



LEICESTER  
GRAMMAR  
SCHOOL

**SIXTH FORM  
PROSPECTUS**

**For courses beginning in  
September 2018**

## Headmaster's Introduction

The position of Leicester Grammar School as one of the top co-educational day schools in the country is based to a large extent on the achievements of its Sixth Formers. We aim to prepare our students to be independent, free-thinking, highly qualified individuals, and confident in their ability to make their chosen way in the world.

We expect a great deal from our Sixth Form students in terms of their commitment to School activities and academic studies. In return we are only too happy to be fully engaged by them in the team effort necessary to achieve the highest standards.

Admission of students to the Sixth-Form is at the absolute discretion of the School. We will normally expect to admit an applicant if he or she:

- has chosen a subject combination that is both coherent and realistic in light of achievements at GCSE; and
- demonstrates a positive attitude to study, the School and all that it has to offer; and
- has attained a minimum of three GCSEs at Grade 7 or better accompanied by a minimum of three further GCSEs at Grade 6 or better

During the 'mixed economy' years when students may receive a combination of new style 9 – 1 Grades along with A\* – G grades, the School will consider Grades A\*, A and B at par with Grades 8, 7 and 6 respectively. The School considers Grades attained in GCSE equivalent courses, such as IGCSEs, at par with their GCSE equivalents.

If you want to join the Sixth Form at Leicester Grammar School, prepare to be challenged intellectually and in terms of your time management. We will encourage you to play your sport and/or your musical instrument, or engage in other extra-curricular activities to the best of your ability. We will place some of the best available public speakers in front of you as we aim to raise your awareness and curiosity for areas beyond your examination subjects. We expect sixth formers to develop their independent learning skills and as a result complete an Extended Project; a qualification increasingly valued by universities and future employers.

Leicester Grammar School has the greatest respect for all its Sixth Formers and, justifiably, has high hopes for them in the future. If you aspire to achieve at the maximum of your potential I encourage you to come and visit us to see for yourself how we conduct ourselves. The best ambassadors for the School are our past and present students, and a tour of the School in their company will, I am certain, soon convince you that this is the School for you.



C P M King  
Headmaster

## Outline of the LGS Sixth Form Curriculum Structure

As a consequence of national changes, from September 2016 the School adopted an A-Level structure that is taught on a linear basis, with external AS examinations not taken at the end of the Lower Sixth.

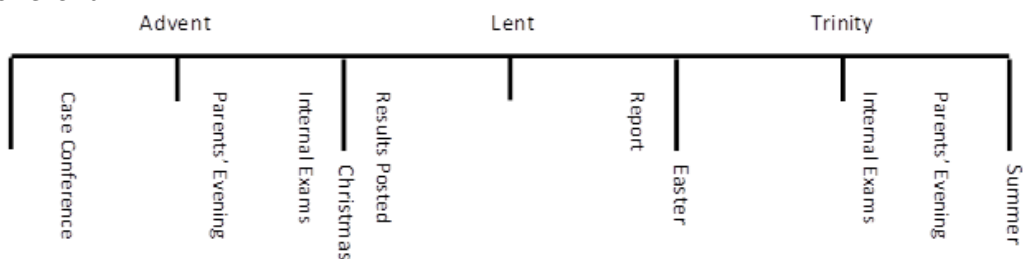
### Choice of academic subjects

It remains our standard procedure for students to begin the Sixth Form studying **FOUR** A-level subjects, one from each Option Block, which they will pursue in Lower Sixth, with at least three of these subjects being continued in the Upper Sixth and taken at A2 level. Whilst we strongly advise the majority of our students to begin with four subjects, a small number of students may begin with only three. This approach will be employed in cases where the School believes that there is a clear and compelling case for such a variation. Starting with only three will afford the student no room for curricular manoeuvre during the Sixth Form years since all chosen subjects must then be continued to and taken at A2 level.

### Monitoring & Assessment

In order that their progress be monitored closely, all A-Level students will be assessed at regular points during their time in the Sixth Form. This will be carried out according to the pattern outlined below (*this is indicative; specific dates, timings and formats to be confirmed*):

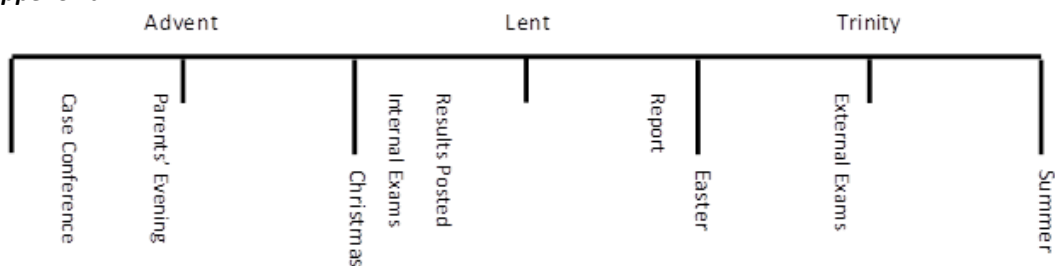
#### **Lower Sixth:**



#### **Formal assessment points in the Lower Sixth**

- Departments will formally assess Lower Sixth students during December of their LVI year (the 'December Assessments'). These will be marked in time for the start of the new term in January, with Lower Sixth reports timed in January to coincide with the results.
- Departments will assess Lower Sixth students formally during School Examinations Week in June, via examinations featuring genuine A-Level papers or elements thereof. These internal results will be released in time for the Parents' Evening that follows the exams.

#### **Upper Sixth:**



### Study Leave

- Since students will no longer be sitting AS level exams no leave-of-absence will be granted in the Trinity Term. The net result of this is therefore that Lower Sixth students will remain in school for the whole of that academic year.

### Dropping a subject as students move into the Upper Sixth

- Following the results of the School Examinations and the subsequent Parents' Evening, students who are studying four subjects may indicate which, if any, they intend to drop at the end of the Lower Sixth year. This would be a point of discussion at Lower Sixth Parents Evening; Personal Tutors will have an active role in choices and careers counselling. Decisions on this topic will be made prior to the end of the LVI academic year.
- The small number of students who have only been studying three A-level subjects since the start of the LVI year must continue with all three subjects in the Upper Sixth year.

### **The Upper Sixth**

- Standard procedure will be for students entering the Upper Sixth to be studying at least three subjects, or in some cases continuing with four. Decisions concerning what to drop will have been made at the end of the Lower Sixth year, prior to students embarking on the Upper Sixth year.
- It remains the case that candidates applying to universities are best placed having secured three top grades at A-level.
- Students who are taking Mathematics and Further Mathematics are encouraged to continue with all four subjects to A-level.

### **Formal assessment points in the Upper Sixth**

- All students will sit Trial Exams during the current January Trial Exam window, when they are one term into their Upper Sixth year.

### **Study Leave in the Upper Sixth**

- Study Leave will operate in Trinity Term of the Upper Sixth (the School will confirm when this is to commence much closer to the time), and will finish on the last Tuesday of the Trinity Term. Thereafter, attendance at Sports Day, Speech Day (evening only) and on the last Friday morning (morning only) will remain compulsory for all Upper Sixth.

### **Progress Warnings throughout the Sixth Form**

- The School may issue a formal 'progress warning' to any student who is not making sufficient progress in a given subject. The progress warning is designed to be used where a significant problem has emerged and where it will be beneficial to provoke a response. These will be sent by letter to the student's parents.

### **Opportunities beyond the immediate A-Level curriculum**

- The Extended Project will continue to be firmly encouraged. Universities admire and value it, as do we.
- Enrichment Guest Lectures (which at present take place on Friday mornings) will remain in place, and will be attended by the vast majority of the year group; the exceptions will be those students undertaking ESOL lessons and the few who have had to have one of their A-Level lessons timetabled for this slot.
- Critical Thinking was withdrawn from our Sixth-Form curriculum as of September 2016 as was the AQA Baccalaureate.



J W Rich  
Deputy Headmaster (Academic)

# **The Sixth Form at Leicester Grammar School**

## **Introduction**

The purpose of this Prospectus is to give our own Year 11 students who will be going on to A-Levels, and those seeking admission to the Sixth Form from other schools, some idea of what being in the Sixth Form involves and to explain the content of the academic subjects on offer so as to help students choose their subjects wisely.

The ethos of the Sixth Form differs greatly from that of Year 11. It is a transition from school to higher education and, for some, to a career. You should choose subjects:

- Which you are good at;
- In which you are interested;
- Which make up a meaningful combination in light of your career aspirations.

You should not expect to be spoon-fed. Self-discipline should replace the need for a lot of externally imposed rules and regulations: This is reflected in greater freedom of dress (but not sloppiness), not being tied to school all day, having rooms of your own for both work and leisure, planning your own work programme rather than necessarily being given a set homework every night, and so on. You will not be organised into class every period – there will be ample private study time for background research, further problem solving and essay writing.

It also involves responsibility. Being at the top of the School does not mean a licence to go your own way and be totally unconcerned for anyone else. The experience of taking a leading part in a community, organising, shouldering responsibilities and showing some leadership as a Prefect, on the Charity Committee and in the House system are just as much part of your education as acquiring A-Levels, important though these are.

## **Courses**

At GCSE level you have acquired a broad education in a wide range of subjects. Now comes the time to specialise, to substitute depth for breadth. However, because you can study four subjects in the Sixth Form, you can combine subjects more freely. You should note that although we will try to cater as far as possible for students' preferences, it is not always possible to timetable certain combinations of courses. You may well be taught by a completely new set of teachers. A certain amount of flexibility in your planning will be important. We will ask you to select up courses well before September. The system allows you to focus, for example, on Science courses, but also to take a complementary subject from an entirely different discipline. Indeed, we would encourage you to consider this. The burden of work in taking four courses will be heavy and is a challenge you should ensure that you are ready for.

Assessment and examinations throughout the Lower Sixth year means that there is no time for coasting along. All sixth formers will be taught a skills programme which in turn enable work towards the Extended Project Qualification. The message is clear – you will enjoy the Sixth Form because you enjoy the work. From the start expect to have to give 100%; herein lies the path to success.

## **Study**

All this requires a quite different mental approach from studying nine or more GCSE subjects. You will be concentrating for a much higher proportion of time on subjects which you have chosen to study because you are interested in them and wish to explore them more deeply. The best A-Level student is one who does not just do the work set, but reads round the subjects, goes to art exhibitions, plays and concerts, self-challenges with additional mathematical or scientific problems, goes on fieldwork courses or spends time abroad actually using languages. Thus commitment replaces compulsion, cultivating the spirit of self-motivation which alone will prepare you for higher education where there will be no teacher to set homework every night!

The advantage of a small and academic Sixth Form is that classes, and therefore attention, will be much more personal, giving you the chance of better A-Level grades in the increasingly competitive world of university entrance. For some there will be special coaching for Oxford and Cambridge entrance. For most the UCAS form with its subsequent round of interviews and offers will loom large. You will be offered an extensive careers programme to prepare you for the various aspects of the university entrance process and to give you an insight into the world of work. You will learn how to present yourself at interview, as well as giving a complete picture of yourself in the form of a Curriculum Vitae. However high might be our ideals of education as something good in itself, we shall never lose sight of the fact that our ultimate aim is to assist our students to achieve their career aspirations.

## Requirements

A satisfactory set of GCSE results will be the first requirement for entering the Sixth Form. However, GCSE grades are not always a fool proof guide to A-Level potential, and Heads of Department will also take into consideration their knowledge of your ability, likely commitment and enthusiasm for the subject. Their aim will be to offer you the best possible advice, thereby assisting you to follow the path to a successful Sixth Form career.

## Conclusion

The prospect of joining the Sixth Form at Leicester Grammar should be an exciting one for you. Opportunities to excel are there in abundance. Sixth Form students enjoy the work, enjoy the lessons, contribute much to school life generally and show the requisite qualities of leadership and initiative which will stand them in fine stead for university and/or the world of work. As the senior students in the School, we expect much from you. You will be encouraged to take a lead, to think, to participate in new extra-curricular activities, support music, sport, drama and to work as a team with your peers, the staff and the younger students in the school. 'Education' in its broadest sense is the overall aim at this level. New responsibilities as Prefect duties, House officials, leaders in sport, drama and music await you; opportunities in fields such as debating, Young Enterprise, community service, work experience and many others are there to be seized.

Our wish is that at the end of the Sixth Form you will all be able to honestly claim that you enjoyed the Sixth Form experience and that you are proud of what you have achieved both in term of results and, perhaps more significantly, in terms of what you have contributed to the whole School community here at Leicester Grammar.

Thus, explore the Prospectus, seek advice and make informed decisions.



T P Allen  
Head of Sixth Form



J T Hunt  
Head of Sixth Form

## **The Extended Project Qualification**

More often referred to as the EPQ, this is an opportunity that Leicester Grammar School offers to all Sixth Form students who are looking to develop the exact same skills that are needed to succeed at university.

Indeed, it has become increasingly evident that the vast majority of university faculties support and value the EPQ as much as we do, viewing it as tangible evidence of a student's ability to use a range of skills that are vital for successful study in higher education.

The EPQ gives students the chance to choose their own topic to explore, allowing them the chance to be responsible for their own learning and development. Whilst also encouraging students to learn and develop new skills vital for success at university, such as independent research, project management, reflection and self-directed learning, it also acts as a source of inspiration and motivation for them; completing the project gives them greater confidence and a real sense of achievement.

The benefits are obviously the extra UCAS points available and the opportunity for students to tangibly demonstrate a knowledge and passion for their subject which goes above and beyond examinations' specifications. This could make all the difference when applying for university courses, at university admissions interviews and, of course, accruing the necessary UCAS points needed for successful entrance into the higher education courses and institutions of their choice.

Leicester Grammar School has embraced the EPQ in the belief that, amongst other benefits, it will enhance the profile of students applying for university courses by providing evidence that they already have the skills which further education requires. It is therefore expected that all Sixth Formers pursue the EPQ.

A handwritten signature in black ink, appearing to read 'J T Hunt', with a long horizontal flourish extending to the right.

J T Hunt  
Head of Sixth Form

## **Friday Lectures**

The School runs a very successful Friday Lectures programme occupying one double period per week on the Lower Sixth timetable. Our timetable is constructed to facilitate attendance by the vast majority of students.

Currently the Friday Lectures course consists of a splendid and varied programme of guest speakers. This year we have already enjoyed guest talks on subjects such as Censorship, Prisons, Genetic Engineering, Money Management and The Arab-Israeli Conflict. The idea is to encourage students to discuss, reflect and learn about areas which fall outside of what they may be considering in their mainstream course. Asking questions, being involved and thinking, is the key to getting something out of this course. Reading quality newspapers, watching quality TV programmes, visiting art galleries, museums, exhibitions, plays and the cinema, being aware of what is going on in the world, having a grasp of the 'big picture' is an essential facet of every Sixth Former's education.

We hope that this course will provide you with the confidence to argue, debate, analyse and think. These skills are important for your future careers and indeed are essential for university.



## Subject Choices

Students choosing A-level subjects for 2018-2020 will be the second to select from a range that includes only subjects following new style specifications. In some subjects specifications are already several years into their life, however in a number of subjects specifications will be taught for only the second time.

It is the intention of the school to retain for next year's new lower-sixth a curricular structure broadly similar to that enjoyed by the current lower-sixth, i.e. a choice of four (or in exceptional circumstances, three) subjects for study in the lower-sixth, coupled in most cases with enrichment by attending the Friday Lectures (as timetabling allows) and by non-examined participation in Games and PSD during both years, the former of which may be substituted for Community Service for certain students.

At least three of the subjects chosen will be studied to and examined externally in the Upper Sixth at A2-level, or equivalent (such as Pre-U in some subjects). A choice of four subjects in the Lower-Sixth with the possibility to drop to three is a structure which has served our students very well for a number of years and it is for this reason we retain a curriculum for our students that offers flexibility as well as breadth.

In choosing a subject students are advised to select on the merits of the subject, including facilitation of career and undergraduate course choices and personal interest and enjoyment. This modus operandi will continue to serve students more than sufficiently; our academic departments will make informed decisions about the specifications available and how they are to be delivered from the standpoint of the students' best interests. Students should therefore be assured in the exceptional teaching that will be delivered.

We are very keen to ensure that students select the subjects which are most suited to their academic strengths and their career aspirations. As a school we recognise that at the stage at which students can select subject options, deciding whether to continue with a particular subject can in some cases prove difficult. We recommend that careers guidance is sought where it is needed and we encourage students to do this at any stage by booking an appointment with the School's careers advisor, Mr R I Longson.

When deciding whether to choose a subject, a sound decision must ultimately only be based on the relative merits of the subject itself and the student's ability in it, and never on any perception of the likelihood of either being placed with friends, or of receiving tuition from a particular teacher or group of teachers. Students should be assured that the high standard of teaching, and the consistency of approach across and throughout all departments, is something in which the School has particular confidence. The School is not in a position to make assurances concerning the allocation of specific teachers to, or within, particular option blocks; neither can it guarantee the allocation of students to particular option block(s) or teaching groups for given subject(s). Furthermore, it is not possible to facilitate changes between option blocks or teaching groups based on student preferences. Where students are set according to ability, the decision concerning the allocation of students to particular teachers is made by the School.

It is our experience that the professional interactions of teachers and sixth-formers are almost invariably positive and productive. Sixth-formers are treated much more as young adults than are students in other sections of the School and therefore they should not allow their view of staff to be affected by experiences they may have had in the past. Students ought to regard their allocation to a particular teacher in a professional manner; teachers are expected to foster a good working relationship with students and students in turn must look to reciprocate. The ability to work with other adults constructively will be of the utmost importance at university and beyond, where choosing particular tutors is absolutely out of the question, and thus students should always look to build positive working relationships with their teachers and to engage with, and contribute towards, every lesson.



C S James  
Director of Studies

## Our Courses

Art & Design  
Art: Ceramics<sup>#</sup>  
Biology  
Chemistry  
Classical Civilisation  
Computer Science  
Design & Technology  
Economics  
English  
French  
Further Mathematics<sup>§</sup>  
Geography  
German  
Greek  
History  
History of Art  
Latin  
Mathematics  
Music  
Physical Education  
Physics  
Politics  
Religious Studies  
Spanish  
Theatre Studies

Students choose **any four subjects** from the list.<sup>#§</sup>

We will then try to accommodate these choices into four option blocks.

Students will be asked to confirm their subject selection from the option blocks during the Lent term.

Prospective Sixth Formers who are new to the school will be asked to indicate their subject preferences upon application.

It must be stressed that the constraints of timetabling, staffing and set sizes may mean a particularly unusual subject combination is not possible.

Where set sizes fall below five, in any subject, it may make that subject unavailable.

Students will also be asked for a reserve choice of course which may be allocated in rare cases where the preferred combination of four is not feasible and/or a subject is unavailable.

# - Students may not study Art & Design and **Art: Ceramics** in combination

§ - Students choosing **Further Mathematics** must also choose Mathematics and two other subjects.

## Art & Design or Art: Ceramics option

A-Level Art and A-Level Ceramics are different in character to GCSE but lead on from it quite naturally. During the early stages of the course there is a greater emphasis on processes, experimentation and ideas and comparatively less on finished artwork. A higher level of technical proficiency is expected as is a more developed awareness of Art and Ceramics history and contemporary practice.

A good Art or Ceramics A-Level student will be receptive to new ideas and ways of doing things. There will be new content such as Contextual Study and life drawing, but you will be expected to play an active role in your own education. This might entail reading art / craft journals and articles about the visual arts in the quality papers, watching television programmes about the visual arts, and going to exhibitions. You will be encouraged to go on the Art Department tour if possible.

Each year, a number of our students choose Art related courses at university. The range of courses available is wide and access to those offered by the top schools of Art and Architecture is highly competitive. The qualities required extend beyond technical ability and flair alone. A knowledge of the cultural side of the visual arts and an ability to think and work independently are important as is the capacity to interact constructively within a group. We set out to engender these qualities and we believe that the enviable record of our students in gaining access to these courses attests to the success of the course.

### Course Structure

We have adopted the Edexcel specification which can be viewed on the Art and Design pages of the Edexcel website. Like GCSE, A-level Art and Design is a linear course comprising a body of coursework accounting for 60% of the marks and a 15 hour examination together with a body of supporting studies which accounts for the remaining 40% of the marks.

**Coursework:** Personal Investigation (60% of A-level)

*This component comprises three elements; supporting studies, practical artwork, and the Personal Study.*

We will begin the course with an intensive programme focusing on the skills of direct observation. The aim is to develop your understanding of, and skills in using the expressive elements (colour, line, pattern, shape, texture & tone) of Art and Design so that a genuine, versatile style can emerge in your work. During this early stage, you will produce a body of work that includes studies of objects and / or still life, life drawing, and experimental image-making in various drawing, print-making and digital media.

We then progress on to thematic work which is concerned with the relationship between ideas and art / ceramics practice. You will be asked to develop a personal response to a given starting point and work sequentially through a series of studies which will include visual research, analysis, experimentation with media and imagery and written responses culminating in a finished piece or series. The process is similar for both two- and three-dimensional work.

Towards the end of the Lower Sixth, you will be asked to devise a programme of study for the following year. You do this through a series of discussions with your teachers. You may agree a theme with them, or a visual problem or issue to explore in the form of a series of finished artworks together with accompanying studies and a work journal.

In conjunction with the programme of practical work, you will set up a corresponding programme of research for the Personal Study. The Personal Study supports and informs your practical work. It entails research, evaluation and critical analysis and should show an awareness of the methods employed by critics and art historians in interpreting and analysing imagery. Whilst it has usually been treated as an extended illustrated essay, it may take other forms such as an annotated display, an audio/visual presentation, a website or a combination of these. An important aspect of communication is the care and control of the design and presentation of the study. It is to be illustrated and include a minimum of 1000 words.

**Examination:** Externally Set Assignment (40% of A-level)

The Externally Set Assignment represents the culmination of the A-Level course. It will give you the opportunity to demonstrate your ability to use the 'language of the subject' – formal elements, the practices and processes to communicate ideas, thoughts and feelings. By this stage of the course, it is expected that you will have developed a personal style and that you will be able to integrate working methods, handling and interpretation in your response. There will again be a single starting point, about six weeks for preparatory studies and fifteen hours for the exam.

### Life Drawing

Drawing is at the heart of Art and Design in all its forms. Come prepared to learn. The point of the life class is to develop the range and versatility that is expected of good A-Level students. Analytical rigour is aimed for but the drawing exercises will range from the quick and spontaneous study to the sustained drawing. All students are expected to attend the life drawing course.

## **Contextual Studies**

This aspect of the course helps you to acquire the knowledge and critical skills necessary to relate your own practice to the wider context of contemporary Art and Design. The programme addresses:

- Concepts and themes in modern art and craft;
- Seminal works and key episodes in the history of modern art and craft;
- Influential contemporary artists

The Art and Crafts Critical Studies takes the form of PowerPoint lectures and discussion. You will make your own notes which are to be submitted with other items of coursework. The Art Tour complements this aspect of your study in a valuable way.

## **University Courses & Careers**

Art and Design is one of the larger fields of graduate employment and research shows that the proportion of Art and Design graduates who find settled employment within the field of their qualification is well above average.

In addition to Art and Design, there are a number of visual courses for which a portfolio is desirable, among them, Architecture (and Landscape and Interior Architecture) and Advertising. There are also related academic disciplines such as Art History and a variety of Art Business degrees. Art and Design itself comprises broad disciplines: Fine Art, Visual Communication, Fashion and Textiles, 3-D Design and Craft Design. Each of these has its specialisms; Visual Communication for example has over 80 fields of specialism. Access to Art and Design courses is usually through a one year Foundation Course, though for some students with a clear idea of career direction and a strong portfolio, direct entry to a degree course is an option.

For those students who do not wish to study the subject further, an Art A-Level is a perfectly acceptable qualification for all university courses, Arts, Sciences, Humanities and Business. We have a good record of students securing places on highly competitive courses including Oxbridge.

## **Recent Results**

2012	9A*	3A	2B	
2013	3A*	4A	7B	1C
2014	4A*		5B	1C
2015	3A*	4A	2B	
2016	6A*	4A	2B	
2017	1A*	1A	3B	

# **Biology**

The Department offers the opportunity to study some of the most exciting aspects of modern life. The new course provides a stimulating course aimed at those wishing to take the subject on to a higher level.

Many non-science based candidates find the chemistry component of the units challenging and as such should be prepared to complete additional work in basic chemistry and molecular biology.

Most of the units also have a high mathematical component, including data analysis and statistics. The successful Advanced level student will usually have a grade 7 or higher at GCSE in Biology and good grades in both Chemistry and Mathematics.

Each student will have to earn an endorsement in practical work. For this they must sit a series of practical tasks in which their competence is assessed. Practical work is assessed formally in the written papers.

## **Paper 1: Advanced Biochemistry, Microbiology and Genetics**

Paper code: 9BI0/01. Externally assessed. 30% of the total qualification.

This paper will examine the following topics:

- 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.

### Overview of assessment

Assessment is 1 hour 45 minutes, the paper consists of 90 marks.

The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.

## **Paper 2: Advanced Physiology, Evolution and Ecology**

Paper code: 9BI0/02. Externally assessed. 30% of the total qualification.

This paper will examine the following topics:

- 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.

### Overview of assessment

Assessment is 1 hour 45 minutes, the paper consists of 90 marks.

The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.

## **Paper 3: General and Practical Principles in Biology**

Paper code: 9BI0/03. Externally assessed. 40% of the total qualification.

**This paper will include questions from Topics 1–10.**

### Overview of assessment

Assessment is 2 hours 30 minutes, the paper consists of 120 marks.

The paper may include short open, open-response, calculations and extended writing questions.

The paper will include synoptic questions that may draw on two or more different topics.

The paper will include questions that target the conceptual and theoretical understanding of experimental methods.

Papers 1, 2 and 3 will each include questions that target mathematics at Level 2 or above (for further information see Appendix 6: Mathematical skills and exemplifications in the subject specification).

Overall, a minimum of 10% of the marks across the three papers will be awarded for mathematics at Level 2 or above.

## **Science Practical Endorsement\*\***

Paper code: 9BI0/04. Internally assessed and externally monitored by Pearson.

The assessment of practical skills is a compulsory requirement of the course of study for A-Level biology. It will appear on all students' certificates as a separately reported result, alongside the overall grade for the qualification. Students must carry out a minimum of 12 practical activities which, together, meet the requirements of Appendices 5b (Practical skills identified for direct assessment and developed through teaching and learning) and 5c (Use of apparatus and techniques) from the prescribed subject content.

The practical activities prescribed in this specification (the "core practicals") provide opportunities for demonstrating competence in all the skills identified, together with the use of apparatus and techniques for each subject. However, students can also demonstrate these competencies in any additional practical activity undertaken throughout the course of study which covers the requirements of Appendix 5c.

#### Overview of assessment

Students' practical work will be assessed by teachers, using common practical assessment criteria (CPAC) that are consistent across exam boards. These criteria can be found on specification pages 48-49. Students who demonstrate the required standard across all the requirements of the CPAC will receive a 'pass' grade. Students may work in groups but teachers who award a pass to their students need to be confident of individual students' competence.

The correct application of CPAC to students' work will be monitored through a system of visits to centres. These visits will be coordinated across the exam boards by JCQ, to ensure that all centres are visited regularly, although not necessarily in each science subject.

# Chemistry

The study of Chemistry is fundamental in gaining an insight into its importance in our lives, in industry and in society in general. Chemistry enhances our lifestyle immeasurably, it creates wealth and it directly influences trends in society. Chemistry is the study of the materials which make up our world, both living and non-living, and their properties. It offers, therefore, unlimited scope to people who want to understand and contribute to further developments in our use and conservation of the materials that surround us. A qualification in Chemistry is very highly regarded in the outside world and as well as the academic importance of the subject in its own right it is a pre-requisite for many other degree courses including Medicine, Dentistry, Veterinary Science, Biochemistry and Chemical Engineering. A degree in Chemistry is also highly prized by the Financial Services Sector, for example in banking and in stockbroking.

Chemistry in the Sixth Form is a practically-based course involving one, and sometimes two, hours of experimental investigation per week. The practical work enables students to investigate and consolidate the many complex concepts introduced in theory lessons. It also familiarises them with the experimental procedures and skills that are internally assessed over the two years of study. Prospective students should note that the new specification will report "Practical Competency" separately from the A-level grade, as a "Pass" or "Fail". Besides timetabled lessons, classes are run for high achieving students for participation in the International Chemistry Olympiad and Cambridge Chemistry Challenge. Around a dozen students take part in each of these highly prestigious competitions each year and go on to obtain Bronze, Silver and Gold Awards. For those aspiring to entry into highly competitive Universities and/or highly competitive courses such an award is a major enhancement to their CV.

We follow the Edexcel Advanced GCE (9CH0) Specification. Topics include:

- Atomic Structure and the Periodic Table
- Bonding and Structure
- Formulae and Equations
- Redox
- Inorganic Chemistry
- Organic Chemistry
- Analytical Techniques
- Energetics
- Kinetics
- Equilibria

These topics will be introduced in the Lower Sixth and developed considerably throughout Year 13. Practical work will be based around you becoming competent in twelve "core" techniques. You are required to undertake lab work, but you will be tested on this aspect of the course in the written exams.

There are three written papers at A-level:

Paper 1	1h 45	90 marks	30% of A-level
Paper 2	1h 45	90 marks	30% of A-level
Paper 3	2h 30	120 marks	40% of A-level

You should also note that the study of Chemistry both at A-Level and at degree level develops exactly the key skills that are so much in demand from prospective employers, for example those of logical deductive thought and high level problem solving.

NON-SCIENTIFIC SECTORS	SCIENTIFIC SECTORS
<b>FINANCIAL SECTOR:</b> Banking, Accountancy, Stock Market	<b>MEDICAL:</b> Doctor, Dentist, Veterinary Science, Pathology, Forensic Science, Bio-Medical Science
<b>LEGAL SECTOR:</b> Barrister, Solicitor	<b>NON-MEDICAL:</b> Teacher/Lecturer, Researcher, Chemical Engineer, Chemical Industry, Pharmaceutical Industry, Chemistry, Biochemistry, Biotechnology/Genetics, Agricultural Science, Material Science, ICT/Computational, Medicinal Chemistry
<b>MANAGEMENT SECTOR:</b> Research and Development, Production, Marketing, Sales, Human Resources	

# **Design and Technology: Product Design**

Design and Technology prepares students for careers in the Creative, Engineering and/or Manufacturing industries. Through investigation of historical, social, cultural, environmental and economic issues Design students will be able to design and manufacture products which will be relevant to the society of the future.

The new A-Level aims to be modern and relevant. Students will learn about contemporary technologies, materials and processes as well as the more traditional practices. Emphasis is placed on understanding and applying iterative design processes. Students can use their imagination and creativity to make prototypes that will solve real and relevant problems, whilst considering their own and others' needs, wants and values.

Design and Technology at A-Level draws on the knowledge and skills gained in other subjects and there is a greater emphasis on Mathematics and Science in the new specification. Coupled with the core skills of problem solving, creativity and innovation, consideration of aesthetics and social and environmental issues the A-Level will prepare students for a variety of courses and careers at University and beyond.

The first year of the two-year course will focus on a variety of problem solving projects which are linked to the theory element of the course. The second year will focus on a design and make project of the student's choice. External assessment is structured as follows.

## **Paper 1: Core Technical Principles**

A mixture of short answer, multiple choice and extended response questions  
150 minute written exam worth 30% of the A-Level  
Specialist knowledge, technical and designing and making principles

## **Paper 2: Core Designing and Making Principles**

Section A Product Analysis; Section B Commercial Manufacture

A mixture of short answer, multiple choice and extended response questions  
90 minute written exam worth 20% of the A-Level  
Practical application of technical principles, designing and making principles and specialist knowledge

## **Non-Examined Assessment (NEA): Substantial Design and make task**

Written or digital design portfolio and photographic evidence of final prototype.  
45 hours; 50% of A-Level

Students should have achieved a minimum of a B at GCSE in either Design and Technology Resistant Materials Technology, Graphic Products, Product Design or Textiles Technology. Students will also be considered with a GCSE in Art as this provides a sound knowledge base to begin.

Design and Technology is taken by students in combination with a variety of different subjects. Commonly this may include Design and Technology with Physics or Chemistry and Mathematics for those wishing to study Engineering. It could, however, be combined with a variety of other subjects such as Geography, Economics, Art, Music and Modern Languages depending on the University course the student wishes to follow.

## **Future prospects with Design and Technology**

Design and Technology at A-Level is supportive of a wide range of career choices. It can lead on to university courses which directly use knowledge, skills and techniques developed throughout this course, such as degrees in Product Design, Industrial Design, Engineering (all types) or Architecture. It is also extremely useful when considering courses that require 3D thinking, manual dexterity, or understanding complex processes, such as Medicine, Dentistry, Biochemistry, Veterinary Sciences etc.



# Classical Civilisation

God(s), sex, and politics, not to mention mythology, drama, archaeology, architecture, religion, history, philosophy, love, art and literature; Classical Civilisation covers every possible topic with which one could hope to offer offence at a polite dinner party. Encompassing an entire world of thought, which was just as complex and sophisticated as our own, this subject is the ultimate humanity, a rare opportunity to study, unencumbered by any language barrier, an alien society in its entirety. The Greek and Roman civilisations arguably more than any other still dictate why and how modern Brits think and behave as they do in the 21st century.

Many students do not realise that, when making their options for A-Level, it is not necessary to have studied Classical Civilisation at GCSE. In fact, nationally the majority of students opting for the subject at A-Level have not formally studied either the Greeks or the Romans since primary school. This means that, while the course is deliberately constructed to be accessible to newcomers and any student interested in the humanities should automatically consider it, it also offers a distinct advantage to those students who have studied the subject at GCSE. Its highly complementary nature results in it working especially well alongside A-Levels in English, RS, History, Politics, Theatre Studies, History of Art, MFL, Classical Greek and Latin.

Success in the subject depends chiefly upon intellectual curiosity and the ability and desire to read widely and write at length. As such, it allows students to cultivate a diverse range of intellectual and communication skills. It also demonstrates to university admissions tutors that the applicant is highly motivated, independently minded and, of course, civilised.

## Course Structure

The specification followed is **OCR Classical Civilisation (H408)**, which is split into three papers. There is no ancient language requirement. Where options are available, we aim to tailor the exact course to the specific strengths and interests of our students.

### **1 The world of the hero (40% of total A-Level)**

An in depth study of mythological literature in translation:

- Homer's Iliad or Odyssey (Greek)
- *and* Virgil's Aeneid (Roman)

### **2 Culture and the arts (30% of total A-Level)**

Components in this group involve the study of visual and material culture. In all except Greek Art this is combined with the study of literature in translation.

- Greek theatre (Greek)
- *or* Imperial image (Roman)
- *or* Invention of the barbarian (Greek)
- *or* Greek art (Greek)

### **3 Beliefs and ideas (30% of total A-Level)**

Components in this group involve the study of an area of classical thought, in combination with either the study of literature in translation or visual/material culture.

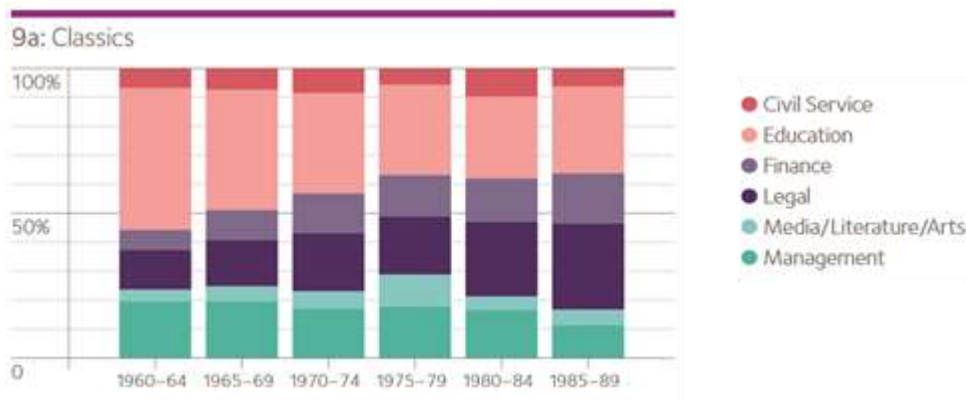
- Greek religion (Greek)
- *or* Love and relationships (Greek and Roman)
- *or* Politics of the Late Republic (Roman)
- *or* Democracy and the Athenians (Greek)

## Classical Subjects and Careers

Progression from school to university will obviously depend upon the combination of subjects studied at A-Level, but, in general, apart from a small number of courses which may have other specific requirements, institutions are likely to be attracted to candidates who have shown evidence of intelligence, staying power and hard work, for example by achieving a good result in one or more classical subjects.

Those who wish to pursue their study of classical subjects at university and/or use a classical qualification as a means of gaining employment, but feel deterred by the myth of the unemployable Classicist, should take heart from the facts. The great majority of those who take classical degrees at university end up in jobs or careers that are well paid or satisfying or (usually) both. An independent research study on attitudes to the employment of Classics graduates (published in 2000) found that there are no barriers to the employment of Classicists, provided such graduates have the other qualities, such as interpersonal skills sought by employers. Although there is competition from more vocationally-orientated graduates, Classics graduates can hold their own in the knowledge that their discipline develops many of the transferable qualities which employers are looking for – intellectual rigour, communication skills, analytical skills, the ability to handle complex information and, above all, a breadth of view which few other disciplines can provide. To quote from a statement made by R B Reid, former Chairman of Shell UK Ltd, 'The wonders of Classics and the mysteries of Physics are as good a preparation for management as the discipline of Economics'.

The evidence suggests that in practice a classical qualification is at least as good a preparation for employment as a qualification in any other arts subject. The statistics reproduced below (from a 2013 report at <http://torch.ox.ac.uk/graduateimpact>) illustrate the wide range of successful careers pursued by Classics graduates and banish the insidious myth that those who opt for classical subjects are leading themselves down a career cul-de-sac.



*Dates refer to year of graduation*

# Computer Science

Computing skills are essential to the development of our students' education as the subject stretches beyond the scope of school learning, bridging into their further studies academically and future careers.

In today's world it is important for individuals to keep abreast of technological and information literacy skills. Computing skills are essential components alongside the traditional skills of numeracy and literacy. Whatever our students decide to do in their chosen academic or career path they will find that they need to use computers. The better their skills and understanding are, the easier they will find these skills integrate into their daily routines, and they will become more proficient and productive users when accomplishing given tasks.

We live in a global world which is full of technology and just bursting with invention and creative opportunities, and it should be known that 90% of it is driven by a computer!

The department encourages students with an interest in the latest technology, programming, ICT, Mathematics and Physics to consider Computer Science as a main or complementary subject at A-Level.

## Why Choose Computer Science?

The term 'computing' covers every kind of digital technology that we use to create, store, communicate, exchange and use information. As such it is the foundation for all organisations, small and large, to build their strategies and grow. It is also a key component in making our personal lives easier and more fun: think about mobile phone technology and the invention of mobile apps, online shopping, mp3s etc. We, as consumers, often forget that Computer Science was the 'brainchild' behind these everyday items and activities we perform on a daily basis.

Studying Computer Science will enable students to get inside one of the single most powerful tools the world has seen. Computers figure in all avenues of our lives: within science, technology, manufacturing, research, medicine, etc. Computer Science, therefore, influences and affects everything we do in society today.

The course we provide is designed to make our students proficient, creative and independent users of a wide range of computer applications and some niche programming languages. It also provides them with a good foundation in abstract thinking, general problem-solving, algorithmic and mathematical reasoning, scientific and engineering based thinking with its core emphasis on computational thinking, which they could then apply to any future challenges. Computational thinking is a kind of reasoning used by both humans and machines. Thinking computationally is an important life skill. It means using abstraction and decomposition to problem solve.

Computer Science is about learning to utilise certain programming principles, understanding how computers operate and how to apply logical thinking to the design and build of systems. The course will provide students with the opportunity to learn how modern computers and communication systems work, how they can be made to work better in the future, and how they can be used to build the next generation of computing applications.

## AQA A-Level Computer Science Overview

The new AQA A-Level Computer Science specification has been designed for Students who wish to pursue higher education courses or employment where a good subject knowledge of Computing would be beneficial.

The specification is designed to encourage students to develop:

- the capacity for thinking creatively, innovatively, analytically, logically and critically;
- an understanding of the organisation of systems including software, hardware, data, communications and people;
- the ability to apply skills, knowledge and understanding of Computer Science, including programming, in a range of contexts to solve problems;
- project and time management skills with the capacity to see relationships between different aspects of the subject and perceive their field of study in a broader perspective;
- an understanding of the consequences associated with using computers, including social, legal, ethical and other issues;
- an awareness of emerging technologies and an appreciation of their potential impact on society.

The course content includes:

- the need for and means of connection between hardware components of a computer system;
- the characteristics of wireless networks and the importance of networking protocols and standards;
- the need for and functions of systems software;
- the methods of capturing, selecting, exchanging and managing data to produce information for a particular purpose;
- the fundamentals of programming techniques;
- data types and data structures.

Under the new assessment objectives students are to:

- demonstrate knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation;
- apply knowledge and understanding of the principles and concepts of computer science, including to analyse problems in computational terms;
- design, program and evaluate computer systems that solve problems, making reasoned judgements about these and presenting conclusions.

Students studying the new AQA Computer Science specification will embark on a full linear A-level and the required assessments will be taken at the end of the second year. There are 3 complementary units to be completed over two years.

### **Unit 1:**

This paper tests a student's ability to program as well as the theoretical knowledge of computer science from the following topics:

- Fundamentals of programming
- Fundamentals of data structures
- Fundamentals of algorithms
- Theory of computation
- This paper also focuses on the designing, writing and testing of programs.

Assessment: Students must complete a range of programming tasks based on seen and unseen material.  
2 hour 30 minute on screen exam. 100 marks, 40% of A-level.

### **Unit 2:**

This paper tests a student's ability to answer questions on the following topics:

- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of databases
- Big data
- Fundamentals of functional programming
- Fundamentals of communication and networking.

Assessment: Students must answer a range of compulsory short and extended answer questions, including synoptic and extended response questions. 2 hour 30 minute written exam. 100 marks, 40% of A-level.

### **Non-exam assessment (NEA) unit:**

The NEA assesses a student's ability to use their knowledge and skills gained through the course to solve a practical problem, which can be completed using any programming language. The project:

- is an opportunity for students to work on a significant task from start to finish;
- leads on to the type of work students will be required to complete in higher education;
- allows students to work on a project that matches their interests, ability and previous experience;
- allows students to do investigative projects as an alternative to developing a system for an end user;

Assessment:

Students must produce a project that either meets the needs of a particular end user or investigates a particular aspect of how computers can be used to explore solutions to problems. NEA project. 75 marks, 20% of A-level.

Example NEA tasks:

- Simulation, e.g. of a business or scientific nature, or an investigation of a well-known problem such as the game of life.
- A solution to a data processing problem for an organisation, e.g. membership systems.
- Solving an optimisation problem, e.g. rota production, shortest-path problem, route finding.
- A control system, operated using a device such as an Arduino board.
- A website with dynamic content, driven by a database back-end.
- An app for a mobile phone or tablet.
- Investigating machine learning algorithms.
- Investigating an area of data science using, for example, Twitter feed data or online public data sets.

The course has a mathematical content and students will be expected to know Boolean algebra, how to work out the complexity of algorithms and data structures, work with different number representations and number bases.

Students are expected to keep abreast of new breakthroughs and technological advancements through further study. The conscious shift towards Computer Science and Computation in the world of education and work makes the subject exciting for those Students who have an affinity with technology, are creative, lateral thinkers and self-disciplined.

This course, with its emphasis on abstract thinking, general problem solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for further academic study.

### **Course Requirements**

Students following this specification do not need to have any prior knowledge of Computer Science, but it is considered an advantage to have a GCSE in Computer Science coupled with experience of general application software within ICT and a good understanding of a programming language, for example Python. It is advised students considering Computer Science should have the capabilities of gaining a grade 7 (grade A) or above in GCSE Mathematics or equivalent with a view of continuing Mathematics at A-Level, with a preference of studying Further Mathematics.

It is important for students to be diligent and organised, so that delivery of class and homework is punctual. There are elements of self-learning which require motivation and discipline especially when working on practical application. Students are encouraged to take ownership of their work and time management skills.

### **Extra-Curricular**

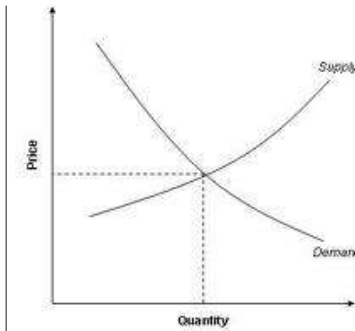
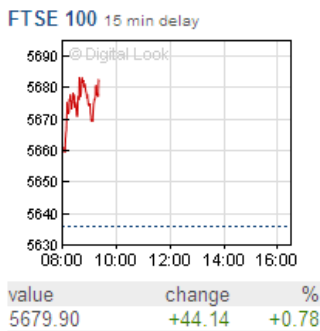
Students are expected to attend the 'Python Programming Club' to extend their knowledge and experiences within programming, and also to provide assistance in running and organising a lower school 'Scratch Animation/Games Club', as well as being a STEM ambassador. Students are also expected to participate in the annual UK Bebras Challenge, the bi-yearly BCS Challenge IT and the UK CyberSecurity competitions.

# Economics

Britain has just been through one of the worst recessions ever. Only very recently has our economy recovered from this. What caused this? What are the effects of this 'on the government, households and firms?' Why does the government have to cut spending? Why are some firms more successful than others in earning profit? How are consumers and society affected by the actions of firms and government? Will consumers shop more or less as a result of these actions? How will this affect supply and demand in different markets? The Prime Minister, Theresa May, has stated that 'Brexit means Brexit' – What is this going to mean for our economy? Future trading position globally? The level of income and wealth in the UK?



All these questions are to do with Economics. For most students Economics will be a new academic subject, about which they may have rather hazy ideas, although some of the topics involved will have been met by those who read newspapers intelligently. It is a practical subject, in that it involves an understanding of everyday problems, such as unemployment and changing prices of goods in the market, but it is also a rigorous academic discipline which requires an analytical mind and an ability to apply general principles to particular situations. Skills, such as the logical presentation of an argument, or the ability to distinguish fact from opinion, are also developed during the course.



Any student with an interest in contemporary social and economic conditions could benefit from the course in Economics. At the end of the course candidates should have an understanding of what is known as 'micro-economics' – the allocation of scarce resources in the process of production within and between countries, and the interaction of supply and demand which fixes the prices of goods and services.

They should also have an understanding of 'macro-economics', which is concerned with questions of unemployment, national income, budgetary policies and similar topics.

No previous knowledge of the subject is required, but a readiness to read widely and think intelligently is essential. Have a look at an A-Level Economics textbook or click around on economics software programmes accessible on the school's network before you decide if Economics is suitable for you. There is a good selection, from the reading list, in the library. Further information and web links can be found on the school internet site.

Economics combines well with several other subjects. It is especially useful for those considering degree courses or careers in Banking, Accountancy, Business and Management, Marketing or Economic Analysis. Because of the emphasis on logical analysis and the application of general principles to specific situations it is also useful training for those considering Law.

Learning Economics does not stop after your lessons have finished. Many students of Economics join the Economics Society. You can be involved in extra-curricular activities that will broaden your understanding of Economics greatly and enhance your application for university courses in Economics and/or Business Management. The Department also organises visits to the Bank of England, The Taxpayers' Alliance, The Adam Smith Institute and a car factory to assess how economic principles and theories are applied in practice.

## Summary of Unit Specification Structure

The A-Level is structured into four coherent themes to support teaching and learning:

- **Theme 1** introduces students to markets and market failure
- **Theme 2** introduces students to the UK economy, focusing on performance and policies
- **Theme 3** explores business behaviour and the labour market
- **Theme 4** considers a global perspective.

There are three externally assessed papers. Each paper comprises 100 marks and is two hours in duration. Questions range from **short answer** (including **multiple choice**), **data response** and **extended open response**.

<p><b>Theme 1: Introduction to markets and market failure</b> This theme focuses on microeconomic concepts. Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• nature of economics</li> <li>• how markets work</li> <li>• market failure</li> <li>• government intervention</li> </ul>	<p><b>Theme 2: The UK economy – performance and policies</b> This theme focuses on macroeconomic concepts. Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• measures of economic performance</li> <li>• aggregate demand</li> <li>• aggregate supply</li> <li>• national income</li> <li>• economic growth</li> <li>• macroeconomic objectives and policy</li> </ul>
<p><b>Theme 3: 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:</p> <ul style="list-style-type: none"> <li>• business growth and business objectives</li> <li>• revenues, costs and profits</li> <li>• market structures</li> <li>• labour market</li> <li>• government intervention</li> </ul>	<p><b>Theme 4: 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:</p> <ul style="list-style-type: none"> <li>• international economics</li> <li>• poverty and inequality</li> <li>• emerging and developing economies</li> <li>• the financial sector</li> <li>• role of the state in the macroeconomy</li> </ul>

### Summary of A-Level Assessment Requirements

#### **Paper 1: Markets and business behaviour**

Paper code: 9EC0/01. Externally assessed. 35% of the total qualification.

Paper 1 will assess microeconomics and questions will be drawn from Themes 1 and 3. Written examination. Duration: 2 hours. 100 marks available.

The paper comprises three sections. Students answer all questions from Section A and Section B, and one from Section C. Section A comprises a range of multiple-choice and short-answer questions. Section B comprises one data response question broken down into a number of parts. Section C comprises a choice of extended open-response questions; students select one from a choice of two.

#### **Paper 2: The national and global economy**

Paper code: 9EC0/02. Externally assessed. 35% of the total qualification.

Paper 2 will assess macroeconomics and questions will be drawn from Themes 2 and 4. Written examination. Duration: 2 hours. 100 marks available.

The paper comprises three sections. Students answer all questions from Section A and Section B, and one from Section C. Section A comprises a range of multiple-choice and short-answer questions. Section B comprises one data response question broken down into a number of parts. Section C comprises a choice of extended open-response questions; students select one from a choice of two.

#### **Paper 3: Microeconomics and macroeconomics**

Paper code: 9EC0/03. Externally assessed. 30% of the total qualification.

Paper 3 will assess content across all four themes.

Students are required to apply their knowledge and understanding, make connections and transfer higher-order skills across all four themes. Written examination. Duration: 2 hours. 100 marks available.

The paper comprises two sections.

Each section comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; students select one from a choice of two.

In asking previous students why they have chosen Economics some of their reasons were as follows:



'It is career enhancing, especially if you want to work in law, business, government, banking, stock broking and management consulting.'



'It complements other subjects such as Maths, Politics, Languages, History, English, Computing, etc.'



'It prepares you for life whatever you do in the future. As a doctor, government taxation and spending plans affect what you can and cannot do.'



'I wanted to learn about what goes on in society.'



'I am interested in how the world of money works.'



'I wanted to do a different subject to other A-Levels e.g. Sciences.'

# English Literature

The study of English Literature at A-Level is unashamedly academic in emphasis and so students who simply enjoy 'a good read' should think long and hard before they opt for it. This said, the subject is a stimulating and challenging intellectual exercise and it fully repays the hard work it demands. A student will develop the ability to analyse a wide range of texts in depth and detail and will acquire the skills necessary to formulate a concise, coherent and comprehensive critical argument. Any student wishing to study literature at A-Level must have the self-discipline and maturity of mind to be able to read far beyond the set texts and he or she should be aware of literature's place in a wider cultural context.

This sounds difficult, but then so is any subject taken at A-Level and it should be borne in mind that we do not expect students to know it all in the first week. (Brilliant brains are welcome but not required.) We do expect you to be enthusiastic and well-motivated.

Students are expected to arrive at their classes prepared to discuss a text in detail and they should expect to produce a sustained piece of critical writing each week.

Perhaps the best reason for taking English is the intellectual rigour mentioned above, in that it provides the academic skills necessary for a broad range of subjects taught at degree level. English A-Level provides a firm foundation for those who wish to study courses in the Arts and Humanities and, indeed Law, the Mass Media and Management generally. All find a use for the keen, critical mind.

## Realistic Expectations of Sixth Form Students taking English Literature

- To read the set texts according to given deadlines.
- To have detailed notes by the exam for character, theme, and style/structure, based upon lesson notes and supplementary reading.
- To be prepared to do some reading around the set texts during the Lower Sixth (e.g. all supplementary handouts, and at least one critical work per set text), and during the Upper Sixth (e.g. all supplementary handouts plus at least two critical works per set text, especially for the synoptic paper). Examples of suggested supplementary reading lists are readily available from the relevant members of staff.
- To be willing to participate in class discussion.
- To produce competent analytical essays under timed conditions by the end of the Lower Sixth, and closely argued analytical essays under timed conditions by the end of the Sixth Form.
- To produce suitably analytical pieces for coursework, hitting deadlines as set by the Head of Department and supervisors.
- To structure work around deadlines and to anticipate problems early, and negotiate solutions.

## A-Level English Literature (H472) – Specification Overview

Content Overview	Assessment Overview	
Component 01 • Shakespeare • Drama and Poetry pre-1900	Drama and Poetry (01)*  Written Paper 60 Marks Closed text 2 hours 30 minutes	40% of total A-Level
Component 02 • Close Reading in chosen topic area • Comparative and contextual study from chosen topic area	Comparative and contextual study (02)*  Written paper 60 marks Closed text 2 hours 30 minutes	40% of total A-Level
Component 3 • Close reading OR re-creative writing piece with commentary • Comparative essay*	Literature post-1900 (03)*  40 marks Non examined assessment	20% of total A-Level

\* - Indicates synoptic assessment

Learners who are retaking the qualification may carry forward their result for the non-exam assessment component.

## Course Content

The OCR A-Level in English Literature qualification will build on the knowledge, understanding and skills established at GCSE, introducing learners to the discipline of advanced literary studies, and requires reading of all the major literary genres of poetry, prose and drama.

The course will extend these studies in breadth and depth, further developing learners' ability to analyse, evaluate and make connections. Learners are required to study a minimum of eight texts at A-Level, including at least two examples of each of the genres of prose, poetry and drama across the course as a whole.

This must include:

- at least three texts published before 1900, including at least one text by Shakespeare
- at least one work first published or performed after 2000
- at least one unseen text.

The course will also require learners to develop judgement and independence as they synthesise and reflect upon their knowledge and understanding of a range of literary texts and ways of reading them.

It will require learners to show knowledge and understanding of:

- the ways in which writers shape meanings in texts
- the ways in which texts are interpreted by different readers, including over time
- the ways in which texts relate to one another and to literary traditions, movements and genres
- the significance of cultural and contextual influences on readers and writers.

The set texts will be reviewed after three years and may be subject to change. If a text is to be removed from the list and replaced with another text, centres will be notified a year in advance.

There is no coursework in the Lower Sixth. Coursework in the Upper Sixth is worth 20% of the total mark for the subject.

### Sample Course

<u>LOWER SIXTH</u>	<u>TEACHER A: (4 LESSONS PER WEEK)</u>	<u>TEACHER B: (4 LESSONS PER WEEK)</u>
1	<b>Poetry</b> (for the A2 part of the Poetry-Drama Comparison Question) Introduction to Chaucer ( <i>General Prologue</i> ) Chaucer - <i>The Merchant's Tale</i>	<b>Prose</b> (core text for the Synoptic element for A2) Angela Carter, <i>The Bloody Chamber and Other Stories</i> (Gothic Core Text 1)
2	<b>Drama text</b> Williams – <i>A Streetcar Named Desire</i>	<b>Shakespeare – Hamlet</b>
3 Trial Exam 1 – 1 hour 30 minutes Shakespeare and Poetry Pre-1900 Trial Exam 2 – 1 hour 45 minutes Drama and Prose post-1900	<b>Exam Prep (pre exam)</b> <b>A2 Coursework prep</b> (post exam)	<b>Exam Prep (pre exam)</b> <b>A2 Synoptic Prep</b> (post exam) <b>Gothic</b> Core Texts Carter – <i>The Bloody Chamber and Other Stories</i> Stoker – <i>Dracula</i>
<u>UPPER SIXTH</u>	<u>TEACHER A: (5 LESSONS)</u>	<u>TEACHER B: (4 LESSONS)</u>
4	<b>A2 Coursework</b> Three literary texts: Poetry, Prose, Drama – all post 1900, one post 2000 <b>Narrative Voices: Heaney, <i>Rosecrantz and Guildenstern are Dead, Atonement</i></b>	<b>A2 Synoptic</b> Gothic – <i>Dracula</i> (Core text 2) Gothic – <i>The Monk</i> Gothic extracts (Own Text Notes – each student will have to deal with a separate text assigned to prepare for the group)
5	<b>Drama text</b> Webster - <i>The Duchess of Malfi</i>	Gothic - <i>Northanger Abbey</i> Gothic Extracts and Poems Revision of <i>Hamlet</i>
6 A2 Exam 1 – 2 hour 30 minutes Drama and poetry pre-1900 A2 Exam 2 – 2 hour 30 minutes Comparative and contextual study A2 Coursework	<b>Revision and terminal exams</b>	<b>Revision and terminal exams</b>



# Geography

The world is changing faster than it ever has done. How can we understand this and come to terms with it? Many issues that confront young adults like you can be found in the new Geography International A-Level specification, commencing September 2016. There is, however, traditional Geography too. From the study of the reasons behind global pandemics to why volcanoes exist; it's all here!

It involves:

- Investigating the interaction of people with their environment,
- Understanding the processes and factors that shape that environment,
- Understanding how both the physical environment influences people and how people influence the physical environment,
- Recognising that these interactions create opportunities and problems which require careful management,
- Understanding that management needs to be sustainable to maintain the environment for future generations,
- Developing the enquiry skills necessary to understand and explain these geographical issues.

## KEY SKILLS

The Cambridge International A-Level course aims to equip students with the skills required to make a success of their subsequent studies at university.

- |                 |  |
|-----------------|--|
| ➤ Communication | ➤ Problem solving                        |
| ➤ Numeracy      | ➤ Working in teams                       |
| ➤ IT            | ➤ Improving own learning and performance |

Few other subjects offer the opportunities to practise and demonstrate all these, particularly through fieldwork. A residential trip to the Peak District and a day trip to London can really help skills to be learned quickly.

## COURSE REQUIREMENTS

These are similar to those in other A-Level subjects, being ideally a minimum of an A or A\* grade, an interest in the subject and a real commitment to work hard for two years. You must also be prepared to invest in the textbook (around £40 in 2017) and to attend any field trips that are organised for you. Geography is not an easy option; the highest grades are only attainable through consistent hard work.

## MODE OF WORKING

As in all subjects, you are expected to do much more work independently at A-Level, sometimes for specific assignments, but also for your own benefit; your final grade will depend on your commitment to this.

You will rarely be set work to be done on a particular evening; more often you will be given a week to do the task. There is more emphasis on extended writing at this level so your essay writing will be improved. While factual recall is important, interpretation of maps and graphs, and analysis of data are also vital skills.

Students are expected to read in order to build their knowledge and increase their understanding of the topics that will be covered.

*There is no coursework at A-Level, but fieldwork remains an integral part of the course in order to compile case studies for use within the four examination papers.*

## COURSE SUMMARY

The Cambridge International A-Level Specification (which can be viewed at [www.cie.org.uk](http://www.cie.org.uk)) comprises of a combination of compulsory and option modules:

**Lower Sixth**

All modules are compulsory:

Population  
Migration  
Settlement

Hydrology & river systems  
Atmospheric systems  
Rocks & Weathering

**Upper Sixth**

The option modules that we have selected include:

Environmental management  
Global Interdependence

Hazardous environments  
Hot and Semi-arid environments

A trial examination in the Trinity Term of the Lower Sixth will be set and marked with external moderation from the Cambridge Examination Board.

This, like other new Advanced Level courses, is a linear course where the external assessments take place at the end of the Upper Sixth:

Paper 1:	AS Core Physical Geography	(1 hour 30 minutes, 25% weighting)
Paper 2:	AS Core Human Geography	(1 hour 30 minutes, 25% weighting)
Paper 3:	A level Physical Geography	(1 hour 30 minutes, 25% weighting)
Paper 4:	A level Human Geography	(1 hour 30 minutes, 25% weighting)

**Grade Awards**

The International A-Level follows the same grading system as other A level subjects and is recognised and accepted by British and foreign universities.

**WHAT COMES AFTER?**

Geography leads to many different courses in further education, and many areas of employment in the long run. You will gain transferable skills throughout the course. Especially useful to employers will be your ability to collect, present, analyse and communicate data, and to bring many diverse strands of information together into a whole – a valuable management quality.

Geography combines well with most subjects, and it can be considered as a science subject by many universities. Taken with Maths, Chemistry or Biology, Geography supports applications for almost any science- based university course like Engineering, Medicine and Oceanography. Taken with humanities subjects it supports an equally wide range of courses, such as Law, Accountancy or Politics. Geography degrees lead into important careers such as weather forecasting (Meteorology), urban planning, Journalism, logistics and teaching.

Why not try it?

# **Greek (Classical)**

Study of the Classical Greek language allows first hand access to the minds of some of the most seminal and groundbreaking writers the world has ever seen; this really is the birth of history and thought as we know it. The subject matter covers the full range from mythology, history and drama through to philosophy, erotic poetry and politics. The fact that the course is linguistic in focus allows more flexibility than other subjects can offer in regard to the subject matter studied and we aim to select reading material which reflects the specific interests of our students.

On average there are just two hundred students across Britain who study Greek at A-Level and in recent years the department has had the pleasure of teaching 1% of the entire national cohort. The average ability of these students is well above average and this is reflected in the grades awarded. Students at Leicester Grammar are no exception; no student studying A-Level Greek in this school has fallen below an A grade since before 2008.

Students interested in studying Greek should also consider the subject Classical Civilisation. As part of the prospectus entry for Classical Civilisation is a summary of employability prospects for students pursuing classical subjects.

## **Aims of the Course**

- Acquire an understanding of the linguistic structures of Classical Greek;
- Read and make a personal response to a selection of Classical Greek literature;
- Consider the spiritual, moral and cultural issues that emerge from their reading;
- Allow access to Higher Education courses at the highest level in Classical Greek, whether linguistic or non-linguistic.

## **Recommended Prior Learning**

The specification builds on the knowledge, understanding and skills specified for GCSE. The broad range of disciplines and skills which are fostered by the study of Classical Greek reflects the diversity of the potential candidature and ensures that candidates' learning is enhanced in many ways as is appropriate for their development as lifelong learners.

## **Specification Content**

The content is chosen to provide a balanced and coherent study of Classical Greek. Detailed information about linguistic requirements and prescribed texts may be obtained from subject staff. The course is structured parallel with Latin and typically the two subjects will be studied in tandem. This allows students to focus on the subject itself rather than having to learn exam technique separately for each subject. It is, however, neither uncommon nor discouraged for a student to opt for Greek without Latin.

There are four components in the specification:

- Unseen Translation (33% of total) – for example Thucydides and Euripides
- Prose Composition or Comprehension (17%)
- Prose Literature (25%) – for example Herodotus and Plato
- Verse Literature (25%) – for example Homer and Sophocles

# Latin

As a subject which remains a cornerstone of an academically focused education, whose students' intellectual ability and demonstrable powers of perseverance command respect, what's not to like about Latin? It also happens to combine fascinating subject matter with some of the best employability prospects of any non-vocational course, including STEM subjects. If you opt for Latin, you can expect to study: Ovid's tales of gods and girlfriends; Virgil's epic poetry on heroes and burning cities; Cicero's legal and political speeches and his insider view of titans of history such as Julius Caesar; Tacitus's descriptions of the depravities of the emperors; and Pliny's accounts of volcanic eruptions and the execution of Christians.

At Leicester Grammar School 86% of Latin students have gained a B grade or higher at A-Level since 2008.

Students interested in studying Latin should also consider the subject Classical Civilisation. As part of the prospectus entry for Classical Civilisation is a summary of employability prospects for students pursuing classical subjects.

## Aims of the Course

- Acquire an understanding of the linguistic structures of Latin;
- Read and make a personal response to a selection of Latin literature;
- Consider the spiritual, moral and cultural issues that emerge from their reading;
- Allow access to Higher Education courses at the highest level in Latin, whether linguistic or non-linguistic.

## Recommended Prior Learning

The specification builds on the knowledge, understanding and skills specified for GCSE. The broad range of disciplines and skills which are fostered by the study of Latin reflects the diversity of the potential candidature and ensures that candidates' learning is enhanced in many ways, as is appropriate for their development as lifelong learners.

## Specification Content

The content is chosen to provide a balanced and coherent study of Latin. Detailed information about linguistic requirements and prescribed texts may be obtained from subject staff. The course is structured parallel with Classical Greek and there are natural practical and academic benefits to studying both.

There are four components in the specification:

- Unseen Translation (33% of total) – for example Ovid and Caesar
- Prose Composition or Comprehension (17%)
- Prose Literature (25%) – for example Tacitus and Cicero
- Verse Literature (25%) – for example Virgil and Catullus

# History

The course that will be followed is the new AQA Advanced (7042) specification. It concentrates on British and European History during the sixteenth century but also with a modern twentieth century element. The topics are taught chronologically with approximately 50% of the material covered in the Lower Sixth. The course is assessed by means of timed examination in two units. A 3000-3500 word Personal Study plus the chronological completion of examined Units 1 and 2 in the Upper Sixth will provide for the Advanced qualification.

## The Course

### Unit 1: Breadth Study: (1C) The Tudors: England 1485-1603

*Part ONE Lower Sixth: Consolidation of the Tudor Dynasty 1485-1547*

*Part TWO Upper Sixth: England, 1547-1603: Turmoil and Triumph*

This unit assesses the effectiveness of England's most famous ruling dynasty (Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I) by examining the scope of its power amidst the enormous social and political dislocation of the Reformation and post-Reformation period. The unit also evaluates the various threats to Tudor England both domestic and foreign and the impact these have on international relations. We also examine the influence of other key individuals at the Tudor court, such as Henry VIII's 'fixer' Thomas Cromwell, the divisive Anne Boleyn and the many conservatives and reformers who wish to direct the monarchy into fulfilling their own religious agendas.

The key historical issues covered in this unit:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- To what extent and why was power more widely shared in this period?
- Why, and with what results, were there so many changes to the Church and religious practice?
- How serious a threat was posed to Tudor monarchs by rebellion and opposition?
- How far and why were England's relations with foreign powers changed?
- How important was the role of key individuals and groups and how were they affected by developments?

### Unit 2: Depth Study: (2O) Revolution and Dictatorship: Russia and the Soviet Union, 1917-1953

*Part ONE Lower Sixth: The Russian Revolution & the Rise of Stalin 1917-1929*

*Part TWO Upper Sixth: Stalin's Rule, 1929 to 1953*

This unit charts the social, ideological, political and economic changes taking place within Russia as the imperial rule of autocratic Tsar Nicholas II is severed by the political revolutions of wartime 1917. The unit then assesses the economic, social and political developments of the Soviet State as it moves from the Bolshevik Communist dictatorship of Lenin to the transformative totalitarianism of Joseph Stalin.

### Unit 3 Historical Investigation: Imperial Spain 1485-1600 or Nineteenth and early Twentieth Century Italy 1815-1922

Initially this will be a taught course from which will emerge threads and topics which are taken up by students to provide material needed for the Personal Study. Past enquiries have focused on the Spanish Inquisition and the Golden Age of Spain. This year we have introduced an additional option on Nationalism in Italy.

## Assessment

### Unit 1: Breadth Study: (1C) The Tudors: England 1485-1603

The study of significant historical developments over a period of around 100 years and associated interpretations

Assessed A-Level: 2hr 30 m written exam. Three questions (one compulsory). 80 marks: 40% of A-Level

Questions Two sections Section A – one compulsory question linked to secondary historical interpretations (30 marks)  
Section B – Two from choice of three essays (2 x 25 marks)

### Unit 2: Depth Study: (2N) Revolution and Dictatorship: Russia and the Soviet Union, 1917-1953

The study in depth of a period of major historical change or development and associated primary evidence

Assessed A-Level: 2hr 30 m written exam. Three questions (one compulsory). 80 marks; 40% of A-level

Questions Two sections: Section A – one compulsory question linked to primary sources (30 marks)  
Section B – Two from choice of three essays (2 x 25 marks)

### Unit 3: Historical Investigation

A personal study based on **EITHER** Imperial Spain (1480-1600) or Italy (1815-1922) derived from a selection of teacher-suggested enquiries. This unit examines change and continuity over a period of more than a hundred years and evaluates the historiography of the period.

Assessed 3000-3500 words. 40 marks; 20% of A-level. Marked by teachers, moderated by AQA

## Teaching and Learning Styles

A variety of approaches are adopted. There is a great deal of discussion and argument that works best when students have thoroughly researched set questions or debating points prior to class. Students may take notes in lessons from podcasts/class discussion/other students' research findings and plan arguments and debates from a variety of perspectives. There could be research work, document analysis, group and individual presentations, scripted role plays, analysis of film and television dramatisations or documentaries as well as paired essay planning. This is supplemented by trips to academic conferences and an U6 trip to Toledo and Madrid to consolidate understanding and research new material for the Historical Investigation unit.

Essay-writing is a key skill developed over the two years and so indicates the need for literary ability and engagement. This should be taken into account when choosing the subject. Within the essay the candidate is tested upon his/her ability to write a logical, coherent argument, which answers the questions posed. He/she must be able to analyse the title with precision, using a breadth of knowledge and evidence, selecting relevant materials to develop the argument. He/she must organise the material, using what is relevant and discarding what is not. Knowledge of the differing perspectives of prominent historians must be displayed and their viewpoints evaluated upon in light of the question posed.

Wide reading will be essential. Candidates must want to read history and will have to use their initiative, to search out suitable material among and within texts as the course is followed. Reading will not only improve knowledge, but essay style too, and this is important. Curiosity should be a driving force in history and the new linear structure will allow greater scope for developing important contextual knowledge of the periods as well as helping to make links between different elements.

At A-Level, therefore, the candidate moves away from the largely factual response to one where individual argument and analysis predominate. The document work requires knowledge of terminology, the ability to comprehend and analyse the meaning of 16th century sources, placing each in context of the historiographical debates. These positions are then evaluated through further research. This is all achieved gradually, building upon writing skills already developed at GCSE.

## Other Comments

The essential requirement for potential A-Level History students is enthusiasm and perseverance. Students must enjoy the subject, be keen to learn and keen to build on and refine their knowledge base. We have a magnificent collection of A-Level books – there will never be a time when any student has nothing to read. An ability to express ideas and argue a case convincingly is essential. Students must not be prepared to sit back and passively learn; the work is hard, challenging yet interesting. Generally the best A-Level students are those who, from the start of the course, follow a disciplined policy of background reading, both from books and journals like History Today and History Review, and who show willingness to air thoughts, defend their views and attack the ideas of teachers and fellow students in an atmosphere of mutual respect. They will be encouraged to share one another's ideas and work. Involvement with History Society or School Debating opportunities will help students to sharpen their production of crisp, punchy argument and the important skill of evaluating opposing viewpoints through an historical method.

We now enjoy regular visits from leading academics as well as conferences. We host our own summer History Conference which, in an evening of two or three lectures, provides all of our students not only with a real in-depth survey of key parts of the course, but also with a foretaste of university level work.

## Progression

There seems to be no limit as to which courses and careers History students go on to pursue. This is a subject which opens many doors and is highly respected within many professions for its academic rigour and transferable skills. History A-level can lead directly to some specific jobs, like teaching and museum work and historians are sought after people since the skills of a good historian are useful in a wide variety of fields such as journalism and accountancy to those requiring clear analysis of problems (administration and management). The interpretation and analytical skills of History graduates are particularly valued by law firms where the ability to cross reference information and appreciate nuance are also highly sought after. Perhaps above all, historians seem to have a strong appreciation of human motivation, a quality of increasing importance in a more globalised and disparate workforce. Similarly History graduates are prominent in the higher echelons of the Civil Service. A-level History students often turn to Law or Politics at University, but many continue with pure History degrees. Even future medics seem to choose and enjoy studying the subject at A-level as the communicative element of being a GP is increasingly emphasised. Above all – if you enjoy History then you ought to consider it for A-level. Any student who works hard, reads, and engages in class is likely to be rewarded with a very good grade, as our following statistics suggest.

## RECENT HISTORY A2/A LEVEL EXAMINATION RESULTS

*Distribution of grades by year shown in the table below*

	A*	A	B	C	D	E
2012	2	9	2	0	0	0
2013	3	6	3	2	0	0
2014	1	7	5	5	0	0
2015	3	4	4	1	0	0
2016	1	6	4	1	0	0
<b>NEW LINEAR TWO YEAR 'A LEVEL'</b>						
2017	4	5	0	0	0	1

# History of Art

History of Art is quite different from Art and Design A-level. As a Humanities subject, it will appeal to you if you are interested in the ideas and issues of art. The specification assumes no prior knowledge, but you will need an enquiring mind and an ability to think logically. If you are also good at learning factual information and can apply it in support of a persuasive argument, you will be well equipped to succeed in this academically rigorous but rewarding subject. To find out more, it is helpful to discuss the subject with one of its teachers and, if possible, to attend one of the taster sessions.

The course offers you the opportunity to study the painting, sculpture and architecture of the Western tradition from Classical Antiquity to 2015. Like English, however, with its set texts, we examine a limited number of key works of art that are now widely recognized as having played a significant role in the development of art. You will be introduced to the methods of analysis and interpretation that are used in Art History and encouraged to develop the skills needed to apply them in support of arguments. You will also examine the historical, social, and cultural contexts of particular episodes of western art.

As an A-level option, History of Art has an affinity with other Humanities such as English, History, R.S. and Classics. From a cultural point of view, it complements Fine Art, Music and Modern Foreign Languages (which can be useful if you wish to pursue it at degree level) and in combination with Maths or the Sciences it offers a stimulating breadth of study. Those who wish to study it further can do so at a range of universities including Oxford and Cambridge. For others, it serves as a respected A-level qualification for progression on to other degree courses.

## What History of Art Entails

It comprises three components, one of which contains core content and the remaining two which offer options. They are:

<b>Core content:</b>	1. Visual analysis	<b>Options:</b>	2. Thematic Study
			3. Period Study

## Assessment

There are two papers, each of 3 hours, and each accounting for 50% of the marks.

### Paper 1: Themes:

*110 marks: 50%*

#### **Section A: Visual analysis**

*Answer all three questions. 12 marks each, 36 marks total*

This section contains questions based on photographs of works of art in three categories: painting, sculpture, and architecture. You will be asked to analyse and interpret the formal visual features and the characteristics of style of each of the works presented. Examples are drawn from Classical Greece (500 BCE) to the present day.

#### **Section B: Thematic Study**

*Two short answer questions from a choice of four: 12 marks each, 24 marks total*

*Two concise essays from a choice of four: 25 marks each, 50 marks total*

This section contains questions on four themes:

- Nature in Art;
- Identities in Art;
- War in Art;
- Journeys in Art.

Each requires knowledge of at least one pre-1850 work and one post-1850. You will be asked to address two of the themes.

### Paper 2: Period Study

*110 marks: 50%*

*Two short answer questions: 5 marks each, 10 marks total. 1 concise essay: 15 marks. 1 long essay: 30 marks*

For this component, you will be asked to respond to questions on two of the following:

- Invention and illusion: The Renaissance in Italy 1420 – 1520
- Power and Persuasion: The Baroque in Catholic Europe 1597 – 1685
- Rebellion and Revival: The 'Avant-Garde' in Britain and France 1848 – 1899
- Brave New World: 'Modernism' in Europe 1900 – 1939
- Pop Life: 'Contemporary' Art and Architecture in Britain and the USA 1960 – 2015

We will study two of these periods and you will be asked to address both, albeit separately because you decide which period to address for each essay format.

## **What Can I Do With History of Art A-Level?**

A rigorous but rewarding course, History of Art leads to a respected qualification. For some it may simply be an interesting and enjoyable means of academic progression. For others, however, it will be the first stepping-stone to a career in the world of art or architecture; or it may lead to a career as an art advisor or investor, gallery curator, freelance writer or even in film or television production. There are numerous types of academic courses of art history to choose from, or for those with language skills or managerial and business flair, courses in the fine art trade or arts administration. Alternatively, it may be pursued as part of a combined degree perhaps with practical fine art or a modern language.



# Mathematics

Mathematics is the most popular subject in the Sixth Form with between 60 and 90 students opting to study it every year. It is also one of the most successful with an average of 28.7% of students obtaining A\* grades and 86% A\* to B grades over the last five years.

An A Level in Mathematics is a very valuable qualification and is highly rated by both university tutors and employers. Any student who has enjoyed IGCSE (or GCSE) Mathematics and who feels they would benefit from being challenged by the more in-depth material of A Level Mathematics should consider taking the subject in the Sixth Form. As with any other A Level subject, it should be noted that A Level Mathematics requires hard work and dedication and students should not opt for the subject unless they are prepared to apply themselves fully.

An A grade/ grade 7 at IGCSE/GCSE is a minimum requirement, along with a very good level of fluency with algebra.

All students taking Mathematics at A-level will have 8 lessons in the Lower Sixth and 9 lessons in the Upper Sixth split between Pure Maths (6 lessons) and Applied Maths (2/3 lessons).

The course followed at Leicester Grammar School is the Edexcel A-level. From September 2017, A-level Mathematics will be a linear course with three equally weighted exams taken at the end of the Upper Sixth determining the grade a student obtains. Unlike previous A-level specifications, there is now no longer any choice in the Applied Mathematics that a student will study.

## **AS Mathematics.**

AS Mathematics is a stand-alone qualification, the results of which do not contribute to a final A-level qualification. However, a coherent course towards an A-level in Mathematics at the end of the Upper Sixth necessitates covering the material that makes up an AS in Mathematics during the Lower Sixth. With this in mind, the Mathematics Department, in consultation with the Headmaster, has decided that students taking A-level Mathematics will take external AS examinations in May/June of their Lower Sixth. This will allow students to gain some external validation of their progress and will allow more reasoned decisions about whether to continue studying Mathematics into the Upper Sixth to be made. However, students should note that there will be no examination leave prior to these AS exams in the summer and that lessons in Mathematics, as well as other subjects, will continue right through this period and so students will be expected to continue to attend school throughout. An AS in Mathematics will require a student to take two papers – the first being a 2 hour paper on Pure Mathematics worth 62.5% of the overall marks and the second being a 1 hour 15 minute paper on both Mechanics and Statistics worth 37.5% of the overall marks.

The tables below show some details of the topics that will be in each of the three A-level exam papers, with the topics that are also in the AS exam papers being indicated by being underlined.

Pure Papers 1 and 2 (2 hours)	<p><b>The underlined content forms the Pure Mathematics component of AS.</b></p> <p><b>Proof</b> – <u>Proof by deduction and exhaustion, disproof by counter example.</u> Further proof by deduction, proof by contradiction.</p> <p><b>Algebra and Functions</b> – <u>Indices, surds, quadratic equations and graphs, discriminants, simultaneous equations and inequalities, graphs and graph transformations, factor theorem.</u> Simplifying rational functions, modulus function, composite and inverse functions, partial fractions, modeling using functions.</p> <p><b>Co-ordinate Geometry</b> – <u>Equations of lines and circles, parallel and perpendicular lines.</u> Parametric and Cartesian equations of curves, modeling using parametric equations.</p> <p><b>Sequences and Series</b> – <u>Binomial theorem for integer <math>n</math>.</u> Binomial theorem for rational <math>n</math>, arithmetic and geometric sequences, sigma notation, iterative formulae.</p> <p><b>Trigonometry</b> – <u>Sine and cosine rules, graphs of the 3 basic trigonometric functions, simple equations and identities.</u> Radian measure, small angle approximations, exact values of trigonometric functions, reciprocal and inverse trigonometric functions, compound and double angle formulae, further equations and identities, trigonometric proofs.</p> <p><b>Exponentials and Logarithms</b> – <u>Graphs of exponential functions and their transformations, logarithms and the laws of logarithms, solving exponential equations, using logarithmic graphs to estimate parameters, modeling using exponential growth/decay.</u></p>
----------------------------------	--

	<p><b>Differentiation</b> – <u>Differentiation from first principles, differentiation of powers of <math>x</math> and constant multiples, sums and differences, application of differentiation to tangents and normals, maxima and minima, increasing and decreasing functions.</u> Differentiation from first principles for trigonometric functions, differentiation of exponential functions, the product and quotient rules, related rates of change, parametric and implicit differentiation, forming simple differential equations.</p> <p><b>Integration</b> – <u>Indefinite integration of <math>x^n</math> (<math>n \neq -1</math>) and constant multiples, sums and differences, definite integration and link to areas under curves.</u> Integration of exponential and trigonometric functions, finding the area between two curves, integration by substitution and by parts, integration using partial fractions, solution of first order differential equations and interpretation.</p> <p><b>Numerical Methods</b> – Root location using change of sign, root location using iteration, Newton-Raphson method, numerical integration.</p> <p><b>Vectors</b> – <u>2-dimensional vectors, magnitude and direction, vector addition/subtraction and scalar multiplication, use of vectors to solve problems (including in Mechanics).</u> 3 dimensional vectors.</p>
Applied Paper (2 hours)	<p><b>Statistics:</b></p> <p><b>Statistical Sampling</b> – <u>Different sampling techniques and their limitations.</u></p> <p><b>Data Presentation and Interpretation</b> – <u>Histograms, skew, scatter diagrams and correlation. Measures of central tendency and spread, outliers.</u></p> <p><b>Probability</b> – <u>Mutually exclusive events, independent events, conditional probability, use of tree diagrams and Venn diagrams, modeling with probability.</u></p> <p><b>Statistical Distributions</b> – <u>Discrete probability distributions, the binomial distribution, the Normal distribution, approximation of a binomial by a Normal.</u></p> <p><b>Statistical Hypothesis Testing</b> – <u>Binomial hypothesis testing, Normal hypothesis testing.</u></p> <p><b>Mechanics:</b></p> <p><b>Quantities and Units in Mechanics</b> – <u>Use of S.I. units and conversions.</u></p> <p><b>Kinematics</b> – <u>Travel graphs, constant acceleration formulae, calculus in kinematics, motion in a vertical plane including projectiles.</u></p> <p><b>Forces and Newton's laws</b> – <u>Use of Newton's second law in a straight line, resolving forces, motion under gravity, equilibrium and Newton's third law, resultant forces, friction.</u></p> <p><b>Moments</b> – Equilibrium of rigid bodies.</p>

**Calculators:**

Calculators may be used for all three papers. The exam board has specified that calculators used for A-level **must** include an iterative function and the ability to compute summary statistics and access probabilities from standard statistical distributions.

**Setting:**

Mathematics is fortunate in that all classes occur in the same option block. Hence it is possible to set by ability. It is likely that 6 (or 7) ability sets will be used in each year, usually with between 8 and 14 students in each.

## Further Mathematics

To study Further Mathematics in the Sixth Form, a student needs to have real enthusiasm for the subject as twice as much lesson time (and twice as much self-study time) will be spent on Mathematics as compared to other subjects. The most able mathematicians who have found IGCSE/GCSE Mathematics straightforward and who are considering taking university courses in Mathematics, Engineering, Computer Programming or the Physical Sciences should consider this option. As a large part of the Sixth Form timetable will be spent on Mathematics, the coverage of material is very rapid and so a firm grasp of the algebraic skills learnt at IGCSE/GCSE is needed. An A\* grade/grade 8 or 9 at IGCSE/GCSE should be a requirement for anyone wishing to follow a course in Further Mathematics.

Students opting for Further Mathematics at Leicester Grammar School will have 16 lessons in the Lower Sixth split between Pure Maths (11 lessons) and Applied Maths (5 lessons). The intention is that Further Mathematics students will take A-level mathematics at the end of the Lower Sixth. In the Upper Sixth, students will have 18 lessons split between Pure Maths (13 lessons) and Applied Maths (5 lessons), although this may depend on any options chosen.

Unlike A-level Mathematics, while half of the course content is compulsory, there is an element of choice in A-level Further Mathematics. It may be the case that students within the class (or classes) have some firm ideas about the areas they wish to pursue and, if this is possible from a timetabling standpoint, there will be the possibility of different students studying different topics. However, this will always be at the discretion of the Head of Mathematics, the Curriculum Deputy and the Headmaster in consultation with the subject teachers.

The table below shows some details of the topics that will be in the two compulsory exam papers together with a brief outline of the most likely optional papers to be taken.

Further Pure Paper 1 (1½ hours)	<p><b>Proof</b> – Proof by induction, including series sums and divisibility.</p> <p><b>Complex Numbers</b> – Arithmetic with complex numbers, conjugate pairs, Argand diagrams, modulus argument form, loci in Argand diagrams, solving quadratic, cubic and quartic equations.</p> <p><b>Matrices</b> – Addition, subtraction and multiplication by a scalar, matrices and transformations, invariant points and lines, determinants, inverse matrices, using matrices to solve simultaneous equations.</p> <p><b>Further algebra and functions</b> – Relationships between roots and coefficients of polynomial equations, linear transformations of polynomial equations, summation of series using standard formulae.</p> <p><b>Further calculus</b> – Volumes of revolution using Cartesian or parametric equations.</p> <p><b>Further vectors</b> – Vector and Cartesian equations of lines and planes in 3D, scalar product, intersection of lines and planes.</p>
Further Pure Paper 2 (1½ hours)	<p><b>Complex numbers</b> – De Moivre’s theorem and applications, complex roots of unity and application to geometric problems.</p> <p><b>Further algebra and functions</b> – Method of differences for summation of series, Maclaurin series.</p> <p><b>Further calculus</b> – Mean value of a function, integration of partial fractions with irreducible quadratic denominators, differentiation of inverse trigonometric functions, integration using trigonometric substitutions.</p> <p><b>Polar co-ordinates</b> – Conversion between polar and Cartesian co-ordinates, sketching curves expressed in polar form, finding the area enclosed by a polar curve.</p> <p><b>Hyperbolic functions</b> – Graphs of hyperbolic functions, differentiation and integration of hyperbolic functions, inverse hyperbolic functions.</p> <p><b>Differential equations</b> – Integrating factors, general and particular solutions, modeling using differential equations, second order differential equations and auxiliary equations, simple harmonic motion, damped oscillations, coupled first order differential equations.</p>
<u>Optional</u> Further Pure Paper 3 (1½ hours)	<p><b>Further calculus</b> – Taylor series, series expansion and limits, Leibnitz’ theorem, Weierstrass substitution for integration.</p> <p><b>Further differential equations</b> – Taylor series and differential equations, reducible differential equations.</p> <p><b>Co-ordinate systems</b> – Parametric and Cartesian equations of the parabola, ellipse and hyperbola, focus and directrix, eccentricity, tangents and normals, loci.</p>

	<p><b>Further vectors</b> – Vector product, triple scalar product, applications of vectors to 3-D geometry.</p> <p><b>Further numerical methods</b> – Numerical solution of first and second order differential equations, Simpson’s rule.</p> <p><b>Inequalities</b> – Solution of inequalities involving fractions and modulus.</p>
<p><u>Optional</u> Further Pure Paper 4 (1½ hours)</p>	<p><b>Groups</b> – Axioms, order of a group and a subgroup, Lagrange’s theorem, isomorphism.</p> <p><b>Further calculus</b> – Integration using reduction formulae, arc length of a curve, area of a surface of revolution.</p> <p><b>Further matrix algebra</b> – Eigenvalues and eigenvectors, reduction to diagonal form, Cayley-Hamilton theorem.</p> <p><b>Further complex numbers</b> – Further loci and regions, transformations.</p> <p><b>Number theory</b> – Euclidean algorithm and congruences, Bezout’s identity, modular arithmetic, Fermat’s Little Theorem, divisibility tests, solution of congruence equations, combinatorics.</p> <p><b>Further sequences and series</b> – First and second order recurrence relations, solution of recurrence relations in closed form, proof by induction of closed forms.</p>
<p><u>Optional</u> Further Mechanics Paper 1 (1½ hours)</p>	<p><b>Momentum and Impulse</b> – Conservation of momentum in direct contacts, impulse.</p> <p><b>Collisions</b> – Direct impact of elastic particles, Newton’s law of restitution, energy loss in impact, repeated impacts.</p> <p><b>Centres of mass</b> – Centre of mass of a discrete mass distribution, centre of mass of plane figures, centre of mass of a framework, equilibrium of a lamina or a framework.</p> <p><b>Work and energy</b> – Kinetic and potential energy, work and power, the work-energy principle, conservation of mechanical energy.</p> <p><b>Elastic strings and springs</b> – Hooke’s law, energy stored in an elastic string or spring.</p>
<p><u>Optional</u> Further Statistics Paper 1 (1½ hours)</p>	<p><b>Linear regression</b> – Least squares regression lines, residuals.</p> <p><b>Statistical distributions (discrete)</b> – Mean and variance of a discrete probability distribution, Mean and variance of functions of a variable, the Poisson distribution and its additive properties, mean and variance of the binomial and Poisson distribution, use of the Poisson distribution as an approximation to the binomial.</p> <p><b>Statistical distributions (continuous)</b> – Random variables, probability distribution functions and continuous distribution functions, mean and variance of continuous variables and functions of continuous variables, the continuous uniform distribution.</p> <p><b>Correlation</b> – Calculation of correlation coefficients, coding, Spearman’s rank correlation coefficient.</p> <p><b>Hypothesis testing</b> – Hypothesis test for the mean of a Poisson distribution, hypothesis test for zero correlation.</p> <p><b>Chi squared tests</b> – Goodness of fit tests and contingency tables, degrees of freedom.</p>

In most years, there will only be one Further Mathematics group and so little choice will be possible. When there is only one group, the most likely optional modules to be taken are one of Further Pure 3 and Further Pure 4 plus Further Mechanics 1. However, should the group be sufficiently large, should there be a possibility of timetabling it and should sufficient students request it, it is possible that Further Statistics 1 could be offered alongside Further Mechanics 1.

When numbers are large enough, there will be two Further Mathematics groups. In this case, it is much more likely that Further Statistics 1 would be offered as an alternative to Further Mechanics 1.

# **Modern Languages**

“That hoary old adage, ‘*everyone speaks English*’, will consign the UK to the slow lane of global culture, politics and business”  
(Miles Templeman, Director General of the Institute of Directors, 2004-2011)

Whether you are for or against Brexit, there can be little doubt that, in a world where international relations and mutual understanding are becoming ever more crucial to our economy and lifestyle, there can never be a better time to master a foreign language. This is particularly so when, contrary to popular opinion, only 6% of the world’s population speak English as a first language and 75% don’t speak any English at all. The benefits of studying a language are wide-ranging: from learning to communicate in fresh ways to having a window onto the culture of another country, from learning to express your views and listen to the views of others through the language that you are learning to studying its culture through a variety of modern media. Furthermore, it is now widely recognised through physiological studies that learning two or more languages is a great asset to the cognitive process, offering long-term mental benefits.

Linguists are highly sought after, and, according to the University of Reading, their unique mix of specialist knowledge and generic abilities is making them more employable than all the rest in that open competition. Additionally, a modern foreign language complements most subjects, giving students the necessary breadth to secure a wide range of career opportunities. For example, graduates in Mathematics and Languages are consistently near the top of graduate employment tables, and the coupling of disciplines in this degree course ensures a highly marketable qualification.

## **The Course**

We offer French, German and Spanish in the Sixth Form. Not only do the courses improve and extend knowledge of the target language, building on the knowledge, understanding and skills gained at GCSE, but students also examine the contemporary culture of the country, as well as its literature. It constitutes an integrated study with a focus on language, culture and society, fostering a wide and valuable range of transferable skills including communication, critical thinking, research skills and creativity. Whether you choose French, German, Spanish, or a combination thereof, you will be amazed at how quickly you learn to work with material from authentic sources, extending your ability to think laterally and independently along the way, gaining essential skills for further study and in the workplace, not just in communication but also in thinking evaluatively and in problem-solving.

In all three languages, the AQA A-Level specification follows a similar pattern; its core content in all languages across the two years being the following:

- Social issues and trends
- Political and artistic culture
- Grammar
- Works
- Individual research project

Within this there is a range of literary texts and films to study and the independent research project is undertaken on a topic of your own choice. Courses are broadly similar for each language, but have subtle differences in focus within them. Throughout all courses, however, you will learn the language in the context of the target language countries and the issues and influences which have shaped them.

## **German**

Students study technological and social change, looking at the multicultural nature of German-speaking society. You will study highlights of German-speaking artistic culture, including art and architecture, and how Germany's political landscape was formed, exploring the influence of the past on present-day German-speaking communities.

## **French**

Diversity and the benefits it brings form the focus of the study of technological and social change. You will also study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world. The influence of the past on present-day French-speaking communities is also explored.

## **Spanish**

Within the study of technological and social change, you will look at the multicultural nature of Hispanic society. You will also study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. Additionally you will learn about aspects of the diverse political landscape of the Hispanic world, exploring the influence of the past on present-day Hispanic communities.

## **Assessment**

This is a linear course whereby all assessments are carried out and completed at the end of the course. Three papers are taken.

### **Paper 1: Listening, Reading & Writing (2 ½ hours)**

#### **Listening & Responding**

Students will listen to spoken passages from a range of contexts and sources, covering different registers and types. The content of the passages will be based on the themes and sub-themes in the specification. Questions will target main points, gist and detail and will require either non-verbal responses or response. For one question students will need to summarise in the target language what they have understood from the passage they have heard and marks will be awarded for the quality of language used. Students must write in full sentences and use their own words as far as possible in this question.

#### **Reading & Responding**

Students will read a range of stimulus texts adapted from authentic sources, including online sources. Texts will include contemporary and historical material and will cover non-fiction and literary fiction and/or material from literature, based on the themes and sub-themes in the specification. Questions will target main points, gist and detail and will require either non-verbal responses or responses in the target language. As above, there will also be a question requiring summary in the target language.

#### **Translation**

There will be two translations: one from the target language into English and the other vice versa, both passages of at least 100 words. The content will be based on the themes and sub-themes in the specification and students will be provided with a supporting text in the target language, giving them some of the vocabulary and structures which they will need for the translation.

### **Paper 2: Writing (2 hours)**

Students will answer two essay questions of approximately 300 words each in the target language on the two works they have studied (a book and a film, or two books). Students will have a choice of question on each book/film. All questions will be in the target language and will require a critical and analytical response.

### **Paper 3: Speaking (21-23 minutes, including 5 minutes preparation time)**

Part 1 Students will discuss a target-language stimulus card based on one of the sub-themes in the specification.

Part 2 Students will present the findings of the individual research project for up to two minutes. This will be followed by a discussion of the findings of the student's research with the examiner.

## **Career Paths**

Some linguists may go on to read languages at university and use their linguistic expertise as interpreters or indeed as teachers, but there are many other destinations for linguists where their skills are highly valued. These include many secure lucrative jobs in banking, accountancy, insurance, advertising, marketing, journalism, dentistry and medicine. All of these jobs involve good communication, presentation and organisational skills, which studying a foreign language foster. Furthermore, there is an increasing number of university courses offering a language element in combination with other subjects, such as Law, Business Studies, Management, Engineering and Sciences.

## **Is it for you?**

Having a good GCSE result is just the start. The very best qualification for the course is quite simply an avid interest in the language and culture of your chosen target language country, a passion for real communication, the ability to undertake independent study and research, and 100% commitment to the course. Due to the very flexible and far-reaching nature of the topic areas covered, examination texts can be unpredictable. The best preparation for this is regular independent study of European current affairs, either via the internet, newspapers, radio or television broadcasts. Studying a language in the Sixth Form is certainly challenging, but with the right approach it can doubtless be one of the most stimulating choices on the curriculum.

# Music

In Years 12 and 13 the Music Department offers the Cambridge Pre-U specification. This qualification, which is highly regarded by universities, covers all the disciplines of the new A-Level specifications, yet gives students the opportunity in Component 4 to play to their strengths. It gives students a broad appreciation of the development of music, and demands a high level of competence across the whole range of musical disciplines. The department is very enthusiastic about the specification, and believes it prepares candidates for higher study in music as well as providing a rewarding course for those who go on to study other subjects.

Below is a summary of the specification. The full specification is available at <http://www.cie.org.uk>.

<u>Component</u>	<u>Component name</u>	<u>Duration</u>	<u>Weighting</u>	<u>Type of assessment</u>
<b>1 (Paper 11)</b>	Listening	1 hour 30 minutes	15%	Written paper, externally set and marked
<b>1 (Paper 12)</b>	Analysis and Historical Study	1 hour 30 minutes	15%	Written paper, externally set and marked
<b>2</b>	Performing	25-30 minutes	22.5%	Performances marked by visiting examiner
<b>3</b>	Composing	2 hours and Coursework (Stylistic Exercises and Commissioned Composition)	22.5%	Written paper, externally set and marked, and coursework, externally marked
<b>4</b>	Personal Study	-	25%	Coursework, internally marked and externally moderated

## **Component 1: Listening, Analysis and Historical Study**

In these two papers, students must demonstrate aural awareness and stylistic understanding of the development of the Symphony in the Classical Period (c1740-c1802) and Orchestral Music in the Nineteenth Century (c1802-1900). There is also a set topic, currently Latin Church Music in Continental Europe during the Late Renaissance (c1520-c1630), which requires essay writing ability.

## **Component 2: Performing**

The standard expected is equivalent to Grade 7.

Section A: Candidates must present a recital on one instrument or voice, lasting between 15 and 20 minutes, as either soloist, or as an accompanist, or in a duet or a small ensemble.

Section B: Candidates must present one further skill in a programme lasting between 6 and 10 minutes. This can be on the same instrument as Section A, but in a different category; on a second instrument in any of the categories; or improvisation.

## **Component 3: Composition**

### Sections A and B: Stylistic Exercises

Candidates must study two genres such as *chorale harmonisations in the style of JS Bach*, and *string quartets in the classical style*.

### Section C: Commissioned Composition

Candidates must submit one composition, based on a commission from the examining body, which may be in any style of the candidate's choice.

#### **Component 4: Personal Study**

Candidates are encouraged to extend their musical skills and develop the capacity to become independent learners through working over a prolonged period of time on a challenging project of personal interest.

The options are:

Dissertation: this should not exceed 3500 words and should not duplicate work assessed in any other part of the examination.

Advanced Recital: this should not last more than 30 minutes and must be accompanied by a written project of not more than 1750 words which compares and contrasts two recordings of one of the pieces presented in the recital. None of the categories chosen in Component 2 may be repeated on the same instrument. It is expected that the general level of this recital will be equivalent to Grade 8.

Free Composition: candidates must submit two contrasting composition accompanied by a written commentary.

Music Technology: one arrangement and one composition must be submitted accompanied by a written commentary.



# Physics

Our sixth form students undertake the OCR 2015 Physics A specification.

Subject content includes mechanics, electricity, quantum physics and waves in the Lower Sixth year. The Upper Sixth topics include Newton's laws, circular motion and oscillations, thermal physics and electric and magnetic fields, with the OCR specification being the only specification to still include content taken from all three of the legacy option papers, namely cosmology, nuclear physics and medical physics.

As this is a linear course, all examinations are taken in the summer of the Upper Sixth. There are three examinations, namely Modelling Physics (135 minutes), Exploring Physics (135 minutes) and the synoptic Unified Physics (90 minutes). Students must also achieve a Practical Endorsement from the centre which has no weighting towards the qualification, but is a pass/fail component.

The specification links closely with the topics covered by the current IGCSE (the study of which, or of an equivalent qualification, is a prerequisite for starting the A-level course) but as well as a large amount of new material, the vast majority of modules are more challenging conceptually. A-Level Mathematics is not a necessity if a strong grade had been obtained in both subjects at GCSE level. However, it should be highlighted that some Universities offering courses in Physics and Engineering may require Maths to be included in the A-level programme of study.

A-Level Physics supports a wide variety of applications to higher education, e.g. degrees in Physics (all courses), Engineering, Medicine, Dentistry, Material Science, Industrial Design, Management and Law.

For any further information on both courses, please see

<http://www.ocr.org.uk/qualifications/as-a-level-gce-physics-a-h156-h556-from-2015/>

# Sport and Physical Education

*The information given below for Physical Education is **provisional** as it is based on the specification currently followed by the School. The School is currently considering alternative qualification(s) in this subject and consequently it is possible that significant changes may be made to the provision of the subject in the Sixth-Form. Further information will be available at the Options Evening and by request from the department.*

This course will build upon the IGCSE Physical Education course taught at Leicester Grammar School. Students undertaking the A-Level Physical Education course must have not only a passion for the subject, but must also be playing and competing regularly to a high standard in teams both inside, and outside of school. It is also essential that prior to opting for A-Level Physical Education potential students should, via consultation with the school, ensure that their chosen sport is approved for practical assessment by the A-Level board (currently OCR) used by the school.

It should be stressed that completing GCSE PE is not a pre-requisite of the course as high grades in GCSE Sciences will also give you a very sound foundation for studying this subject at Advanced Level.

The key to success will be not just outstanding practical performance but also a very strong performance in the written examination which comprises 70% of the final A-Level grade. Therefore, students who wish to undertake A-Level Physical Education will be expected to have scored highly in the theory element of their GCSE PE course.

The practical element of A-Level Physical Education is only worth 30% of the final A-Level mark. The theory element (70%) covers a number of other subjects and skills. You will need to be able to write Historical essays, understand concepts in Physics and Psychology and apply biological concepts to the moving body.

This course will prepare learners for the further study of Physical Education or Sports Science in addition to other related subject areas such as Psychology, Sociology and Biology. Learners will also develop the transferable skills that are in demand by Further Education, Higher Education and employers in all sectors of industry.

Throughout this course you will:

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

<b>Content overview</b>	<b>Assessment overview</b>	
* Applied anatomy and physiology * Exercise physiology * Biomechanics	Physiological factors affecting performance (01)* 90 marks: 2 hour written paper	30% of total A-Level
* Skill acquisition * Sports psychology	Psychological factors affecting performance (02)* 60 marks: 1 hour written paper	20% Of total A-Level
* Sport and society * Contemporary issues in physical activity and	Socio-cultural issues in physical activity and sport (03)* 60 marks: 1 hour written paper	20% of total A-Level
* Performance or Coaching * Evaluation and Analysis of Performance for Improvement (EAPI)	Performance in physical education (04)* 60 marks**: Non-exam assessment (NEA)	30% of total A-Level

\* Indicates inclusion of synoptic assessment.

\*\* Examination is weighted up to 90 marks to equal the total marks combined for the two tasks.

# Politics and Government

## WHY SHOULD WE STUDY POLITICS?

Politics has always been regarded as an activity that has the potential to be a little 'dirty'. Indeed, the American journalist Ambrose Bierce went as far as to define politics as '*a means of livelihood affected by the more depraved portion of our criminal classes*'. This sentiment is echoed, in part, in our experience of British Politics. Here, our politicians are increasingly seen as evasive and dishonest; obsessed with 'spin' and image rather than with the process of making good policy. One result of this, some argue, is political apathy – as reflected in the dramatic decline in voter turnout (down to only 59% at the 2001 General Election).

Regardless of what we think about politicians, however, we ignore the workings of government at our peril. Unless we understand how government works we will never be able to play a full and active part in society. We will always be on the receiving end of other people's wisdom, rather than being in a position to advance our own agenda.

## WHO SHOULD STUDY THE SUBJECT?

Government and Politics is, therefore, a subject which should appeal to students who take an active interest in current affairs, who are prepared to watch political documentary programmes on television and read a good newspaper regularly. A good standard of written English will also be essential for examination success.

## THE SYLLABUS AND METHOD OF EXAMINATION

### Lower Sixth

The Politics Department has this year begun to teach the new linear A level course to the current Lower Sixth. The examination board for the new linear A level is Edexcel. The new two year specification requires students to study various aspects of British government and politics, political ideology, and US government and politics as well as including an element of comparative politics. The specification consists of three components – all of which will be examined at the end of the Upper Sixth year. There is **no coursework** element. An outline of the course is included below:

Component 1	Component 2	Component 3
UK Politics and Participation and Core Political Ideas	UK Government and Non-Core Political Ideas	US Comparative Government and Politics

### Upper Sixth

The examination board for this year's Upper Sixth remains AQA. The two remaining modules for this course focus on the government and politics in the USA: what American society is like; how the country is organised; key issues and debates (such as abortion and gun control). The examinations for this year's upper sixth come at the end of the year and consist of structured essay type questions. There is **no coursework** element. The modules for the current upper sixth are The Politics of the USA, and, The Government of the USA.

## IS IT LIKE HISTORY? WHAT DOES IT 'GO WITH'?

Some of the skills that you will need are similar to those you may have developed in your study of History (for example essay writing) but you **don't** have to have studied History at GCSE to be able to do Politics and, if you study Politics, you will be concentrating on the last 20 years for most of the time.

A-Level Politics and A-Level History would, of course, still be a sensible combination. Politics also combines well with subjects such as English, and Economics. Some students combine Politics with one or more A-Level Languages. If you choose to study mainly sciences, Politics could provide a contrast and balance as a 'complimentary subject'.

## HOW DO WE LEARN AT LGS?

As in the study of any other humanities subject, the study of Politics involves a certain amount of reading and note-taking. In lessons, however, we tend to focus more on explanation and discussion, sometimes making use of current affairs video clips or documentaries to prompt discussion and illustrate points.

## **RESULTS**

In June 2006 Leicester Grammar School Politics Department received two prestigious awards from the Good Schools Guide. This nationally recognised Guide, produced annually, uses examination statistics and other data to award certificates to the top performing Schools in England.

Leicester Grammar Politics Department also received the overall award for the best A-Level Politics results for any English School in 2005, as well as the individual award for best results achieved by boys in an independent school.

**Upper Sixth Politics Results** (i.e. those that took the subject to A2).

<b>Grades</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>2009</b>		8	3	0
<b>2010</b>	0	5	3	1
<b>2011</b>	1	1	1	0
<b>2012</b>	0	8	4	0
<b>2013</b>	2	1	1	0
<b>2014</b>	0	2	1	0
<b>2015</b>	3	0	1	3
<b>2016</b>	0	1	2	1

*All results achieved were at C grade or above. The A\* grade was introduced in Summer 2010.*

# **Religious Studies**

The course that will be followed is OCR Level 3 Advanced GCE in Religious Studies (H573).

The course will give you the opportunity to develop your philosophical thinking skills and put arguments to the test. It is an excellent preparation for university, as we encourage learning through discussion, engagement with primary texts and independent research.

You don't have to be religious to study this course and you don't have to have studied RS at GCSE. You just have to be interested in the most important questions that humans can ask and you must be prepared to think logically and critically about the way that you argue.

## **Mode of Working**

As in all subjects, you are expected to do much more work independently at A-Level. We look for a genuine interest in the subject and a willingness to work hard.

You will rarely be set work to be done on a particular evening; more often you will be given a week to complete the task. There is an emphasis on extended writing at this level so your essay writing will be improved. There is no coursework in the A-Level course.

## **Course Summary**

The OCR Level 3 Advanced GCE in Religious Studies consists of three externally examined papers.

### **Paper 1: Philosophy of Religion**

*Written examination: 2 hours. One-third of the qualification.*

The paper will include:

- Ancient philosophy
- Plato and Aristotle
- The nature of the soul, mind and body. Arguments for the existence of God; Teleological, Cosmological and Ontological
- The nature and impact of religious experience
- Problems of evil and suffering
- The problems with philosophical language
- The nature of God

### **Paper 2: Religion and Ethics**

*Written examination: 2 hours. One-third of the qualification.*

- The normative ethical theories
- Applied ethics looking at business ethics & euthanasia.
- Ethical language and thought
- Debates surrounding the idea of conscience
- Sexual ethics

### **Paper 3: Study of Religion**

*Written examination: 2 hours. One-third of the qualification.*

The content for this paper comprises a focused and in-depth study of a religion (at Leicester Grammar this will be Christianity).

The study provides a foundation for understanding the key beliefs and values of a religion, recognising that 'belief' itself does not necessarily have the same role and emphasis within religions or between religions.

The paper will include:

- The origin of sin
- Beliefs in life after death
- The teachings of Jesus and sources of morality
- Christian moral action
- Christian responses to a pluralist society, liberation and feminist theology

## **Further Details**

A wide variety of teaching styles are used in Religious Studies at A-Level and you should be prepared for lots of discussion, argument and personal research which needs to be extensive and is vital to success. Essay writing is a key element of assessment and you will develop your powers of expression and analysis.

Religious Studies is an exciting and dynamic A-Level appropriate to those of any faith or none. It is both intellectually demanding and stimulating, challenging your own presuppositions and those of others. We enjoy visits from leading academics and faith leaders as well as annual conferences to Cambridge.

## **Progression**

The contextual evidence shows the growing status of Religious Studies as a subject for Higher Education entry.

- The Russell Group of top universities has made it clear that RS A-Level provides 'suitable preparation for University generally'
- Both Oxford and Cambridge University include Religious Studies in the top level list of 'generally suitable Arts A-Levels'
- Applicants with Religious Studies A-Level were more likely to gain admission to study History at Oxford University in 2013 than those with A-Levels in many 'facilitating' subjects
- 20% of students admitted to Oxford University to study Mathematics in 2012 had an RS A-Level (more than those with Economics, Physics and Business Studies A-Levels)

'A' level RS is certainly not an easy option.

Students choose to study the subject because it allows them to explore crucial questions in relation to beliefs, values and morality, and contributes to their preparation for living in a multi-faith, multi-cultural world. It also provides an excellent foundation for further study in a range of academic subjects, not limited to Theology, Religious Studies and Philosophy, and remains a very attractive qualification to universities. Some of our students go on to degrees in Philosophy and Theology but others do combined honours degrees in Philosophy and Physics, Philosophy and Economics and Philosophy and Psychology. Religious Studies A-level enables you to develop transferable skills which are useful for a range of careers from teaching to journalism, law, politics and accountancy, engineering and medicine, business and advertising, radio and television to politics.

# Theatre Studies

The Drama Department offers the Eduqas A-Level course in Drama and Theatre. This specification best matches the strengths of Leicester Grammar School students, as well as providing a suitably academic course for students applying to universities which expect potential entrants to have qualifications which offer rigour and challenge. The course provides students with a diverse and interesting experience of the subject and has much to offer students interested in acting and the study of theatre and dramatic text. Whilst it requires a broad range of skills, the demands made on students also allow time to study set texts, playwrights, theatrical styles and practitioners and to develop the practical work at a considered pace. The emphasis is on the practical exploration and application of theatrical works and techniques, combined with aspects of dramatic theory.

## Course Structure

### **Component 1: Theatre Workshop - 20%**

The creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text. The piece is developed using the techniques and working methods of an influential theatre practitioner or theatre company. Assessment is through a realisation of the performance and a creative log; the work is internally assessed and externally moderated.

### **Component 2: Text in Action – 40%**

Externally examined performance of two pieces of theatre based on a stimulus provided by the board: a devised piece using the techniques and methods of a practitioner or theatre company; an extract from a text in a nominated theatrical style. A process and evaluation report contributes towards the overall mark.

### **Component 3: Text in Performance – 40%**

Written terminal examination (2 hours 30 minutes), assessing the interpretation of two set texts - one pre-1956, one post-1956 (open book) – and a closed book extract from *The Curious Incident of the Dog in the Night-Time*.

The course is challenging and Eduqas (the WJEC for England) is a reliable and respected examination board. The subject is accepted by universities including Oxford and Cambridge, and it complements Arts, Humanities, Languages and Science subjects alike. For those wishing to take Theatre Studies alongside English, there is little or no overlap and the subjects work very well together. With universities and employers increasingly looking for a breadth of experience from students, Drama and Theatre is ideally placed to offer this, testing as it does a wide range of skills and approaches to both academic and practical work. In the past A-Level students have gone on to Drama-related degrees and professional work in the theatre, but also to pursue other areas of study as diverse as Medicine, Law, History, Environmental Science, Philosophy, Politics, English, Art, Midwifery, Business – the list goes on!

The course is varied and challenging, and much of the success of the work (particularly the practical elements) depends on the commitment of students. This is not a course for those who expect to sit back and have the work done for them: students must be prepared to involve themselves with the material in an intellectual, as well as practical, way through discussion and workshops. It is not essential for students to have taken Drama at GCSE (although this is obviously an advantage) - an interest in theatre is what matters most.

A vital element of the course is seeing live theatre and taking part in practical workshops. To develop students' performance skills, understanding of theatre, and experience of live productions – all of which are examined through the practical work and written papers - there will be a number of theatre trips and events. We expect students will be keen to take advantage of these opportunities, although trips are rarely compulsory and are often to local venues in order to keep costs to a minimum. Alongside trips and workshops, all students taking A-Level Drama and Theatre will attend the school production and performances by other examination candidates.





# Physical Education and Games

In September, at the start of the school year, squads are selected for 1st and 2nd XV Rugby, 1st and 2nd XI Hockey and 1st and 2nd VII Netball. Members of major games squads will be expected to make themselves available for all matches and training sessions. There are also representative teams run for the 1st XI and 2nd XI Cricket, Tennis (boys and girls) and Athletics Squads which are selected prior to the start of the summer term, and a full fixture list is organised. Any additional sports teams run on the basis of not interfering with the principal school games of Rugby, Hockey, Netball, Cricket, Tennis and Athletics.

## The remaining members of the Sixth Form choose between Games and Community Service and this option normally continues for the entire academic year.

In Games students can select on an option basis (done in termly blocks) from the following activities:

### Advent/Lent Terms

Hockey  
Soccer  
Badminton  
Fitness Suite  
Step Aerobics  
Swimming  
Tennis  
Table Tennis  
Ultimate Frisbee  
Basketball

### Trinity Term

Cricket  
Fitness Suite  
Softball  
Aerobics  
Hockey  
Swimming  
Tennis  
Ultimate Frisbee  
Basketball  
Trampoline  
Table Tennis

In the Sixth Form there may be the opportunity to participate in an activity during Games lessons which is off site. This is to facilitate our Gifted & Talented programme, each student will be reviewed individually depending on the activity and their level of performance and commitment. Only sports which we cannot offer on site will be considered and students will be expected to keep a record of their progress and achievements.

Students' suitability for this option is discretionary and will be decided in consultation with Director of Sport and Head of PE.

Students participating in Games will be expected to wear the appropriate school PE/Games kit:

### Outdoor Activities

School Rugby Shirt  
Black Rugby Shorts (boys)  
School Navy Games Skirt (girls)  
School Tracksuit  
Amber Games Socks

### Indoor Activities

House Shirt  
Blue PE Shorts  
School Tracksuit

In addition to representative sport, we encourage all members of the Sixth Form to participate in a wide variety of extra-curricular clubs and activities on offer.

**Ask any member of the PE Department for details.**

# The Sixth Form - Beyond the Classroom

## The Tutorial System

In the Sixth Form you will be placed in a form group with a registration tutor. You will register with this tutor and he/she will deal with day to day administration matters. A tutorial programme covering issues such as crime and the Third World is important as it complements the curriculum and raises students' awareness.

You will also have a personal tutor who will oversee your academic and personal progress. Usually this tutor will be one of your A-Level subject teachers. You will be given some choice of personal tutor and it is important that you choose carefully. Your tutor will need to get to know you well. One particularly important duty of your personal tutor will be to write your confidential reference to support your Higher Education applications.

## Instilling Good Work Habits

### **STUDY SKILLS**

The transition from GCSE to Sixth Form can be difficult for some students. The type of work and the pattern of working may be different. In order to help students get the greatest benefit from the Sixth Form, relevant study skills are introduced in the induction course and are developed during tutor periods and through subject teaching.

### **PRIVATE STUDY PERIODS**

These are an important aspect of any Sixth Former's career. Sensible use of this time is encouraged and forms a vital part of the training for the demands of Higher Education later.

In the Lower Sixth private study in the Library is supervised, but students who prove their ability to manage their time and work well will become eligible for study periods at home, where this is deemed appropriate. In the Upper Sixth students are given the opportunity to exercise greater personal initiative, and they can claim study afternoons. All Sixth Form students should spend a great deal of their time outside of lessons in the Library or the Quiet Study Area.

### **SHOULDERING A WIDE RANGE OF RESPONSIBILITIES AS PREFECTS**

All of the Upper Sixth students are Prefects. They are, led by the Head Boy, Head Girl and a team of Senior Prefects. Prefects work in teams to carry out duties at break and lunchtime and also help on formal occasions. All younger students are expected to respect the prefects and to do as they are asked by them. Any bad behaviour or language may be dealt with by the prefects, but if it is more serious, it may be referred to a member of staff.

## Extra-Curricular Activities

The Sixth Form experience should be more than achieving high grade A-Level passes, important as this is. Leicester Grammar School Sixth Formers involve themselves in a wide variety of activities:

### **HOUSE MEETINGS, HOUSE DRAMA, & HOUSE MUSIC**

Sixth Form are encouraged to represent their House in the varied competitions that run throughout the year, such as Rugby, Netball, Singing and Spelling Bee. They should also make the most of opportunities to take on inspirational and organisational roles for big events such as House Drama and House Music.

Members of the Upper Sixth can apply to become a House Captain to Provide a direct input into the week by week running of the House, interacting and liaising with students of all ages in addition to their Head of House.

### **THE COMMUNITY SERVICE PROGRAMME**

Either as an alternative to Games or undertaken at another time - further details are given below.

### **THE SCHOOL MAGAZINE – THE LEICESTRIAN**

There are opportunities to join a team of writers and editors who work to prepare the glossy school magazine each year. Work involves a range of activities from interviewing outstanding students and writing profiles on them (e.g. Athlete of the Year, Artist of the Year, Actor of the Year), to writing individual and independent columns (with approval), editing "trip postcards" from half a dozen or more different participants in a school outing, and so on. Of course, writers and editors also work under the pressures of deadlines, word limits, quality control and budgets. However, despite being a fairly demanding role, a place on The Leicestrian team is a fantastic opportunity to learn about and contribute to every stage of the production of a professional publication. Students who are not part of the team will still have chances to offer work to the magazine in the form of persuasive essays, creative writing and artwork. The Foundation Day essay competition will provide prize-winning personal essays each year from every form in the school.

**A WIDE RANGE OF SPORTING ACTIVITIES** - Further details are given in the PE section.

## Community Service

In the Sixth Form it is possible to undertake a Community Service placement. The aims of this are to:

- provide Sixth Form students with an opportunity to serve the local community and to develop their social awareness;
- give Sixth Form students an opportunity to develop initiative;
- give Sixth Form students an opportunity to identify their own development needs and to manage their own learning;
- develop links between the School and the local community.

For those without school sports team commitments, Community Service can be undertaken in place of afternoon Games, or at other suitable times in addition to Games. It is expected that the placement will be for a full academic year although it is reviewed at the end of each term.

The scheme provides an excellent opportunity to do voluntary work in the local community and foster initiative, confidence and self-reliance. Students are encouraged to find their own suitable placement and make provisional arrangements with a supervisor there. The coordinator at school will confirm these arrangements and maintain regular contact with the student and supervisor to ensure that the placement is going well. The most popular placements involve working in primary schools, nurseries and charity shops, although placements in hospitals, animal rescue centres and similar centres are also chosen.

The supervisor is asked to provide a written reference at the end of the placement. The school coordinator passes these reports onto the student's Personal Tutor. Tutors may refer to this feedback in UCAS references and end of year reports, and students may find that their Community Service experiences provide a useful addition to their personal statements.

## Duke of Edinburgh's Gold Award Scheme

The award scheme is made of five sections. The first section is organised by the school and involves a compulsory weekly training session in order to prepare students. The rest of the sections are organised by individual students.

<b>Expeditions</b>	Complete a four day expedition as part of a team. Practice expeditions are in the Peak district during the Easter holidays and the qualifying expedition is in the Lake District during the summer holidays.
<b>Physical Activity</b>	Take part in a sport or physical activity (e.g. circuit training, rowing, football, rugby, hockey or dancing), usually as part of a club or organized group.
<b>Skills</b>	Follow a skill or hobby. Examples include driving skills, jewellery design, music, choir, cookery, language lessons or ICT lessons.
<b>Volunteering</b>	Practical service which benefits part of your community such as sports coaching, helping at Beavers/Rainbows or in a charity shop. Some Sixth Formers help run the Year 11 Bronze groups for their volunteering activity.
<b>Residential</b>	Living away from home for a minimum of five days/four nights as part of a training course, volunteering project or similar with no one you previously know. Examples of this have included helping at a residential camp for disabled children or attending a residential drama camp.

One of the physical, volunteering or skill activities must last for a minimum of eighteen months, another for twelve months and the third for six months. This is subject to change if you have completed Silver Award elsewhere. The volunteering section must last for at least twelve months. All activities must be supervised by a suitable adult and signed off appropriately in your award scheme booklet and on the eDofE website.

You do not need to have completed the Bronze or Silver Awards in order to start the Gold Award.

## Young Enterprise

Young Enterprise offers students a unique practical experience in running their own business and is offered as an extra-curricular activity in association with advisers from local industry. Young Enterprise counts not just as enrichment, it is also highly valued by university admissions tutors and future employers, as the program enhances employability and promotes entrepreneurship, leadership, team work, organisation, innovation, problem-solving and communication skills.

Young Enterprise companies are live companies which give students the opportunity to set up, operate and liquidate their own business over an eight-month period. As such, it demands commitment, with students attending weekly board meetings and getting involved in a range of business-related activities (sales fairs, product development meetings, promotions, etc.).

Young Enterprise achievers compete against other teams and schools at local, county, regional, national and international level. Young Enterprise teams can win a number of prizes e.g. most profitable company, best marketing strategy, best company report, best presentation, best community involvement, etc. at all these levels.

## **Charity Committee**

The Charity Committee is for those members of the Sixth Form who want to take a proactive role within the school to raise awareness and funds for charities who really value our support.

Members attend regular meetings to organise and run events throughout the school year. They will be expected to take the initiative to research charities worthy of support as well as to show leadership in coordinating varied events. From cake sales to discos, fun runs to balls, members of the Charity Committee can make a big difference. Their actions and hard work can positively affect the wider community, as well as raising awareness within the school context.

## **Senior Debating Competition**

This competition has run for several years. All Sixth Formers are invited to participate, both as competitors and members of the floor. The motions normally require a grasp of contemporary issues as well as ethical and moral perspectives. Involvement will be tremendously beneficial.

## **Local and National Competitions**

Each year in Chemistry around a dozen Year 12 and Year 13 students are tutored for and subsequently enter the International Chemistry Olympiad whilst many more Year 12 students attempt the Cambridge University Chemistry Challenge. In both competitions we have an excellent record of success in achieving Gold, Silver and Bronze Awards with a recent student coming in the top 0.7% nationally. Additionally we take part in University Challenge style competitions hosted in the past by Uppingham School for Year 11 students and by Rugby School for A-Level students, the Nuffield Research Project for Year 12 students, university hosted Chemistry Camps for Year 10 students and Salters competitions for Year 8 students. A combined team of Year 9, 10 and 11 students also take part in the Top of the Bench competition run by the Royal Society of Chemistry. Our record of achievement in these competitions against major independent and state schools is outstanding.

The school also regularly participates in the Biology Olympiad, Physics Olympiad, UKMT Senior Maths Challenge (and its follow on competitions the British Mathematical Olympiad or Senior Kangaroo, for students with qualifying scores), and inter-school competitions in fields such as Mathematics and Debating. Opportunities also exist to enter essay competitions in English and Classics.

Competitions in business, the media, debating and other areas such as University essay competitions are well publicised throughout the school.

## **Music**

Students are encouraged to participate in the groups on offer, including Choir, Orchestra, Big Band, Concert Band, Folk Group and many chamber ensembles.

## **Visiting Speakers**

In addition to guest speakers arranged as part of the Friday Lectures course during the Lower Sixth, over the course of the academic year a number of academics across all subject areas are invited in to talk to students in Years 11, 12 and 13 about topics of current interest. Students are encouraged to attend talks outside of their subject specialisms as a way of broadening their education.

# **Career Development**

The Career Development Centre within the Library has information concerning careers and education courses. The School has a fully qualified Careers Adviser who is available to answer questions and give career guidance to students. Further support is provided by the Heads of Sixth Form and members of the School University Committee. Special care is taken with regards to the guidance of Sixth Formers in their A-Levels, their university, college choices, or Higher Apprenticeships and their progress into work.

Career sessions are held at both lunchtime and after school and students are encouraged to attend. Parents, in addition to their sons and daughters, are welcomed to Careers Meetings held in the evenings.

## **THE SIXTH FORM CAREERS PROGRAMME**

Lower Sixth Form individual and group interviews  
Careers sessions on UCAS and wider options post 18  
Advice on university/college choice/Higher Apprenticeships  
Upper Sixth Form individual interviews  
Preparation for graduate recruitment  
Preparation for applications to Higher Apprenticeships  
Interview techniques  
A-Level results service from mid-August  
Preparation for UCAS applications  
Careers advice on leaving school

## **CAREERS FAIR**

Industry and other career organizations are invited to send representatives to take part in the fair, so that both parents and students have an opportunity to discuss possible future careers with the experts in a variety of fields. This takes place every two years with our most recent fair being in September 2017.

## **WORK RELATED LEARNING**

Careers Insight courses run by Inspiring Futures and other opportunities are highlighted.

## **GUIDANCE**

Access to ongoing career guidance is available throughout a student's time in the school. A psychometric profile is used to support guidance work.

'The student teacher relationship is a more friendly one'

'A warm welcoming atmosphere'

'Teachers are allies to assist with your learning'

'More freedom'

'More initiative'

'Challenging and rewarding'

## WHAT'S THE SIXTH FORM LIKE?

'Teachers treat you with respect'

'It's a great experience'

'Never a dull moment'

'Encouraged to express ideas'

'An encouraging atmosphere for study'

'Always someone to help with any difficulties'

### What's the Sixth Form like?

'The Sixth Form has given me some of my best memories of the School. The work gets a lot more challenging but the atmosphere becomes more relaxed. Teachers treat you and connect with you in a completely different way and lessons are more fun and more in-depth. I hope to study Law at university and have received a great deal of support and advice making me feel very prepared. I will definitely miss the Sixth Form when it's time for me to leave.'

**The future?** 'I hope to study Law at Oxford'

**John – Courses: English, French, History, RS**

### What's the Sixth Form like?

'The Sixth Form is really good. It's challenging and hard work but it is an opportunity to study in more depth subjects that interest you. Being at the top of the School there are lots of activities to take part in and opportunities to pursue.'

**The future?** 'I am going on to study Biomedicine at university'

**Emily – Courses: Biology, History, Maths**

### What's the Sixth Form like?

'Sixth Form is demanding but also rewarding. We have greater responsibility in the school and are treated like adults. The relationships with teachers change and the fact that we have a personal tutor is extremely helpful, especially in Upper Sixth.'

**The future?** 'I intend to study Architecture at university'

**Adam – Courses: Art, Chemistry, Maths, Physics**

### What's the Sixth Form like?

'The Sixth Form is a thoroughly enjoyable experience easily topping all other years in the school. The greater freedom and responsibility we are given are two things which really enhance my school experience, both academically and socially, and access to the café and the gym is certainly a bonus.'

**The future?** 'I hope to study History and French at university.'

**Dave – Courses: English Literature, French, History**

### What's the Sixth Form like?

'Life in the Sixth Form is considerably different to the lower years. Although it's hard work, classes are smaller so you get more attention and relationships between teacher and student become more relaxed. It is also a good feeling to be the highest in the school.'

**The future?** 'I hope to study History and Social Science.'

**Risha – Courses: English, History, RS**

### What's the Sixth Form like?

'Being in the Sixth Form is hard work but taking the subjects you love makes it more enjoyable'

**Most enjoyable aspects of life in the Sixth Form?** 'I think one of the best aspects of Sixth Form is the attitude of the teachers who begin to treat you like adults.'

**The future?** 'I am going to study Theology at university.'

**Laura – Courses: Art, English, RS**