grade A preferred) at GCSE level. A sound knowledge of German grammar is essential.**

Head of Department: R. Comb

During the course, you will improve your fluency in the language by listening to, discussing and reading authentic, contemporary German. Students have individual speaking lessons with the German Assistant on a weekly basis. There is also the opportunity for all students to undertake a week of work experience on the German Exchange.

**AS: Code 1661**

The AS course will cover:

- **Media:** TV, advertising and communication technology
- **Popular culture:** cinema, music and fashion/trends
- **Healthy living/lifestyle:** sport/exercise, health and well-being and holidays
- **Family/relationships:** relationships within the family, friendships and marriage/partnerships.

*The AS specification has 2 units:*

Unit	Outline	Weighting AS
<b>Unit 1</b>	<b>Listening, Reading and Writing (2 hours)</b> Candidates will answer a range of questions based on approximately 5 minutes of recorded material and on a selection of written stimulus texts. They will also write a 200 word response to a question based on one of the AS topics.	70%
<b>Unit 2</b>	<b>Speaking Test (20 mins prep. + 15 mins test)</b> Candidates will discuss a target-language stimulus card based on one of the AS topics for 5 minutes and take part in a 10 minute conversation covering three further AS topics.	30%

**A2: Code 2661**

The A2 course will cover:

- **Environment:** pollution, energy and protecting the planet
- **The multi-cultural society:** immigration, integration and racism
- **Contemporary social issues:** wealth and poverty, law and order and the impact of scientific and technological progress
- **Cultural topic:** the study of a region/period of 20<sup>th</sup> century history/ literature or the arts related to a German-speaking country.

*The A2 specification has 2 units:*

Unit	Outline	Weighting A2
<b>Unit 3</b>	<b>Listening, Reading and Writing (2 hours 30 mins)</b> Candidates will answer a range of questions based on approximately 6 minutes of recorded material as well as on a selection of written texts. Candidates also write a 250 word essay based on a cultural topic studied.	70%
<b>Unit 4</b>	<b>Speaking Test (20 mins prep. + 15 mins test)</b> Candidates will present a point of view based on a target-language stimulus card from one of the A2 topic areas and take part in a conversation covering three further A2 topics.	30%

**Entry requirements: The minimum requirement is Grade B at GCSE level (Grade A preferred). A good knowledge of German grammar is essential.**

Head of Department: Mr J McDermott

The new A-level that you will study has been constructed to afford a much broader and deeper understanding of a range of political, social and economic histories of different countries in the 19th and 20th centuries. The skills that you have used at GCSE are developed in A-level and prepare you for a variety of courses at university. Studying History allows you to interpret, investigate and debate before coming to reasoned conclusions, which is a highly sought after skills set for any career path you choose.

The overall aim of this course is to offer you a wide-ranging option that takes you into new periods and places in history from the ones you have studied at GCSE level. Students taking this exciting new course will study the recent histories of the USSR and Mao's China in great depth, by looking at their relative positions before, during and after the major events of the early twentieth century. Karl Marx's two texts *Das Kapital* and *The Communist Manifesto* have done more to transform the ideological landscape of the world arguably than any other texts and have been adapted to suit the circumstances of each differing country through the dictatorships of Lenin and Mao. In the words of S.A. Smith:

*'The Russian Revolution of 1917 saw the overthrow of the tsarist autocracy in February and the seizure of power by the Bolshevik party in October...Their revolution proved to be the most consequential event of the 20<sup>th</sup> century, inspiring communist movements and revolutions across the world, notably in China, provoking reaction in the form of fascism, and after 1945 having a profound influence on many anti-colonial movements and shaping the architecture of international relations through the Cold War.'* (S.A. Smith)

In the Lower Sixth, you will get the opportunity to study different communist countries across the twentieth century. Industrialised Russia had two revolutions in 1917 which transformed it from a backward looking empire to a superpower in 30 years. Under the unwavering leadership of Lenin to the brutal dictatorship of Stalin the country suffered purges, famine and survived the ultimate test in WWII from a besieging Nazi invasion. Khrushchev and Brezhnev had to position the USSR in the Cold War so that Communism survived and prospered until its final decline under Gorbachev and Yeltsin. These 74 fascinating years have impacted on world history in a variety of ways and continue to echo into the present under Putin's presidency.

As a contrast, you will study in depth how Mao transformed a largely rural Imperial China towards a communist dictatorship with the focus on the Cult of Mao himself who in the Cultural Revolution and purges devastated families and communities in the name of the ideological struggle for Communism. China's importance on the world economy over the last 40 years is a direct result of the economic foundations laid by Mao and the autocratic nature of the regime he ruled over for so long. The traditional past of China transformed in an effort to modernise and the history of that development offers a great contrast to our society's history over the same period.

In the Upper Sixth you will focus on a pivotal period of British imperial before the First World War, where Britain "ruled the waves" and Queen Victoria presided over one of the world's great Empires. Alongside your study of 19th century British History you will learn about one of Britain's lasting problems – the struggle for independence in the "Jewel in the Crown", especially in India, from the first Great Rebellion in India in 1857 to independence for India and its partition into India and Pakistan in 1947.

The course offers the opportunity to develop a range of skills including analysis, interpretation and the coherent presentation of findings. These will be tested in shorter and longer essay questions with some focus on sources and a significant coursework at A2. Areas of study have been chosen to provide interest and breadth to students in the Sixth Form. Teaching uses a range of sources to encourage discussion and the development of examination technique. History is a very popular option at this level and offers students a wide range of university and career options.

Route E: Communism in the 20 <sup>th</sup> Century	Paper	
<p><u>Paper 1: Russia 1917-91: from Lenin to Yeltzin</u></p> <p>This option comprises a study in breadth, in which students will learn about the key political, social and economic features of communist rule in Russia during the twentieth century, an era that saw the USSR's authority and influence rise to the status of a superpower, only to diminish and decline later in the century:</p> <ul style="list-style-type: none"> <li>• Establishing Communist Party control under Lenin, 1917–24:</li> <li>• Stalin in power, 1928–53: The secret police, purges and WWII</li> <li>• Reform, stability and stagnation, 1953–85</li> <li>• Industry and agriculture in the Stalin era: the Five-Year Plans</li> <li>• State control of mass media, propaganda and religion</li> </ul>	<p>30% A-level (Essays and historical interpretations)</p>	
<p><u>Paper 3: Britain: Losing and Gaining an Empire 1763 -1914:</u> This option offers boys the opportunity to study Britain's influence on the development of the world during an exciting period of History. It offers a broad overview from the mid-18th century to the outbreak of the First World War. Key events that have shaped our modern world politics will be studied such as the American War of Independence, complemented by individuals such as Gordon of Khartoum. The focus moves away from Europe to considering countries not touched at GCSE such as Australia, India and Africa. This is an exciting opportunity for boys to discover how Britain came to rule one quarter of the world's land surface changing politics, society and the global economy for ever.</p> <ul style="list-style-type: none"> <li>• The Origins of British Power</li> <li>• The Indian Mutiny and Its Impact</li> <li>• The British Raj 1858-1914</li> <li>• The Nature of Colonial Society</li> <li>• The Role of the Indian Army</li> <li>• The Great Game: The Northwest Frontier and Rivalry with Russia</li> </ul>		
<p><u>Paper 4: Coursework India and the British Empire 1757-1947</u> This is an essay assignment that considers a range of interpretations over distinct issues in Indian history within the British Empire up to independence in 1947. Students will devise a question and tackle it using a range of accessible source and reference material before reaching an evaluated conclusion. This follows on from Paper 3 learning and can include:</p> <p>The Rise of Indian Nationalism</p> <ul style="list-style-type: none"> <li>• The Amritsar Massacre of 1919 and its Impact</li> <li>• Gandhi's Campaigns for Civil Rights and Independence and their Impacts</li> </ul> <p>British Politics and India 1919-39</p> <p>India and the Second World War</p> <ul style="list-style-type: none"> <li>• The Fall of Singapore and Its Impact on the Image of Imperial Superiority (Pax Britannica?)</li> </ul> <p>The End of the Empire</p> <ul style="list-style-type: none"> <li>• Economic Pressures on Post-War Britain and their Impact on Imperial Policy</li> <li>• Attlee's Labour government and Britain's decision to withdraw</li> <li>• The Role of Key Personalities in the rise of Muslim and Indian Nationalism</li> <li>• The Outbreak and Impact of Communal Violence 1947</li> </ul>		

<p><b>Paper 2: Mao's China 1949-76:</b> Investigates in depth the impact of Mao's reorganisation of China with emphasis on Communist ideology and the part it played in political, economic, social and foreign policy.</p> <ul style="list-style-type: none"> <li>• China before the Revolution in 1949</li> <li>• Takeover and consolidation of power by Mao</li> <li>• Rebuilding of China: Agriculture, Industry, Five Year Plans</li> <li>• Great Leap Forward: Causes, Effects and Impact</li> <li>• Terror and Control</li> <li>• Cultural Revolution</li> <li>• Foreign Policy: Cold War conflicts – Korea, Vietnam and ping pong diplomacy</li> </ul>	<p>20% of A-level (Interpretations and source essays)</p>
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**Entry requirements: At least a grade B in GCSE History (or numeric grade 6 in English Language for those who have not taken the subject at GCSE).**



## Latin

## Examination Board: OCR

Head of Department: R Davies

The Latin language is studied to develop accuracy in translation and command of idiom and style.

Latin texts (prose and verse) are studied in depth to develop critical understanding.

The new specifications for the OCR A level syllabus have now been finalised. There are exam papers in:

- Prose and verse unseen translation
- Prose composition or comprehension
- Prose literature (two authors - Cicero (our choice)/ Tacitus for 2018)
- Verse literature (two authors - Virgil / elegiac poets eg Ovid (our choice) for 2018).

The marks for language and literature are divided 50-50.

**Entry requirements: Grade B in Latin and numeric grade 6 in English Language and English Literature.**

## Mathematics

## Examination Board: OCR

Head of Department: J Coren

This two year course builds directly on the foundation of the GCSE Higher Level syllabus. It pre-supposes skills in basic algebraic manipulation and the ability to work logically through multistage problems to further develop mathematical understanding. Students are encouraged to think, act and communicate mathematically, providing them with the skills to analyse situations in mathematics and elsewhere. The mathematical knowledge gained will be broad and widely applicable, preparing students for a range of destinations in Higher Education and employment.

The A-Level specification has 3 components

Component	Outline Content	Weighting
<b>1</b>	<b>Pure Mathematics – 2 hour paper</b> Indices and surds, polynomials, coordinate geometry, trigonometry, sequences and series, algebra and functions, differentiation and integration, numerical methods, exponentials and logarithms, proof, vectors	$33\frac{1}{3}\%$
<b>2</b>	<b>Pure Mathematics and Statistics – 2 hour paper</b> Any of the pure mathematics above. Sampling, interpretation in context, standard deviation, binomial and normal distributions, hypothesis testing, use of large data sets, conditional probability.	$33\frac{1}{3}\%$
<b>3</b>	<b>Pure Mathematics and Mechanics – 2 hour paper</b> Any of the pure mathematics above. Newton's laws of motion, kinematics of motion in a straight line and under gravity, equilibrium of a particle, force as a vector and resolving forces, projectile motion, moments	$33\frac{1}{3}\%$

**Entry requirements: a numeric grade of 7 at GCSE Mathematics or its equivalent. If the course is over-subscribed the department may administer a short entry test.**

## Further Mathematics

## Examination Board: OCR

Head of Department: C. Groves

The Further Mathematics course is challenging and is aimed at students who gain both an 8 at GCSE in Mathematics and an A\* in Further Mathematics. At Watford Boys the second A\* will be expected in the AQA Further Mathematics GCSE which is studied in addition to Mathematics GCSE during Key Stage 4.

Where a student is joining Watford Boys in sixth form, in order to study Further Mathematics, he will be expected to have the above AQA or an equivalent additional mathematics qualification and have attained equivalent to an A\* in this, in addition to his 8 at Mathematics GCSE. In particular a second A\* or equivalent will be needed in addition to an A\* at IGCSE where this has replaced the GCSE in Mathematics.

On top of the above qualifications, all students will be required to meet a minimum standard when tested at the start of the course in early September. Where this standard is not met, they will study Mathematics in place of Further Mathematics.

Component	Outline Content	Weighting
1	<b>Mandatory Core Pure Mathematics 1 : <math>1\frac{1}{2}</math> hour paper</b> Proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar co-ordinates, hyperbolic functions, differential equations, trigonometry.	25%
2	<b>Mandatory Core Pure Mathematics 2 : <math>1\frac{1}{2}</math> hour paper</b> Any of the pure mathematics above.	25%
3	<b>Further Statistics : <math>1\frac{1}{2}</math> hour paper</b> Permutations and combinations, discrete and continuous random variables and linear combinations of these, hypothesis tests and confidence intervals, chi squared test, non-parametric tests, correlation and linear regression.	25%
4	<b>Further Mechanics : <math>1\frac{1}{2}</math> hour paper</b> Dimensional analysis, work, energy and power, impulse and momentum, centre of mass, motion in a circle, further dynamics and kinematics.	25%

**Entry Requirements: Both a GCSE grade 8 in Mathematics and A\* in Further Mathematics (or equivalent). Where students have not had access to an additional GCSE in Mathematics, they may be considered on a case by case basis by the Head of Department provided they have a grade 9 in GCSE Mathematics or an A\* at IGCSE.**

**In addition, students will need to meet the minimum pass mark in a test at the start of Year 12.**

Head of Department: S. Hussey

**A LEVEL MUSIC (9MU0)**

**Component 1: Performing (30% of the qualification)**

This component gives students the opportunity to perform either as soloists or as part of an ensemble, developing skills in instrumental lessons and through attendance at the variety of ensembles on offer in School. For the assessment, any instrument or voice is acceptable, the music can be in any style, it can also be improvised, but students need to perform for a minimum of 8 minutes. The expected difficulty of pieces offered is taken to correspond to Grade 7 of the graded examinations of such bodies as the Associated Board, Trinity, Rockschoo and the London College of Music. When students perform at a level that exceeds Grade 7, additional credit will be awarded. Equally, students selecting pieces of music that are Grades 1–6, will restrict their opportunity to access the higher levels and marks in the assessment grids for their performance. The performance needs to be completed between March and May in the examination year.

**Component 2: Composing (30% of the qualification)**

This component encourages students to develop their skills in composing, leading to the creation of two pieces of music lasting for a minimum of six minutes in total. One piece must either be related to a brief given by the examination board or be a free composition. The briefs will be set within various types of music including jazz and popular music, music for film, music for voice and fusions, but the free composition is totally in the hands of the student composer. The other piece must be chosen from a list of briefs which assess skills in compositional techniques, and this will normally be writing a Bach chorale. All of the briefs are released in September of the exam year.

**Component 3: Appraising (40% of the qualification)**

This component is based around Edexcel’s New Anthology of Music. Students study set works from the Anthology and answer questions on these in the final examination. There are three shorter questions and one longer essay question relating to the set works. Students also need to write an essay that relates the set works to other similar, but unfamiliar music. The works to be studied and their categories are detailed below:

<b>VOCAL MUSIC</b>	<ul style="list-style-type: none"> <li>● J. S. Bach, Cantata, Ein feste Burg, BWV 80: Movements 1, 2, 8</li> <li>● Mozart, The Magic Flute: Excerpts from Act I no. 4 (Queen of the Night), 5 (Quintet)</li> <li>● Vaughan Williams, On Wenlock Edge: Nos. 1, 3 and 5 (‘On Wenlock Edge’, ‘Is my team ploughing?’ and ‘Bredon Hill’)</li> </ul>
<b>INSTRUMENTAL MUSIC</b>	<ul style="list-style-type: none"> <li>● Vivaldi, Concerto in D minor, Op. 3 No. 11</li> <li>● C. Schumann, Piano Trio in G minor: Movement 1</li> <li>● Berlioz, Symphonie Fantastique: Movement I</li> </ul>
<b>MUSIC FOR FILM</b>	<ul style="list-style-type: none"> <li>● Bernard Herrmann, Psycho: Prelude, The City, Marion, The Murder (Shower Scene), The Toys, The Cellar, Discovery, Finale</li> <li>● Rachel Portman, The Duchess: Mistake of Your Life, Six Years Later, Never See your Children again, The Duchess (End titles).</li> <li>● Danny Elfman, Batman Returns: Birth of a Penguin Parts I and II, Rise and fall from grace, Batman vs the Circus</li> </ul>
<b>POPULAR MUSIC AND JAZZ</b>	<ul style="list-style-type: none"> <li>● Beatles – Revolver: Eleanor Rigby, I’m only sleeping, Here, there and everywhere, I want to tell you, Tomorrow never knows</li> <li>● Courtney Pine – Back in the Day: Inner state (of mind), Lady Day and (John Coltrane), Love and affection</li> <li>● Kate Bush: Hounds of Love: Cloudbursting, And Dream of Sheep, Under Ice.</li> </ul>
<b>FUSIONS</b>	<ul style="list-style-type: none"> <li>● Debussy, ‘Estampes’: Nos. 1 and 2 (‘Pagodes’ and ‘La soirée dans</li> </ul>

	<p>Grenade')</p> <ul style="list-style-type: none"> <li>● Anoushka Shankar: Breathing Under Water: Burn, Breathing Under Water and Easy.</li> <li>● Familia Valera Miranda: Cana Quema: Se quema la chumbamba, Alla va candela.</li> </ul>
<b>NEW DIRECTIONS</b>	<ul style="list-style-type: none"> <li>● Cage – Three Dances for two prepared pianos: No. 1</li> <li>● Saariaho: Petals for Cello Solo and Optional Electronics</li> <li>● Stravinsky: Le sacre du printemps: Introduction, Les augures printaniers, Jeu du rapt.</li> </ul>

**Entry requirements:**

**At least a B Grade at GCSE.**

## Philosophy & Ethics

Examination Board: OCR

Head of Department: T. Charlton

The course will challenge students intellectually as well as personally. It is very much an academic course which may shatter many pre-conceptions. Lively discussions and debate often occur. Students who did not study RS at GCSE are welcome.

### What do you study?

#### Philosophy

- ancient philosophical influences
- arguments about the existence or non-existence of God
- the nature and impact of religious experience
- the challenge for religious belief of the problem of evil
- the nature of the soul, mind and body
- the possibility of life after death
- ideas about the nature of God
- issues in religious language.

#### Ethics

- normative ethical theories
- the application of ethical theory to two contemporary issues of importance
- ethical language and thought:
- debates surrounding the significant ideas of conscience and free will
- the influence on ethical thought of developments in religious beliefs and the philosophy of religion.

#### Christianity

- religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- sources of religious wisdom and authority
- practices which shape and express religious identity, and how these vary within a tradition
- significant social and historical developments in theology and religious thought
- key themes related to the relationship between religion and society.

**Entry requirements: Numeric grade 6 in GCSE English Language (grade 7 preferred). The course requires a keen interest in studying the theories of scholars (philosophers and theologians) which will often involve handling academic text which can be quite challenging. Religious Studies GCSE is not required.**

Head of Department: J. Dyson

**Aims**

To provide opportunities to develop the student's physical potential and achievements.

To provide the student with a thorough understanding of a person's movement, performance and behaviour through both theoretical and practical means.

Content Overview		Assessment Overview
<ul style="list-style-type: none"> <li>Applied anatomy and Physiology</li> <li>Exercise physiology</li> <li>Biomechanics</li> </ul>	Physiological factors affecting performance (01)*  90 marks 2 hour written paper	30% of total A level
<ul style="list-style-type: none"> <li>Skill acquisition</li> <li>Sports psychology</li> </ul>	Psychological factors affecting performance (02)*  60 marks 1 hour written paper	20% Of total A level
<ul style="list-style-type: none"> <li>Sport and society</li> <li>Contemporary issues in physical activity and sport</li> </ul>	Socio-cultural issues in physical activity and sport (03)*  60 marks 1 hour written paper	20% of total A level
<ul style="list-style-type: none"> <li>Performance or Coaching</li> <li>Evaluation and Analysis of Performance for Improvement</li> <li>(EAPI)</li> </ul>	Performance in physical education (04)*  60 marks** Non-exam assessment (NEA)	30% of total A level

**Entry requirements:** It must be noted that the A level is split into theory and practical. All students must achieve B grades in both Science and Additional Science and numeric grades 6 in English Language and Maths. Candidates who have participated in PE GCSE will have their theory grade taken into consideration and it will be expected that a B grade has been achieved within this element of the GCSE. It is not a requirement to have done GCSE PE previously.

## Physics

## Examination Board: WJEC (Eduqas)

Head of Department: J. Hensman

A Level Physics provides excellent opportunities for the study of science beyond GCSE. The course carefully builds on GCSE knowledge, covering the fundamental topics early on to give a firm basis for later study as well as developing useful and more sophisticated practical skills. Students are encouraged to understand the processes of Physics and the way the subject develops through experiment, theory, insight and creative thought. The dependence of Physics on good mathematical analysis is constantly emphasised and the ability to communicate ideas clearly and concisely is also essential.

Physics is conceptually challenging and should appeal to students with a curiosity about the world and its place in the Universe. The course is made up of three components (or units), each of which is assessed via written exam at the end of two years of study. Experimental physics and practical competency are assessed via the non-exam 'practical endorsement' which is carried via a series of 12 compulsory experiments and other practical activities.

### **Component 1 Newtonian Physics (31.25% of the A level)**

This component covers the following areas of study:

Basic physics, kinematics, dynamics, energy concepts, circular motion, vibrations, kinetic theory and thermal physics.

### **Component 2 Electricity and the Universe (31.25% of the A level)**

This component covers the following areas of study:

Conduction of electricity, resistance, D.C. circuits, capacitance, solids under stress, electrostatic and gravitational fields of force, using radiation to investigate stars, orbits and the wider universe.

### **Component 3 (37.5% of the A level)**

**This component covers the following areas of study:**

1. The nature of waves, wave properties, refraction of light, photons, Lasers, nuclear decay, particles and nuclear structure, nuclear energy, magnetic fields, electromagnetic induction, plus:

Choice of 1 option from 4:

A: Alternating currents

B: Medical physics

C: The physics of sports

D: Energy and the environment

### **The Practical Endorsement**

The assessment of practical skills is a compulsory requirement of the course of study for A level qualifications in Physics. It will appear on all learners' certificates as a separately reported result, alongside the overall grade for the qualification. (The arrangements for the assessment of practical skills will be common to all awarding organisations.)

### **Entry requirements:**

**For Triple Science students – A grade in Physics plus at least a numeric grade 6 in Maths. Students with B grades in IGCSE Physics will be considered upon review of the scores in their exam papers.**

**For Double Science students - An A grade or better in GCSE Single Science with an A grade or better in GCSE Additional Science plus a numeric grade 6 or better in GCSE Mathematics.**



## Politics

## Examination Board: AQA

Head of Department: J. McDermott

### AS – 2 units

<b>Unit 1: People, Politics and Participation</b>	<b>Percentage (Paper)</b>	<b>Unit 2: Governing Modern Britain</b>
1. Participation and Voting Behaviour 2. Electoral Systems 3. Political Parties 4. Pressure Groups and Protest	Both units form 25% of the A-Level and are made up of document questions and short essays.	1. British Constitution 2. Parliament 3. The Core Executive 4. Multi-Level Governance

### A2 – 2 units

<b>Unit 3: The Politics of the USA</b>	<b>Percentage (Paper)</b>	<b>Unit 4: The Government of the USA</b>
1. Electoral Process and Direct Democracy 2. Political Parties	Both units form 25% of the A-Level and are made up of 2 short essays and 2 longer essays.	1. Constitutional Framework of the US Government 2. The Executive Branch of Government:
3. Voting Behaviour 4. Pressure Groups		3. Legislative Branch of Government: US Congress 4. The Judicial Branch of Government: The Supreme Court

Government and Politics has not moved to a linear A-level as yet and so it you will study for the AS before you take the A-level in Year 13.

In the Lower Sixth students look at a variety of the different institutions and practices which are particular to British politics. These range from constitutional debates to the roles and influence of pressure groups. Students will all have the opportunity to visit the Palace of Westminster and the new Supreme Court.

The aim of the course at AS is to introduce key political concepts and is accessible for those who have not studied Politics previously. The course offers the opportunity to develop a range of skills including analysis, interpretation and the coherent presentation of findings. These will be tested in short examinations for AS and examination and the comparison study of US Government at A2. Areas of study have been chosen to provide interest and breadth to students in the Sixth Form. Teaching uses a range of sources to encourage discussion and the development of examination technique.

Politics is a very popular option at this level and offers students a wide range of university and career options. All students will have the opportunity to participate in the department's visit to Washington in October 2017.

**Entry requirements: Grade B/6 in GCSE History or English Language.**





Head of Department: A J McGinty

Psychology is the scientific study of people, the mind and behaviour.

### **Unit H567/01: Research Methods 1x 2hr exam**

Planning, conducting, analysing and reporting psychological research across a range of experimental and non-experimental methodologies and techniques.

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 experiments, observations, self-reports and correlations. The unit examination involves multiple choice questions, a research design and response and data analysis and interpretation.

### **Unit H567/02: Psychological Themes through Core Studies 1x 2hr exam**

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 memory and attention; social psychology which includes the study of the concepts of responses to people in authority and responses to people in need; developmental psychology which includes the study of external influences on children's behaviour and moral development; biological psychology which includes the study of the regions of the brain and brain plasticity, and; the psychology of individual differences which includes the measurement of differences and an understanding of disorders.

Within each area, the learners are required to examine four core studies. These core studies are paired together around key themes. For each key theme, the learners need to examine both a classic and a contemporary study. The unit examination involves questions on the core studies, areas, perspectives and debates and also practical applications.

### **Unit H567/03: Applied Psychology 1x 2hr exam**

#### **Issues in mental health**

This unit explores issues such as the historical context of mental health, the medical model eg: a genetic or biochemical explanation and treatment of mental illness, and alternatives to the medical model such as a cognitive explanation and treatment.

#### **Sport and Exercise Psychology**

This unit explores issues such as personality and sport; motivation; arousal and anxiety in sport: benefits of exercise and mental health and social influences in sport such as audience effects. Each area is evidenced using psychological research and strategies that are used by psychologists to improve performance.

#### **Criminal Psychology**

This unit explores issues such as what makes a criminal and the collection and processing of forensic evidence; collecting evidence through interviews and the psychology of the courtroom; crime prevention and the effect of imprisonment.

It is assessed through a written examination where the unit examination involves short answer and extended response questions.

**Opportunities include;**

Visiting speakers – eg: AS Brain day / A2 Stress day with Dr Guy Sutton Nottingham University medical school

Psychology society including Cambridge Psychology essay competition

**Progression routes include;**

Chartered psychologist, medicine, business and finance, health, education, management, criminology and forensics, sport psychology, social and welfare.

**Entry requirements: Grades 6/B in GCSE Mathematics, GCSE English Language and GCSE double award Science or equivalent in separate Science.**

## General information

Sociology is the academic study of social behaviour, its origins, development, and institutions; in other words, it is the study of people. Sociology is a subject that will challenge your preconceptions and encourage you to question the society in which we live; it is an essay-based study that requires excellent powers of interpretation and analysis. Lessons include discussion, essay writing, debating and other activities aimed at encouraging students to view the world through a variety of lenses.

## Links

Sociology is a comprehensive subject that compliments other social sciences and humanities as it will enhance your analytical and evaluative skills. We cover a wide range of topics that are relevant to several other A-Level subjects such as RS, History, English, Psychology and Government & Politics. For those who are studying Maths or Science, Sociology is a great 'all-rounder' that will broaden your skills set and provide you with an in-depth knowledge of the issues facing contemporary society.

A-Level Sociology is useful for those who are interested in career in research, law, journalism, politics, social work, teaching and charity work, amongst other things.

## Topics

Core themes in Sociology include socialisation, social differentiation, power and stratification.

### Year 1

**Education-** Who does it benefit? Why are certain individual more likely to succeed in education? Do educational policies benefit all of us equally?

**Research methods-** how do sociologists conduct social research? What are the strengths and weaknesses of different research methods?

**Culture and Identity-** what are the main influences on our identities? How can we argue that the self is socially constructed? Who decides what is considered 'high' culture?

### Year 2

**Global Development-** how can we address global inequality? How helpful really is aid? Why is gender such an important source of global inequality?

**Crime and deviance-** why are certain groups more likely to commit crime? How can we prevent/control crime? How has globalisation affected crime?

**Sociological theory-** what are the main sociological theories? Is Marxism still relevant? Why can feminists not agree with each other?

<http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/introduction>

**Entrance Requirements:** Grade 6 in English Language.

Head of Department: R. Comb

**A-Level: Code 7692**

The A-Level course will cover:

- **Aspects of Hispanic society**
- **Artistic culture in the Hispanic world**
- **Multiculturalism in Hispanic society**
- **Aspects of political life in Hispanic society**
- **Grammar**
- **Literature and Film**

*The A-Level specification has 3 units:*

Unit	Outline	Weighting
<b>Paper 1</b>	<p><b>Listening, Reading and Writing</b> Candidates will answer a range of questions based on approximately 5 minutes of heard material and on a selection of written stimulus texts. All questions are in Spanish, to be answered with non-verbal responses or in Spanish.</p> <p>Translation into English (a minimum 100 word passage) Translation into Spanish (a minimum 100 word passage)</p>	40%
<b>Paper 2</b>	<p><b>Writing and Grammar</b> Candidates will write 2 300 word essays from a choice of 2 set texts, or 1 set text and 1 film (that will have been studied during the 2 years)</p>	30%
<b>Paper 3</b>	<p><b>Speaking</b> Candidates will have completed an individual research project that they must then discuss. Candidates must be prepared to discuss one of the 4 sub-themes (aspects, multiculturalism, artistic culture or political life)</p>	30%

**Entry requirements: The minimum requirement is Grade B (Grade A preferred) at GCSE level. A sound knowledge of Spanish grammar is essential.**

## Friday Lecture and Activity Programme

A variety of distinguished visitors regularly give lectures on a range of contemporary themes. In recent years, speakers have included, from the political field, Sir Michael Barber, Sir Anthony Meyer and George Galloway M P and broadcaster Evan Davies, from the scientific field, the writer and broadcaster Simon Singh, and from the field of Arts and Culture, Lord Chris Smith.

Amongst the themes covered in the lecture programme are:

The European Community	Industry and Commerce
Government and Politics	Human Rights
The Armed Forces and Defence	Religion
Law and Order	Charities
Health	International Affairs
The Environment	Sport, Music and the Arts

The activity sessions involve debating, problem solving and discussions.

## Drama, Music, Clubs and Societies

A wide variety of activities is open to members of the Sixth Form who are encouraged to become involved both as participants and as organisers of events. We are very fortunate to have a wealth of resources on site, including a specialist Music Centre, a Theatre, a Sports Hall and Fitness Room, as well as excellent Art and Technology facilities. There are many musical groups including symphony orchestras and jazz ensembles and teams in a variety of sports. Amongst the activities available are the following:

Basketball	Drama	Music	Table Tennis
Chess	Duke of Edinburgh	Reading Groups	Tennis
Classics Society	Golf	Religious Societies	Young Engineers
Cookery	History Society	Rugby Football	Young Enterprise
Cricket	Hockey	Squash	Young Scientists
Debating	Maths Club	Swimming	

## The Sixth Form Support Scheme

Members of the Sixth Form are encouraged to help in the education of younger students in assemblies and in the efficient running of the school. Traditionally there has been a Workshop Support Scheme for students with special needs and those in need of support or guidance in an aspect of their work. More recently growing numbers of students are assisting staff in lessons, contributing greatly to the effectiveness of study, and learning many of the skills of teaching and classroom management. Additionally there are opportunities to help support students outside the School through work with Mencap, Herts Inclusive Theatre and the Climbing Club. These activities, allied to the Prefectorial and House systems, contribute much to the success of the School and enrich the CVs of all who participate.

## The Sixth Form Study Centre

Our Sixth Form Study Centre opened in September 2009, providing extensive accommodation for study. Students are asked to follow an agreed code of conduct in the use of these facilities. The Fuller Memorial Library is also available for private study, in which students are expected to work in silence.



## Reports and References

The school keeps in close contact with parents throughout a student's career. Parents are invited to contact form tutors or subject staff at any time if there are matters of concern. Reports of academic progress, attendance and behaviour are available to parents online and are updated at regular intervals. In the Sixth Form, there are four parents' evenings organised as in the calendar below. It is expected that members of the Sixth Form will attend these with their parents. Below is the current schedule:

<b>Lower Sixth</b>	September February	Welcome and Information Evening Parents' Evening
<b>Upper Sixth</b>	September December	UCAS Evening Parents' Evening

The information gathered from reports, test grades and particularly Lower Sixth results forms the basis on which UCAS references for University entrance are written, as well as the general contribution to School life. We want to write the most supportive reference that we can: it will be up to the student to supply us with the evidence on which we can do this.

## Careers and Higher Education

Progression into Higher Education or a Career requires careful preparation and planning. Within the School advice is available from Form Tutors, subject teachers and the UCAS team. The Careers Library is situated in the Fuller Memorial Library and it carries a comprehensive stock of reference literature, a selection of prospectuses and some basic job information, backed up with a variety of careers software.

## University Application Calendar

The following calendar of activities is arranged to assist students with their preparations.

	<b>Lower Sixth</b>	<b>Upper Sixth</b>
September		UCAS applications open
October		School's internal UCAS deadline Careers interviews for employment
January		UCAS entry closes January 15th A2 unit examinations
February	Lecture 'Entering Higher Education' Higher Education Grants talk	Grant application forms available
March	Lecture 'The UCAS System'	
May	Lecture 'A GAP year'	
June	AS Levels (final units)	A2 Levels
July	Complete UCAS preparation	
August	AS Level results	A2 Level results UCAS Clearing

## Administration

All members of the school are required to abide by the School Rules and the School Code, the generality of which is given in the 'Home-School Agreement' signed at the beginning of the Lower Sixth by all parties. Whilst the former have been kept to a minimum the following basic requirements are made of all students in the Sixth Form.

### 1. Attendance

- (i) Attendance at School must be for the published termly dates and at the appointed times.
- (ii) Attendance at all lessons is required.  
For Lower Sixth students all non-contact periods are to be taken in the Sixth Form Centre or Library, unless specifically directed by staff to study elsewhere. Attendance at study periods is obligatory and unauthorised absence from these sessions will be treated in the same way as missing a lesson.  
Experience shows that excellent attendance is linked to high achievement at Advanced level. To show the importance we attach to this matter the following guidelines have been determined.
  - (i) 100% attendance is the principal aim. Absence should only be for legitimate reasons such as illness.
  - (ii) Less than 95% attendance, for whatever reason, is considered unsatisfactory and parental contact will be made.
  - (iii) Persistent unsatisfactory attendance is considered grounds for exclusion.

### 2. Absence

Reasonable requests for leave of absence are treated with consideration. Driving tests, University Open Days, medical appointments etc. are all legitimate reasons for absence but we do expect to be asked permission in advance of the event and to receive a covering note from parents. University Open Days occur throughout the year. It is important that students make full use of such opportunities, but must restrict the number of visits to three only during school time.

### 3. Registration

Sixth Formers attend two registration periods between **8.30** and **8.40am** and at **1.15pm** in Year 13 and **2pm** in Year 12. Year 13 students only are free to study at home in the afternoon if they have no further commitments to the school beyond pm registration.

### 4. Sixth Form Assembly

Assembly takes place every Wednesday morning in the Main Hall at **8.40am**. Attendance is obligatory.

### 5. Sixth Form Lecture Programme

The Sixth Form Lecture Programme takes place on Friday afternoon; students should be in the School Hall by **2.00 pm**. Attendance is obligatory.

### 6. Lateness

- (i) arrival at the registration period later than **8.35 am** is recorded as 'late'. There is a disciplinary procedure for persistent lateness.
- (ii) arrival at or beyond **8.50 am** requires registration at the Front Office where the time of arrival and the reason for the lateness will be recorded and later transmitted to form tutors. Students are to report to their Form Tutor by the end of break.

## **7. Dress**

Professional office wear should be worn, ie. a suit or a tailored jacket with shirt, tie and brown or black leather shoes. Casual wear is not acceptable. Pullovers must be of smart appearance and should be plain. They must show the knot of the tie. No item of jewellery should be worn to or at school. This includes all earrings, studs and sleepers.

## **8. Health**

Smoking is not allowed on or near the School premises. Possession of illegal drugs will be reported to the Police without exception.

## **9. Part-time employment**

Many students engage in some part-time employment both to earn money and gain work experience for their CVs. It is important to recognise that such work can lead to a conflict of interest with School responsibilities. As guidance for parents and students to achieve a sensible balance in this matter, the following guidelines have been determined.

- (i) Part-time employment should not exceed one day (10 hours) per week as a maximum. Experience shows that commitment beyond this commonly leads to adverse effects on studies.
- (ii) Student's first responsibility is to the school. This includes any sporting, musical or disciplinary commitments at weekends.
- (iii) No part-time employment may be undertaken during the school day. When students have no lessons at school in the afternoons they may study at school or at home but must be able to make themselves available if required.

## **10. Cars**

Fully qualified drivers may drive to School provided that permission has been given by the Assistant Head (14-19 Pastoral). There are no facilities available for parking on the School site.

## **11. Sport**

Selection to represent the School should take priority over other commitments.