



**LEICESTER GRAMMAR  
SCHOOL**

**SIXTH FORM PROSPECTUS**

**2010**

## Headmaster's Introduction

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

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

Excellence, as ever, at the Grammar School is the aim. A minimum of two A grades at GSCE Level in subjects related to your chosen A-Level course, supported by a minimum of four B grades, is a necessary first step to a place in the VI<sup>th</sup> Form. However, it is vital from our perspective that this is matched by a positive attitude to the School and all it has to offer.

It you want to join the Sixth Form at Leicester Grammar School prepare to be challenged intellectually and in your time management. We will encourage you to play your sport and/or your musical instrument 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 this to be formally recognised in the future with our pupils being awarded the A.Q.A. Baccalaureate.

Leicester Grammar School has the greatest respect for all its Sixth Formers and has justifiably 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 pupils, 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

# The Sixth Form at Leicester Grammar School

## INTRODUCTION

The purpose of this Prospectus is to give our own Year 11 pupils 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 to help pupils choose their subjects wisely.

## THE ETHOS

Firstly, the whole 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 the 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 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 the top of the school does not mean a licence just to go your own way and be totally unconcerned for anyone else. The experience of taking a leading part in a community, organising, shouldering and showing some leadership as a prefect, on the Charity Committee and in the House system are just as much part of 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 the AS/A2 system allows you to study four subjects in the Lower Sixth and three in the Upper Sixth, you can combine subjects more freely. It is at A2 level that you will really specialise. 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. A certain amount of flexibility in your planning will be important. We will ask you to select up to four AS courses and three A2 courses well before September 2010. 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 do this. The burden of work in taking four AS courses will be heavy and you should be ready for this.

The AS examinations at the end of the Lower Sixth year means that there is no time for coasting along. In addition, all students will take the AS in either General Studies or Critical Thinking. All sixth formers will be taught a skills programme which in turn will lead to the Extended Project Qualification. The successful completion of the Extended Project qualifies the sixth former for entry to the A.Q.A. Baccalaureate. The message is, therefore, 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 being involved with ten GCSE subjects. You will be concentrating for a much higher proportion of time on subjects which you have chosen to do because you are interested in them and wish to explore them more deeply. The best A-Level pupil is one who does not just do the work set, but reads round his or her subject, goes to art exhibitions, plays and concerts, challenges him/herself with additional mathematical or scientific problems, goes on fieldwork courses or spends time abroad actually using his/her 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 you 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 which prepares you for the various aspects of the University entrance process and also gives 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 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 foolproof 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 a lot to school life generally and, on the whole, 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, continue to 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 Prefects, 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.

My hope is that at the end of the two Sixth Form years you will all be able to honestly claim that you enjoyed the Sixth Form experience, 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

'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'

'A warm,  
welcoming  
atmosphere'

'Always someone to help  
with any difficulties'

## WHAT'S THE SIXTH FORM LIKE AT LEICESTER GRAMMAR SCHOOL?

*What's the Sixth Form like?* 'The Sixth Form is hard work but enjoyable at the same time. The teachers are happy to help if you get stuck and there are plenty of opportunities to do non-academic things like Young Enterprise, the School Magazine, drama and sport.'

*Most enjoyable aspect of life in the Sixth Form?* 'The most enjoyable aspect has to be the atmosphere. It is very friendly and supportive with lots of things going on.'

*The future?* 'I'm hoping to study Law at University, and after that, who knows?'

**Dipika Kachhala** – Courses: Biology, History, Theology, General Studies and AS Maths

*What's the Sixth Form like?* 'Sixth Form provides students with a chance to organise their work to suit themselves. There's enough freedom to do this but there's always support from either your subject teachers or your personal tutor. Classes are mainly informal, individuals play a part in the lessons so you can share ideas and grow in confidence.'

*Most enjoyable aspect of life in the Sixth Form?* 'Free periods are good for social interaction with friends. There are plenty of rooms to study in and there's a chance to work in groups which helps students with difficulties.'

*The future?* 'Birmingham University to study Economics.'

**Catherine Field**– Courses: Economics, Music, History

*What's the Sixth Form like?* 'It's a great experience. Probably my favourite time at the School. Although the work is intensive, support is always available and the teachers really do treat the Sixth Formers with a great degree of respect. There are a tremendous number of opportunities available, trips abroad, participation in national sporting events. Whoever you are, whatever your interests, you'll find the Sixth Form at LGS to your liking ..... I'm certainly sad to be leaving.'

*Most enjoyable aspect of life in the Sixth Form?* 'Probably the friendly atmosphere and the degree of independence and freedom the students are given.'

*The future?* 'I will be taking a History degree at Gonville & Caius College, Cambridge.'

**Hanif Mussa** – Courses: History, Chemistry, Maths, Further Maths

*What's the Sixth Form like?* 'Students here are given more freedom and are expected to take more responsibility for their actions. We are expected to set an example for the lower years and behave in a mature way, we are treated with more respect by the teachers. The student teacher relationship is on a more friendly basis, teachers are not 'scary' but 'allies' ready to assist with your learning. Students are encouraged to take the initiative.'

*Most enjoyable aspect of life in the Sixth Form?* 'More freedom, free periods, study afternoons, going into town during breaks and lunchtime. We can interrupt lessons if we need help with learning. Being placed in different sets with people you did not work with lower down the school helps you get on with everyone.'

*The future?* 'I hope to go to University to study Medicine, because of the encouragement from teachers here I will be applying for some of the best medical schools in the country.'

**Anoop Rehal** – Courses: Maths, Chemistry, Biology, Latin

*What's the Sixth Form like?* 'It is much more free and enjoyable than earlier school life. There is no difference between Lower Sixth and Upper Sixth because everyone treats each other equally. Even the attitude of the teachers changes. They treat you much more maturely, and they seem to enjoy teaching Sixth Form more. You want to learn the subjects, they want to teach them, so it all leads to a more enjoyable time. Along with all the extra-curricular options available the Sixth Form is definitely something which everyone can enjoy.'

*Most enjoyable aspect of life in the Sixth Form?* 'The choices. From the moment you enter the Sixth Form you have a choice. Choice of subject, choice of clubs and most stressful, choice of places to go for lunch. Opportunity is everywhere from Young Enterprise and DofE Gold to Debating and Share Club. LGS make it enjoyable to attend the Sixth Form by allowing everyone equal choices and opportunities to widen their horizons. Teachers are cheerful and helpful and only want you to do well. This has been the best school year so far and I am proud to be a member of the Leicester Grammar School Sixth Form'

*The future?* 'Certainly University probably to study Maths and then hopefully to teach the subject.'

**Alex Stuart** – Courses: Maths, Further Maths, Chemistry and Physics

*What's the Sixth Form like?* 'The Sixth Form is totally different to previous school life. The teachers tend to treat the students as adults instead of children and the style of learning is much more self-teaching focused. This strikes me as a useful step towards University style learning.'

*Most enjoyable aspect of life in the Sixth Form?* 'The best part of the Sixth Form is the long deadlines on work. This allows proper research and enables a proper understanding rather than just rewording the notes given in class.'

*The future?* 'I hope to study Law at Oxford. From there I am considering going into Law and possibly Politics at a later date.'

**Michael Burton** – Courses: History, Government & Politics and Classical Civilisation.

*What's the Sixth Form like?* 'Sixth Form life is very busy and lots is expected by staff but it is also a lot of fun and more interesting in terms of academic work and extra-curricular opportunities. It can be stressful at times but I think staff understand the pressures of the Sixth Form and adjust accordingly.'

*Most enjoyable aspect of life in the Sixth Form?* 'The best part of Sixth Form life is definitely the atmosphere. Everyone is really friendly and there is a good community spirit which rubs off on everyone.'

*The Future?* 'I would like to read Modern History at Oxford or Durham. Most of the time though I am too busy to think about the future! The present has got, and needs, my attention.'

**Mark Bedford** – Courses: Maths, History Physics and Geography.

# THE ACADEMIC SUBJECTS

## AS/A2 Options 2009/10 (Provisional)

|                        |                    |
|------------------------|--------------------|
| Art and Design         | Greek              |
| Biology                | History            |
| Chemistry              | Latin              |
| Classical Civilisation | Mathematics        |
| Computing              | Music              |
| Design and Technology  | Physical Education |
| Economics              | Physics            |
| English                | Politics           |
| French                 | Religious Studies  |
| Further Mathematics    | Spanish            |
| Geography              | Theatre Studies    |
| German                 |                    |

Students must choose four subjects from the above list.

Students also choose between Critical Thinking and General Studies to AS only.

We will then try to accommodate these choices into four option blocks. It must be stressed that the constraints of 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 unviable.

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

A-Level Art and Design is different in character from GCSE but leads 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 and a more developed awareness of Art and Design history and contemporary practice.

A good Art and Design A-Level student will be receptive to new ideas and ways of doing things. There will be new components to your study such as Art History and life drawing but the extended A-Level curriculum alone is not enough. Read an Art journal and articles about the visual arts in the quality papers, watch relevant programmes on the television, go to exhibitions and if possible, go on the Art Department tour.

Each year, a number of our students choose to study an Art and Design related course at University. The range of courses available is wide and access to those offered by the top schools of Art and Architecture are highly competitive. The qualities looked for extend beyond technical ability and flair. A knowledge of the cultural side of the visual arts and an ability to think and work independently but also to interact constructively within a group are qualities that are sought after. Our A-Level students have an excellent record of success in getting on to top courses.

## **THE STRUCTURE OF THE COURSE**

We have adopted the Edexcel syllabus. A copy can be found at: [www.edexcel.com/gce2008/art](http://www.edexcel.com/gce2008/art)

The course comprises two stages, Advanced Subsidiary (AS) and A2. Each stage is made up of a coursework unit and an exam unit. The AS stage is marked at a level between GCSE and A-Level. A2 is marked at a significantly higher standard. The AS and A2 stage each account for 50% of the A-Level marks. An A\* grade is attainable at A-Level though not at AS-Level.

### **Advanced Subsidiary Level**

#### **Unit 1: Coursework (60% of AS or 30% of A-Level)**

There are two components to our coursework programme, 'Expressive Study' and 'Thematic Enquiry'.

The aim of the 'Expressive Study' is to develop understanding of the expressive elements (colour, line, pattern, shape, texture & tone) of Art and Design so that a genuine, versatile style can emerge in your work. For the component, you will produce a body of work that includes direct observation, life drawing, experimental image-making in oil paint and various drawing, print-making and digital media and Art History.

The 'Thematic Enquiry' component is concerned with the relationship between ideas and art and design practice. Students 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 response culminating in a finished piece or series.

### **Unit 2: Externally Set Assignment (40% of AS or 20% of A-Level)**

The Externally Set Assignment (the exam) takes the form of a single starting point that you are encouraged to interpret freely. The paper is published on the Edexcel website in January. We will allocate about 6 school weeks to the preparatory studies. The exam itself is to be completed within eight hours and, as usual, the timed piece is marked alongside its preparatory studies.

## **A2 Level**

### **Unit 3: Coursework (30% of A-Level)**

This coursework unit also comprises two components, the 'Creative Problem Solving' and the 'Personal Study'.

At the end of the LVIIth Year, you will devise a programme of study for the A2 course through a series of discussions with your teachers. For the Creative Problem Solving part, you will devise a theme to address or identify a visual problem or issue to explore through a series of finished artworks and an accompanying work journal.

The Personal Study supports and informs your own 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 include 1000 – 3000 words.

### **Unit 4: Externally Set Assignment (20% 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 anticipated that a personal style will have evolved and that you will be able to integrate working methods, handling and interpretation in your response. There will again be a single starting point, six weeks for preparatory studies and twelve hours for the exam.

## **Life Drawing**

Come prepared to learn. The point of the life class is to develop the range and versatility of drawing 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 class that takes place on alternate weeks for an hour and a half after school.

## **Art History/Critical 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 design
- Seminal works and key episodes in the history of modern art and design
- Influential contemporary artists

The Art History/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 and 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. And then there are 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 beyond A-Level, 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.

The Department offers the opportunity to study some of the most exciting aspects of modern life. The AS provides a stimulating course for the specialist and the non-specialist alike, the A2 scheme allows students to develop their studies to a greater depth. A highlight of the AS year is a residential field study course in France, usually in June. 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 over the summer. Most of the units also have a high mathematical component, including data analysis and statistics. The successful AS student will usually have an A or A\* grade at GCSE in biology and good grades in both Chemistry and Mathematics.

## **AS COURSE STRUCTURE**

Our courses are based on those of the **OCR** (Oxford and Cambridge Examinations) specifications.

Three units make up the AS award.

### **Unit F211: Cells, Exchange and Transport**

#### Module 1: Cells

- 1.1.1 Cell Structure
- 1.1.2 Cell Membranes
- 1.1.3 Cell Division, Cell Diversity and Cellular Organisation

#### Module 2: Exchange and Transport

- 1.2.1 Exchange Surfaces and Breathing
- 1.2.2 Transport in Animals
- 1.2.3 Transport in Plants

### **Unit F212: Molecules, Biodiversity, Food and Health**

#### Module 1: Biological Molecules

- 2.1.1 Biological Molecules
- 2.1.2 Nucleic Acids
- 2.1.3 Enzymes

#### Module 2: Food and Health

- 2.2.1 Diet and Food Production
- 2.2.2 Health and Disease

#### Module 3: Biodiversity and Evolution

- 2.3.1 Biodiversity
- 2.3.2 Classification
- 2.3.3 Evolution
- 2.3.4 Maintaining Biodiversity

## **Unit F213: Practical Skills in Biology 1**

### Practical Tasks

## **AS GCE Biology (H021)**

### **AS Unit F211: Cells, Exchange and Transport**

30% of the total AS GCE marks  
1 hr written paper  
60 marks

Candidates answer all questions

### **AS Unit F212: Molecules, Biodiversity, Food and Health**

50% of the total AS GCE marks  
1 hr 45 min written paper  
100 marks

Candidates answer all questions

### **AS Unit F213: Practical Skills in Biology 1**

20% of the total AS GCE marks  
Coursework  
40 marks

Candidates complete three tasks set by OCR.  
Tasks are marked by the centre using mark schemes provided by OCR

## **Unit F214: Communication, Homeostasis and Energy**

### Module 1: Communication and Homeostasis

- 4.1.1 Communication
- 4.1.2 Nerves
- 4.1.3 Hormones

### Module 2: Excretion

- 4.2.1 Excretion

### Module 3: Photosynthesis

- 4.3.1 Photosynthesis

### Module 4: Respiration

- 4.4.1. Respiration

## **Unit F215: Control, Genomes and Environment**

### Module 1: Cellular Control and Variation

- 5.1.1 Cellular Control
- 5.1.2 Meiosis and Variation

## Module 2: Biotechnology and Gene Technologies

- 5.2.1 Cloning in Plants and Animals
- 5.2.2 Biotechnology
- 5.2.3 Genomes and Gene Technologies

## Module 3: Ecosystems and Sustainability

- 5.3.1 Ecosystems
- 5.3.2 Populations and Sustainability

## Module 4: Responding to the Environment

- 5.4.1 Plant Responses
- 5.4.2 Animal Responses
- 5.4.3 Animal Behaviour

## **Unit F216 Practical Skills in Biology 2**

### Practical Tasks

## **Advanced GCE Biology (H421)**

AS units as above, Unit F211 being 15% of the total Advanced GCE marks, Unit F212 being 25% of the Advanced GCE marks and Unit F213 being 10% of the Advanced GCE marks.

### **A2 Unit F214: Communication, Homeostasis and Energy**

15% of the total Advanced GCE marks  
1 hr written paper  
60 marks

Candidates answer all questions

This unit contains some synoptic assessment and Stretch and Challenge questions.

### **A2 Unit F215: Control, Genomes and Environment**

25% of the total Advanced GCE marks  
1 hr 45 min written paper  
100 marks

Candidates answer all questions

This unit contains some synoptic assessment and Stretch and Challenge questions.

### **A2 Unit F216: Practical Skills in Biology 2**

10% of the total Advanced GCE marks  
Coursework  
40 marks

Candidates complete three tasks set by OCR.  
Tasks are marked by the centre using mark schemes provided by OCR.  
Work is moderated by OCR.

This unit is synoptic.

## Introduction

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 for example Medicine, Dentistry, Veterinary Science, Biochemistry and Chemical Engineering. A degree in Chemistry is also highly prized by the Financial Services Sector, for example banking and stock broking.

Chemistry occupies a central position among the Sciences. On the one hand it is closely linked with Biology through organic chemistry and on the other is closely linked with Physics through physical chemistry. It is, therefore, an important companion to the other two sciences, either individually or collectively, whilst also, of course, being a self-standing academic discipline.

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 the students to investigate and therefore consolidate the many complex concepts introduced in the theory lessons. It also familiarises them with the experimental procedures and skills that are internally assessed over the two years of AS and A2 study and which contribute up to a maximum of 10% of the marks available for their final A-Level grade at AS and up to a maximum of 20% of the marks available for their final A-Level grade at A2. The course is enhanced by the use of visual aids in the form of videos and computer software, educational visits and talks by guest outside speakers at the Science Society lectures. The teaching programme of study is based upon, but not constricted by, the EDEXCEL AS/A2 Specification and leads to the examinations set at these levels by this examination board. The format of these examinations is consistent with the philosophy of the Key Stage 4 GCSE with a heavy emphasis being put upon structured, data response and comprehension type questions with the philosophy that now permeates the GCSE programme of study namely, "How Science Works" being an over-arching theme. There is, however, one major difference at AS/A2 level in that the application of knowledge in terms of conceptual understanding and its application in the solving of novel problems takes on a much more important role allied to the obvious need for basic recall of factual information.

NB. In Year 13, classes are run for high achieving students for participation in the International Chemistry Olympiad. A number of students take part in this highly prestigious competition each year and go on to obtain Gold, Silver and Bronze Awards. For those aspiring to entry to highly competitive Universities such an award is a major enhancement to their CV.

In September 2008 a new dawn of post 16 Education began with students following programmes of study in the three sciences that align themselves with the new procedural contents of the Key Stage 3 and Key Stage 4 programmes of study with their key theme of "How Science Works".

Thus the Programme of Study for Chemistry in the Lower Sixth Form will be an AS level course involving three units of study:-

**Unit 1 - The Core Principles of Chemistry (Externally Assessed) = 40% of the final AS mark**

**Unit 2 - The Application of the Core Principles of Chemistry (Externally Assessed) = 40% of the final AS mark**

**Unit 3A - Chemistry Laboratory Practical Skills I (Internally Assessed) = 20% of the final AS mark**

At the end of the Lower Sixth Form there will be externally set written papers on Units 1 and 2, the marks from which, along with that scored on the internally assessed practical skills component, will generate either an AS level mark to be taken forward to A2 where it will generate 50% of the total final mark or a grade award that may be cashed in.

**In the Upper Sixth the Programme of Study for Chemistry will be an A2 level course building heavily upon the work already done at AS level involving the study of a further three units of study :-**

**Unit 4 - The General Principles of Chemistry I (Externally Assessed) = 40% of the final A2 mark**

**Unit 5 - The General Principles of Chemistry II (Externally Assessed) = 40% of the final A2 mark**

**Unit 6A - Chemistry Laboratory Practical Skills II (Internally Assessed) = 20% of the final A2 mark**

At the end of the Upper Sixth Form there will be externally set written papers on Units 4 and 5 the marks from which, along with that scored on the internally assessed practical skills component, will be combined with that attained at AS to generate an A2 Level grade award. Each level contributes 50% of the marks towards the final A2 Level grade. In January of the Upper Sixth Form retakes of Units 1 and 2 will be available for students looking to improve upon their first attempt at these Units of work. It is also likely that most students will sit for the Unit 4 A2 examination at this time.

## **CHEMISTRY IN THE SIXTH FORM**

**Academic Requirement - Chemistry is an intellectually demanding subject at Advanced Level and is a big step up from the low level demands of GCSE thus we would expect that prospective students achieve at least a good A grade standard at GCSE in both Chemistry and Mathematics. In addition we would strongly recommend that mathematics in some form is part of your Sixth Form Programme of Study e.g. at AS level, however, for those who have performed strongly at GCSE not doing so should in no way compromise your chances of doing well at AS or indeed A2.**

The main distinction between A-level and GCSE, apart from the difficulty of the material in terms of the underlying concepts involved, is the emphasis which is placed on your own role in the learning process. As much as anything else, the A-Level course is trying to prepare you for University life, both academically and in terms of the learning process. In

the Sixth Form you are encouraged, indeed required, to take a large responsibility for your own learning for without this skill you will surely find success very difficult to achieve at University. You are not working just to keep the teacher satisfied; you are working for your **own** improvement and development both as a student and in your future place of work. Do not think that at A-Level you are simply a sponge who turns up to lessons to have some facts absorbed – **you must be an active participant in the learning process being prepared to spend a good deal of your time outside of the laboratory in reviewing and researching the topic in hand. If this is not what you want then sixth form life and A-Level study are probably not for you.**

You should, where possible, ensure that your combination of subjects in the Sixth Form complement each other and keep your career options open.

If you elect to study Chemistry in the Sixth Form, then the chart below shows some of the employment areas for which you will be qualified to move onto in the future.

**NB This list is by no means exhaustive and further information should be obtained from the School's Careers Advisers.**

People qualified to move into the work areas listed below will be in high demand in the years to come and so not only will such people embark upon a stimulating and professionally fulfilling career, they will also find themselves well rewarded by a society increasingly in need of their skills.

**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 processes and high level problem solving ability.**

## CHEMISTRY

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

Outlined below are the tasks which you ought to be completing if you are to succeed at A-Level. Remember, if you are taking A-Level seriously, the work is never over – there will always be something extra still to be done.

### **THINGS THAT YOU SHOULD BE DOING ON A WEEKLY BASIS**

- Writing up practical work whether told to or not! This includes the experiment, a full set of results and ensuring that all questions related to the practical have been answered and balanced equations put in where appropriate including state symbols.  
All practical work will be introduced for you before you start and discussed with you at the end - pay attention and ask any relevant questions **before** you leave to write the practical work up.
- Homework will usually take the form of an experimental write up each week and a set of questions relating to the theory work in hand. You must ensure that you meet the deadlines set except in exceptional circumstances. This is a chance to learn your chemistry and to organise yourself. Look at the homework well in advance of the deadline for handing it in so that if you need to clarify some points you can ask beforehand and therefore be able to complete the work yourself. Do not delude yourself that all is well by simply using somebody else's work to copy from - you will do yourself no favours and the error of your ways will be all too obvious when the results of tests and exam modules are analysed.

### **THINGS YOU SHOULD DO ON A ROLLING BASIS**

- Look through the notes made in class and ensure that you are happy about your understanding of any concepts involved.
- Read through the relevant chapter of your textbook. Consult other books too – there are many in the Library – no single book is likely to be the best one for the entire course although the module specific books produced by EDEXCEL are obviously ideal for the majority of the course.
- Use the ICT suite to access the software available for Chemistry – there is quite a lot – and look at the Chemistry Website for L.G.S. which has a list of numerous sites of interest and relevance to your course.
- If necessary, expand your class notes using a text book. You must keep up to date with this. Building up a serious backlog is far easier than you think.
- Read through the appropriate part of the syllabus that is to be found in your Sixth Form Chemistry Handbook, ticking topics off as they are covered and keeping a check that everything is covered to your satisfaction.
- Look at questions at the ends of chapters in text books and practice your answer technique against the answers given. You will be given guidance at various times during the course with respects to revision and study skills and also you will use questions from past papers and be able to compare your answers to the model ones supplied.

- Do ask questions in class. Advanced level study is supposed to be an active learning process. We assume that you have chosen Chemistry because you like it and are interested in it! Lessons will be interesting and challenging if you are prepared to participate in them. Given the nature of the examination papers, which test understanding and the application of knowledge to unfamiliar examples, this business of stretching yourself beyond the confines of the syllabus will pay enormous dividends later on

Always remember that the A-Level is a two year course, with no time off. At the start you may be shocked by how much more challenging it is compared to GCSE – however that should be to the liking of any genuine A-Level student. You will be sitting public examinations at the end of the Lower Sixth year, in addition to those sat for in January and June of the Upper Sixth. Predictions for UCAS are based essentially on your performance in the first Units sat for in the June of the Lower Sixth. Whatever we may predict ourselves, the results cannot be argued with. With this in mind, revision should be an ongoing activity. The volume of material covered and the rate at which it is covered is such that you cannot afford to make revision a last minute activity.

**If all goes well, A-Level Chemistry should be challenging, stimulating, rewarding  
.... and enjoyable.**

## **OUTLINE**

These Advanced Subsidiary GCE and Advanced GCE specifications offer candidates the opportunity to study elements of the language and literature of the Classical world, acquiring in the process some understanding of the culture, politics and social life of Rome and/or Greece at significant periods in their history.

The specifications are designed to enable candidates to:

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

## **RECOMMENDED PRIOR LEARNING**

These specifications build on the knowledge, understanding and skills specified for GCSE, but also accommodate the needs of students who may not have studied Latin/Classical Greek at this level. The broad range of disciplines and skills which are fostered by the study of Latin/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 Latin/Classical Greek. Detailed information about linguistic requirements and prescribed texts may be obtained from subject staff.

## OUTLINE

These Advanced Subsidiary GCE and Advanced GCE specifications offer candidates the opportunity to study elements of the archaeology, architecture, art, history, literature, philosophy, politics, religion and social history of the Classical world.

The specifications are designed to encourage candidates to:

- Acquire, through studying literature in translation and material evidence, knowledge and understanding of selected aspects of Classical Greek and/or Roman Civilisation by Advanced Subsidiary GCE and of both Classical Greek and Roman Civilisation for Advanced GCE
- Develop awareness of the similarities and differences between the Classical world and later times, and thus to gain a sensitivity to past societies whose spiritual, cultural and moral values and priorities contrast with those of the modern western world
- Apply critical and evaluative skills at an appropriate level to evidence of different kinds from the materials studied
- Progress to Higher Education courses in Classical Civilisation, or directly into employment

## RATIONALE

These specifications have been designed to allow candidates to study across a broad range of topics within the general subject of Classical Civilisation. The structure has been designed to allow the specifications to be taught in a linear way to separate groups of Year 12 and Year 13 students.

There is no requirement for prior certificated learning (for example, GCSE in Classical Civilisation) and it is anticipated that a wide range of candidates with varied experience will be entered for these specifications. The broad range of disciplines and skills which are fostered by the study of Classical Civilisation 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.

The **pathways** through the new Classics syllabus are as follows:

The subjects are Latin, Classical Greek, Classical Civilisation and Ancient History (note that there are no plans to offer Ancient History).

Candidates may take qualifications in more than one subject.

Following subject-specific pathways will lead to endorsed titles:

- Classics: Latin
- Classics: Classical Greek
- Classics: Classical Civilisation
- Classics: Ancient History

**Combining** units from **at least two subjects** will lead to an unendorsed Classics title.

Candidates may enter for more than one pathway, but must have four distinct units for each A-Level – no unit may count towards more than one qualification.

|    | Latin | Classical Greek | Classical Civilisation |     |      | Ancient History |
|----|-------|-----------------|------------------------|-----|------|-----------------|
| AS | L1    | G1              | CC1                    | CC2 | CC3  | AH1             |
|    | L2    | G2              | CC4                    | CC5 | CC6  | AH2             |
| A2 | L3    | G3              | CC7                    |     | CC8  | AH3             |
|    | L4    | G4              | CC9                    |     | CC10 | AH4             |

### **ENDORSED TITLES**

Candidates wishing to gain a certificate in Latin, Classical Greek and Ancient History need to take all units of the desired subject, i.e.

|                                   |                       |
|-----------------------------------|-----------------------|
| AS Classics: Latin                | L1 + L2               |
| A-Level Classics: Latin           | L1 + L2 + L3 + L4     |
| AS Classics: Classical Greek      | G1 + G2               |
| A-Level Classics: Classical Greek | G1 + G2 + G3 + G4     |
| AS Classics: Ancient History      | AH1 + AH2             |
| A-Level Classics: Ancient History | AH1 + AH2 + AH3 + AH4 |

| AS UNITS  | A2 UNITS  |
|---|---|
| Unit L1 (Entry Code F361): <i>Latin Language</i><br><ul style="list-style-type: none"> <li>• Unseen Latin prose, tested by translation</li> <li>• Optional translation of English sentences into Latin</li> </ul>   | Unit L3 (Entry Code F363): <i>Latin Verse</i><br><ul style="list-style-type: none"> <li>• Prescribed verse texts</li> <li>• Unseen Latin verse, tested via comprehension and translation</li> </ul>   |
| Unit L2 (Entry Code F362): <i>Latin Verse and Prose Literature</i><br><ul style="list-style-type: none"> <li>• Prescribed verse and prose texts</li> </ul>  | Unit L4 (Entry Code F36): <i>Latin Prose</i><br><ul style="list-style-type: none"> <li>• Prescribed prose texts</li> <li>• Unseen Latin prose, tested via comprehension and translation</li> <li>• Optional prose composition from English into Latin</li> </ul>  |
| Unit G1 (Entry Code F371): <i>Classical Greek Language</i><br><ul style="list-style-type: none"> <li>• Unseen Greek prose, tested by translation</li> <li>• Optional translation of English sentences into Greek</li> </ul>                                   | Unit G3 (Entry Code F373): <i>Classical Greek Verse</i><br><ul style="list-style-type: none"> <li>• Prescribed verse texts</li> <li>• Unseen Greek verse, tested via comprehension and translation</li> </ul>   |
| Unit G2 (Entry Code F372): <i>Classical Greek Verse and Prose Literature</i><br><ul style="list-style-type: none"> <li>• Prescribed verse and prose texts</li> </ul>  | Unit G4 (Entry Code F374): <i>Classical Greek Prose</i><br><ul style="list-style-type: none"> <li>• Prescribed prose texts</li> <li>• Unseen Greek prose, tested via comprehension and translation</li> <li>• Optional prose composition from English into Greek</li> </ul>   |
| Unit CC1 (Entry Code F381): <i>Archaeology – Mycenae and the Classical World</i><br><ul style="list-style-type: none"> <li>• Mycenaean archaeology, art and architecture</li> <li>• Principles and practices of archaeological methodology</li> </ul>         | Unit CC7 (Entry Code F387): <i>Roman Britain – Life in the outpost of the Empire</i><br><ul style="list-style-type: none"> <li>• Romano-British society and history as depicted in the literary and archaeological record</li> </ul>  |
| Unit CC2 (Entry Code F382): <i>Homer's Odyssey and Society</i><br><ul style="list-style-type: none"> <li>• Homer's <i>Odyssey</i> and society and values it represents</li> </ul>   | Unit CC8 (Entry Code F388): <i>Art and Architecture in the Greek World</i><br><ul style="list-style-type: none"> <li>• The sculpture, vase painting and architecture of the Classical Greek world</li> </ul>  |
| Unit CC3 (Entry Code F383): <i>Roman Society and Thought</i><br><ul style="list-style-type: none"> <li>• Roman society and history through a study of Roman literature (Pliny's Letters and examples of satire from Horace, Petronius and Juvenal)</li> </ul> | Unit CC9 (Entry Code F389): <i>Comic Drama in the Ancient World</i><br><ul style="list-style-type: none"> <li>• The works of Aristophanes, Menander and Plautus in their historical, literary and cultural contexts</li> </ul>  |
| Unit CC4 (Entry Code F384): <i>Greek Tragedy in its context</i><br><ul style="list-style-type: none"> <li>• The works of Aeschylus, Sophocles and Euripides, as works of literature and as social documents</li> </ul>  | Unit CC10 (Entry Code F390): <i>Virgil and the world of the hero</i><br><ul style="list-style-type: none"> <li>• Virgil's Epic, the <i>Aeneid</i>, in its literary and cultural context</li> <li>• Parts of Homer's <i>Iliad</i></li> </ul>   |
| Unit CC5 (Entry Code F385): <i>Greek Historians</i><br><ul style="list-style-type: none"> <li>• Historical texts by Thucydides, Herodotus and Plutarch</li> </ul>   | Unit AH3 (Entry Code F393): <i>Greek History – conflict and culture</i><br><ul style="list-style-type: none"> <li>• A study of culture and conflict in the Greek World of the 5<sup>th</sup> century BC               <ul style="list-style-type: none"> <li>→ Greece and Persia 499 – 449 BC</li> <li>→ Greece in conflict 460 – 403 BC</li> <li>→ The culture of Athens 449 – 399 BC</li> </ul> </li> </ul> |
| Unit CC6 (Entry Code F386): <i>City Life in Roman Italy</i><br><ul style="list-style-type: none"> <li>• The cities of Pompeii, Herculaneum and Ostia in their social, cultural, political and historical contexts</li> </ul>                                  |   |

|  |   |
|--|---|
| Unit AH1 (Entry Code F391): <i>Greek History from original sources</i>   | Units AH4 (entry Code F394): <i>Roman History – the use and abuse of power</i>  |
| <ul style="list-style-type: none"> <li>• Greek History studied through the interpretation and evaluation of original sources <ul style="list-style-type: none"> <li>→ Athenian Democracy in the 5<sup>th</sup> century BC</li> <li>→ Delian League to Athenian Empire</li> <li>→ Politics and society of Ancient Sparta</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• A study of the Roman world from the late Republic to the early empire <ul style="list-style-type: none"> <li>→ The fall of the Roman Republic 81 – 31 BC</li> <li>→ The invention of Imperial Rome 31 BC – AD96</li> <li>→ Ruling the Roman Empire AD14 - 117</li> </ul> </li> </ul> |
| Unit AH2 (Entry Code F392): <i>Roman History from original sources</i>   |   |
| <ul style="list-style-type: none"> <li>• Roman History studied through the interpretation and evaluation of original sources <ul style="list-style-type: none"> <li>→ Cicero and political life in late Republican Rome</li> <li>→ Augustus and the Principate</li> <li>→ Britain and the Roman Empire</li> </ul> </li> </ul>                  |   |

## SCHEME OF ASSESSMENT

Candidates take three units for Advanced Subsidiary GCSE, and a further three units of assessment at A2 if they are seeking an Advanced GCE award.

### UNITS OF ASSESSMENT

| Level | Unit Code |                 | Name                         | Duration of Written Examination | Weighting |         |
|-------|-----------|-----------------|------------------------------|---------------------------------|-----------|---------|
|       | Latin     | Classical Greek |                              |                                 | AS-Level  | A-Level |
| AS    | 2471      | 2971            | Literature 1 – Text A only   | 1 hour                          | 40%       | 20%     |
|       | 2472      | 2972            | Literature 1 – Texts A & B   | 1 hour                          | 40%       | 20%     |
|       | 2473      | 2973            | Literature 1 – Text A & C    | 1 hour                          | 40%       | 20%     |
|       | 2474      | 2974            | Literature 1 – Texts A & D   | 1 hour                          | 40%       | 20%     |
|       | 2475      | 2975            | Literature 1 – Text B only   | 1 hour                          | 40%       | 20%     |
|       | 2476      | 2976            | Literature 1 – Texts B & C   | 1 hour                          | 40%       | 20%     |
|       | 2477      | 2977            | Literature 1 – Texts B & D   | 1 hour                          | 40%       | 20%     |
|       | 2478      | 2978            | Literature 1 – Text C        | 1 hour                          | 40%       | 20%     |
|       | 2479      | 2979            | Literature 1 – Texts C & D   | 1 hour                          | 40%       | 20%     |
|       | 2480      | 2980            | Literature 1 – Text D only   | 1 hour                          | 40%       | 20%     |
|       | 2491      | 2991            | Literature 2                 | 1 hour 15 mins                  | 30%       | 15%     |
|       | 2492      | 2992            | Unprepared Translation 1     | 1 hour 45 mins                  | 30%       | 15%     |
| A2    | 2481      | 2981            | Literature 3 – Text A only   | 1 hour 45 mins                  | -         | 20%     |
|       | 2482      | 2982            | Literature 3 – Texts A & B   | 1 hour 45 mins                  | -         | 20%     |
|       | 2483      | 2983            | Literature 3 – Texts A & C   | 1 hour 45 mins                  | -         | 20%     |
|       | 2484      | 2984            | Literature 3 – Texts A & D   | 1 hour 45 mins                  | -         | 20%     |
|       | 2485      | 2985            | Literature 3 – Text B only   | 1 hour 45 mins                  | -         | 20%     |
|       | 2486      | 2986            | Literature 3 – Text B & C    | 1 hour 45 mins                  | -         | 20%     |
|       | 2487      | 2987            | Literature 3 – Text B & D    | 1 hour 45 mins                  | -         | 20%     |
|       | 2488      | 2988            | Literature 3 – Text C only   | 1 hour 45 mins                  | -         | 20%     |
|       | 2489      | 2989            | Literature 3 – Text C & D    | 1 hour 45 mins                  | -         | 20%     |
|       | 2490      | 2990            | Literature 3 – Text D        | 1 hour 45 mins                  | -         | 20%     |
|       | 2493      | 2993            | Unprepared Translation 2     | 1 hour 30 mins                  | -         | 15%     |
|       | 2494      | 2994            | Composition or Comprehension | 1 hour 15 mins                  | -         |         |

All units are assessed by written examination

## UNITS OF ASSESSMENT

| Unit      |                 | Level | Name                         | Duration       | Mode of Assessment  | Weighting |         |
|-----------|-----------------|-------|------------------------------|----------------|---------------------|-----------|---------|
| Latin     | Classical Greek |       |                              |                |                     | AS-Level  | A-Level |
| 2471-2480 | 2971-2980       | AS    | Literature 1                 | 1 hour         | Written Examination | 40%       | 20%     |
| 2491      | 2991            |       | Literature 2                 | 1 hour 15 mins | Written Examination | 30%       | 15%     |
| 2492      | 2992            |       | Unprepared Translation 1     | 1 hour         | Written Examination | 30%       | 15%     |
| 2481-2490 | 2981-2990       | A2    | Literature 3                 | 1 hour 45 mins | Written Examination | -         | 20%     |
| 2493      | 2993            |       | Unprepared Translation 2     | 1 hour 30 mins | Written Examination | -         | 15%     |
| 2494      | 2994            |       | Composition or Comprehension | 1 hour 15 mins | Written Examination | -         | 15%     |

## KEY SKILLS COVERAGE

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills unit exist.

| Preparation for Unit |                 | Communication | IT | Working with Others | Learning Performance | Problem Solving |
|----------------------|-----------------|---------------|----|---------------------|----------------------|-----------------|
| Latin                | Classical Greek | LEVEL 3       |    |                     |                      |                 |
| 2471-2480            | 2971-2980       | 3             | 3  | 3                   | 3                    | 3               |
| 2491                 | 2991            | 3             | 3  | 3                   | 3                    | 3               |
| 2492                 | 2992            | 3             | 3  | 3                   | 3                    | 3               |
| 2481-2480            | 2981-2990       | 3             | 3  | 3                   | 3                    | 3               |
| 2493                 | 2993            | 3             | 3  | 3                   | 3                    | 3               |
| 2494                 | 2994            | 3             | 3  | 3                   | 3                    | 3               |

## **Progression in Classical Subjects**

Progression from school to University will obviously depend upon the combination of subjects studied at AS/A2 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 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 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, 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 or increasingly popular pursuit of Business Studies.'

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 subjects. Classicists enjoy an enormous variety of careers, the most popular being financial work (29%), buying/marketing/selling (17%) and administration/operational management (14%) – figures based on the Universities' Statistical Record. More information on all these points can be obtained from the Classics/Careers Departments.

## **Why Chose ICT?**

This subject is aimed at students who are interested in the structures of information and communication systems, and who are considering further study of ICT, IT, Computer Science, Applied Sciences, Medicine, Business Administration, Business Studies and/or Business Systems or Engineering based subjects at University or in their future career.

## **Key Features of the AS/A-Level ICT**

In the department we follow the new AQA syllabus for ICT. The key features of this new syllabus are that it makes the study of ICT up to date for the 21<sup>st</sup> century. It has the backing of a range of industries, higher education and the National Computing Centre.

The key points of its specification are:

- It allows greater opportunities for practical work than previous specifications
- Practical work can be carried out using a wide range of software and hardware of a centre's choice
- It allows for greater flexibility in modes of delivery
- Students can be truly engaged in their studies by becoming active investigators rather than passive learners
- There are greater opportunities than in previous specifications for effective personalised learning, for target setting and for differentiated outcomes
- It builds on, rather than replicates, students' functional ICT skills

The new syllabus has been developed for students who wish to progress to higher education or to the world of work, where understanding how ICT can be used in society and organisations, and the implications of its use, will be a valuable asset. Teaching includes practical exercises, in addition to more traditional theory classes.

## **Course requirements**

We recommend that candidates should have acquired the skills and knowledge associated with a CLAiT Plus Certificate or GCSE Information and Communication Technology course or equivalent. However, any requirements set for entry to a course following this specification are at the discretion of the ICT department, and if a student has not attained a CLAiT or GCSE qualification, the department will consider the ICT experience of the student and performance in other subjects.

## **The Syllabus at a Glance**

### **AS Level**

**Unit 1 – INFO1    Practical Problem Solving in the Digital World  
(50% of AS, 25% of A-Level)**

The course based on this unit provides students with the opportunity to develop their knowledge and understanding of the development of ICT systems through **practical experience** in using a range of applications software in a structured way. Students should then be able to apply the skills, knowledge and understanding gained from this practical work to the solution of problems.

Students are expected to make practical use of a range of applications software, hardware and communication technologies to address several different types of problem. The range of applications software used should cover the processing of text, images, numbers and sound.

Students should address several problems. These problems can be selected to meet the individual needs of learners. Examples of suitable solutions to problems could include several from the following:

- An electronic photo album
- A rolling multimedia presentation for a school open day
- A website for a local nursery
- Organising a blog for a local councillor
- Producing invoices for a small business
- Organising a set of podcasts for a teacher
- An interactive multimedia display for a tourist information centre

## **Unit 2 – INFO2 Living in the Digital World (50% of AS, 25% of A-Level)**

Today's students are living in a world where the use of ICT surrounds them, and where they, and others, frequently take this use for granted. It is increasingly important for future adults to be aware of the numerous issues arising from the use of ICT for individuals, society and organisations. The issues change rapidly and increasingly involve environmental and ethical ones.

This unit is designed to give students the wider picture of the use of ICT and to enable the understanding of basic terms and concepts involved in the study of the subject. Students discuss and comment on issues from a position of knowledge and they can do this only if they have the knowledge and understanding that underpins the subject.

Students are encouraged to consider the important issues involved in the use of ICT by themselves and by others. Students should also study the immediate effect on themselves and also the longer term effects on society and the world in general.

### **A2 Level**

## **Unit 3 – INFO3 The Use of ICT in the Digital World (30% of A-Level)**

This unit looks at the fast changing subject of ICT, including developments in technology and ICT system capabilities, and how this might affect the world that makes use of ICT.

The content is designed to address issues associated with the management of ICT and its use within organisations. A range of organisations are studied, including charities, clubs and societies, small, medium and large businesses, both national and multi-national public and private organisations.

The number of people involved could range from one or two to many thousands.

Each organisation will have the same ICT-related issues to consider on a scale appropriate to their own needs, for instance, the introduction and testing of ICT systems, the training and support needed for users of ICT systems, the outside organisations which affect the way the organisation runs its ICT.

**Unit 4 – INFO4 Coursework: Practical Issues Involved in the Use of ICT in the Digital World (20% of A-Level)**

This unit provides students with the opportunity to complete a substantial project involving the production of an ICT-related system over an extended period of time. In so doing, students will enhance their transferable practical skills.

There is the scope for work to be tailored to the individual needs of learners and for a wide range of ICT-related systems to be created. It is also important for each candidate's project to have a level of complexity and demand appropriate to the second year of an A-Level.

The following may help to illustrate the range of possible projects that could be undertaken, and how groups of students could work together whilst still producing an individual project report that has their own work clearly identified.

Students may, for example, produce:

- A software solution such as an e-commerce or multimedia system
- A training system, including training materials for a client. This could, for example, be for a course for someone working from home
- A user support system, such as for a user help desk in a company or school/college, or a fault logging system
- A system for ensuring the security of an organisation's ICT systems. An idea here would be to formulate a policy to specify appropriate use of a company or a school's/college's laptop computers and other mobile devices, or a database to record usage
- A system for communication within an organisation: for example, for how schools could use technology to communicate with students within the school or a communal diary system
- A system for evaluating new software to be purchased or for a new system to be installed, including hardware, software, communications, consumables and services
- A backup and recovery system and a disaster recovery plan for an organisation
- A system for managing relationships with customers

Critical thinking is an optional course for members of the Lower Sixth, and is taught in four periods per week. The course prepares students to take the AS examination at the end of Year 12. Delivery of the course is sufficiently flexible to allow students to attend some key General Studies lectures as well.

The course is delivered by a team of three staff. Critical Thinking students are expected to develop and demonstrate the reasoning skills which enable them to analyse, evaluate and present arguments. Evaluation includes assessment of assumptions, flaws and the credibility of sources; whilst presentation requires the construction of further arguments which challenge and support a given conclusion or judgement.

Critical Thinking does therefore require that students engage with the issues, which as far as possible are those currently in the news, and will be most accessible to those who keep up to date with current affairs. Whenever possible, examples will complement those addressed during key General Studies lectures. The skills which the course develops are highly sought after by both Universities and employers, and are especially helpful to students who expect to take BMAT or LNAT tests as part of their University application.

Critical Thinking can be defined as a form of reflective reasoning which analyses and evaluates information and arguments by applying a range of intellectual skills in order to reach clear, logical and coherent judgements within a given context.

The course based on these specifications should enable candidates to:

- develop an understanding of the principles, concepts and techniques of Critical Thinking
- develop the skills of communication, problem solving, analysis and evaluation
- develop a framework for moral, social and ethical decision-making
- develop a capacity for methodical and critical thought which will serve as an end in itself as well as a basis for further study

## UNITS OF ASSESSMENT

All units are externally assessed with the assessment set and marked by OCR. Candidates must take Units 1 and 2 for the AS GCE award.

| <b>AS UNITS</b>   |
|---|
| <b>Unit F501:</b> <i>Introduction to Critical Thinking</i>  |
| <ul style="list-style-type: none"> <li>• The language of Reasoning</li> <li>• Credibility</li> </ul>  |
| <b>Unit F502:</b> <i>Assessing and Developing Argument</i>  |
| <ul style="list-style-type: none"> <li>• Analysis of argument</li> <li>• Evaluating arguments</li> <li>• Developing one's own reasoned arguments</li> </ul> |

AQA has been chosen as the syllabus for AS and A2 Design and Technology. It offers a broad range of opportunities for both knowledge development and its application; the latter is achieved by both combining the development of practical skills and an understanding of materials, design and manufacturing processes. The AQA syllabus stresses not only a capacity to design and create products, but also to appreciate the relationships between materials, design, manufacture and marketing within the current global system and economic pressures; As such it considers an understanding of sustainability, product longevity, recycling and re-use of materials to be of central importance.

## **STUDENT CONSIDERATIONS**

Students must have achieved a minimum of a B at GCSE in either, D&T Resistant Materials Technology, D&T Graphic Products or Textiles Technology. Students will also be considered a GCSE in Art as these provide a sound knowledge base to begin an A-Level course.

What other subjects do students of A-Level D&T take? Common combinations include D&T with Physics, Chemistry, Mathematics, Geography, Economics, Art and Modern Languages.

## **PRODUCT DESIGN AS/A2 LEVEL**

This will result in the design and manufacture of products, with the emphasis on the application of materials and related manufacturing processes.

The course consists of four units in total; Units 1 and 2 to achieve an AS level, with the addition of units 3 and 4 to achieve an A2 level in Product Design.

- Unit 1: Materials, Components and Application. Examination method - 2 hour written paper
- Unit 2: Learning Through Designing and Making. Examination method – Coursework (approximately 50 hours)
- Unit 3: Design and Manufacture. Examination method – 2 hour written paper
- Unit 4: Design and Making Practice. Examination method – Coursework (approximately 60 hours)

## ***Unit 1: Materials Components and Application***

This unit forms 50% of the AS mark (25% of the A2 mark) although the knowledge and understanding gained here is expected to be applied to Unit 2. Unit 1 is divided into three sections: Section A: Materials and Components, Section B: Design and Market Influences, Section C: Processes and Manufacture.

Section A: Allows students to develop their understanding of both the physical and mechanical properties of materials and their components, as well as how they can be manipulated in manufacturing. Students also develop their knowledge of health and safety and CAD design.

Section B: Enables students to explore broader design concerns, for example, understanding the environmental impact of manufacturing, understanding the application of ergonomics, as well as having an awareness of inclusive design and consumer safety.

Section C: Gives students the opportunity to explore how materials and components can be manipulated to manufacture products. Much of this is conducted through hands-on project work, both within the workshop and CAD and CAM rooms.

## ***Unit 2: Learning Through Designing and Making***

This unit is the final 50% of the AS mark (25% of the A2 level). It is an opportunity for students to develop their own ideas and demonstrate their skills. The unit is a practical one where knowledge gained through the previous module is applied to students' own projects; there will be three projects throughout the year. Students are free to explore their own original ideas, demonstrating their creativity, skills and enthusiasm whilst displaying their growing knowledge of Design and Technology. They gain valuable knowledge by investigating a problem, developing a design proposal, making or modelling a product, and finally evaluating and testing its efficacy.

## ***Unit 3: Design and Manufacture***

This unit contributes to 25% of the A-Level mark. It is divided into the same three sections as Unit 1, however the content of these sections is more advanced and builds upon previous knowledge and experience from Units 1 and 2.

Section A: Materials and Components: Design and Market Influences and Processes and Manufacture; for example, understanding sustainable product design on all scales from the hydrogen fuel cell and eco-friendly cars to the use of excessive packaging or plastics within packaging.

Section B: Design and Market Influences: This incorporates a broad range of topics from understanding major developments in technology, to exploring the role of the designer, safety, ergonomics and human need, or the history of and influence of major designers and design within society.

Section C: Processes and Manufacture: This includes understanding how ICT can be applied to design, exploring manufacturing systems from 'one-offs' to mass production, and exploring product development and improvement.

#### ***Unit 4: Design and Making Practice***

This unit contributes 25% of the total A-Level mark, yet it is the major project that students will undertake during this course. Students will further develop their design and manufacturing skills. They identify a problem and investigate design opportunities through developing a proposal. Students carry out research into the existing market and the issues that relate to the design of a product. They then develop, model and evaluate the idea. The students must then plan and manufacture their design and finally draw conclusions and evaluate the product.

#### ***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, 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, Biochemistry, Veterinary Sciences etc.

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 an AS or full A-Level 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 before you decide or click around on economics software programmes accessible on the school's network before you decide. 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, Economic Analysis, etc. Because of the emphasis on logical analysis and the application of general principles to specific situations it is 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 and a car factory to assess how economic principles and theories are applied in practice.

In asking previous students why they have chosen Economics, their reasons were often as follows:

- 'It is career enhancing: especially if you want to work in law, business, government, banking, stock broking & management consulting'
- 'It complements other A-Levels e.g. Maths, Politics, Languages, History, English, Computing, etc'
- 'It prepares you for life whatever you do in the future e.g. 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 different subject to other A-Levels e.g. Sciences'

Candidates are expected to develop the following knowledge skills and understanding:

### **AS EDEXCEL ECONOMICS**

- Develop an understanding of economic concepts and theories through critical consideration of current economic issues, problems and instructions that affect every day life
- Analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within it
- Develop a critical approach to economic models and methods of enquiry
- Understand and use simple micro– and macro-economic models. Micro-economic models are covered in Unit 1 where students will look at the working of the market mechanism in relation to particular markets, for example, commodities, labour or stock market
- Macro-economic market models appear in Unit 2 where students will study the main macro-economic policy instruments and enable them to predict the possible impact of such policies and to recognise the assumptions involved. Comparisons of economic measures between developed and developing countries in Unit 2 to enable students to draw on an international context
- Be aware of the assumption of the basic model of supply and demand and understand why supply-side and/or demand-side policies may be seen as appropriate ways of managing an economy (Unit 2)
- Develop an understanding of the range of ways in which markets may fail; understand the implications of market failure for individuals, firm and government (Unit 1)

### **A2 EDEXCEL ECONOMICS**

- Use and evaluate more complex models involving more variables, for example, pricing and output decisions under different market structures (Unit 3)
- Apply models to a wider range of contexts, for example, students should consider the causes and consequences of inequality in developed and developing countries (Unit 4)
- Develop the ability to apply and evaluate economic models as represented in written, numerical and graphical form, for example, in Unit 3 students will need to be able to draw a cost curve and explain its shape in terms of diminishing marginal returns and economies of scale
- Be able to propose possible solutions to problems, for example in Unit 4, students have to apply concepts and theories which may be appropriate to promote growth and development in a particular economy

Understand the relationships and linkages which underpin macro-economic models, for example in Unit 4, students should understand global factors which influence a country's exchange rate

Be able to predict the possible impact of policy changes on local, national and international economies, for example in Unit 4, the AD/AS model is applied in analysing and evaluating the use of policies to achieve economic objectives

Be able to evaluate the effectiveness of government policies across a range of contexts, for example in Unit 4, students have to examine government policy to increase international competitiveness and how they may affect particular national industries

| SUMMARY OF UNIT SPECIFICATION STRUCTURE  |               |  |               |
|--|---------------|--|---------------|
| THE AS UNITS   |               |  |               |
| The AS comprises two units of assessment. It may be awarded as a discrete qualification or it may be the first half of a full A-Level qualification.   |               |  |               |
| <b>Unit 1: Competitive Markets –<br/>How they work and why they fail</b>   |               | <b>Unit 2: Managing the Economy</b>  |               |
| <b>AS 50%</b>  | <b>A2 25%</b> | <b>AS 50%</b>  | <b>A2 25%</b> |
| <p><b>Content Summary:</b> This unit provides an introduction to the nature of economics and examines how the price mechanism allocates resources in markets. It analyses the nature of market failure, its causes and possible policy remedies. At the end of this unit, students should be able to apply supply and demand analysis to real-world situations; to understand why markets might not allocate resources efficiently and the methods of dealing with market failure, together with an evaluation of their effectiveness.</p> <p><b>Assessment:</b> Exam of 1½ hours consisting of supported multiple-choice questions and one data response question out of a choice of two questions.</p> |               | <p><b>Content Summary:</b> This unit introduces the key measures of economic performance and the main objectives and instruments of economic policy. Students should be able to use a basic AD/AS model to understand why demand an/or supply side policies may be seen as appropriate ways of managing an economy; predict the possible impact of such policies and to recognise the assumptions involved; argue for different approaches and identify criteria for success.</p> <p><b>Assessment:</b> Exam of 1½ hours consisting one data response question out of a choice of two questions.</p> |               |

## THE A2 UNITS

The A2 comprises a further two units of assessment. Taken together with the two AS units, it leads to a full A-Level qualification.

|  |  |
|--|--|
| <b>Unit 3: Business Economics and Economic Efficiency</b>  | <b>Unit 4: The Global Economy</b>  |
| <b>AS 40%</b>  | <b>A2 20%</b>  |
| <b>AS 60%</b>  | <b>A2 30%</b>  |
| <p><b>Content Summary:</b> This unit develops the content of Unit 1 and examines how the pricing and nature of competition between firms is affected by the number and size of market participants. At the end of this unit, students should be able to analyse the pricing and output decisions of firms in different contexts. They should also be capable of making an appraisal of government intervention aimed at promoting competitive markets.</p> <p><b>Assessment:</b> Exam of 1½ hours consisting of supported multiple-choice questions and one data response question out of a choice of two questions.</p> | <p><b>Content Summary:</b> This unit develops the knowledge and skills gained in Unit 2 so that they can be applied in a global context. The application, analysis and evaluation of economic models is required, as well as an ability to assess policies which might be used to deal with economic problems. An awareness of trends and developments in the global economy over the last 10 years is required.</p> <p><b>Assessment:</b> Exam of 2 hours consisting of one essay question with two parts from a choice of three topic areas and one data response question out of a choice of two questions.</p> |

### SUMMARY OF ASSESSMENT REQUIREMENTS

| Unit Number and Unit Title                                    | Level | Assessment Information  |
|---|-------|---|
| Unit 1: Competitive markets - How they work and how they fail | AS    | <p>Examination length - 1½ hours</p> <p>Supported by multiple-choice questions where students write a short justification of why they chose that answer and/or why the other answers are incorrect. Worth 32 marks</p> <p>One data response question out of a choice of two questions. Worth 48 marks</p> |
| Unit 2: Managing the Economy                                  | AS    | <p>Examination length - 1½ hours</p> <p>One data response question out of a choice of two questions. Worth 50 marks</p> <p>Last question of data response will be open ended. Worth 30 marks</p>  |
| Unit 3: Business Economics and Economic Efficiency            | A2    | <p>Examination length - 1½ hours</p> <p>Supported by multiple-choice questions where students write a short justification of why they chose that answer and/or why the other answers are incorrect. Worth 32 marks</p> <p>One data response question out of a choice of two questions. Worth 40 marks</p> |
| Unit 4: The Global Economy                                    | A2    | <p>Examination length – 2 hours</p> <p>One essay question with two parts from a choice of three topic areas. Worth 50 marks</p> <p>One data response question out of a choice of two questions. Worth 50 marks</p>  |

| <b>ASSESSMENT OBJECTIVES AND WEIGHTINGS</b> |  |                |                |                 |
|---|--|----------------|----------------|-----------------|
|   |  | <b>% in AS</b> | <b>% in A2</b> | <b>% in GCE</b> |
| A01   | Demonstrate knowledge and understanding of the specified content   | 27.5           | 22             | 24.75           |
| A02   | Apply knowledge and understanding of the specified content to problems and issues arising from both familiar and unfamiliar situations | 27.5           | 22             | 24.75           |
| A03   | Analyse economic problems and issues   | 22.5           | 28             | 25.25           |
| A04   | Evaluate economic arguments and evidence, making informed judgements   | 22.5           | 28             | 25.25           |
|   |  | 100            | 100            | 100             |

## **SYNOPTIC ASSESSMENT**

In synoptic assessment should be a concentration on a quality of assessment to ensure that it encourages the development of the holistic understanding of the subject.

Synopticity requires students to connect knowledge, understanding and skills acquired in different parts of the Advanced GCE course.

Synoptic assessment in the context of GCE Economics requires students to:

- Understand the inter-relatedness of many economic issues, problems and institutions
- Understand how certain economic concepts, theories and techniques may be relevant to a range of different contexts
- Apply such concepts, theories and techniques in analysing economic issues and problems and in evaluating arguments and evidence

The emphasis will be on the students' ability to think as Economists and to use the Economist's toolkit of concepts, theories and techniques that they have built up during their course of study. The synoptic assessment required in this specification will be met through *Unit 3: Business Economics and Economic Efficiency* and *Unit 4: The Global Economy*. These units draw on material from other parts of the course, offering the opportunity to be assessed synoptically.

## SUMMARY OF UNIT SPECIFICATION STRUCTURE

### THE AS UNITS

The AS comprises two units of assessment. It may be awarded as a discrete qualification or it may be the first half of a full A-Level qualification.

| <b>Unit 1 : Competitive Markets –<br/>How they work and why they fail</b>  | <b>Unit 2 : Managing the Economy</b>   |
|--|--|
| <b>AS 50%</b> <span style="float: right;"><b>A2 25%</b></span>   | <b>AS 50%</b> <span style="float: right;"><b>A2 25%</b></span>   |
| <p><b>Content Summary:</b> This unit provides an introduction to the nature of economics and examines how the price mechanism allocates resources in markets. It analyses the nature of market failure, its causes and possible policy remedies. At the end of this unit, students should be able to apply supply and demand analysis to real-world situations; to understand why markets might not allocate resources efficiently and the methods of dealing with market failure, together with an evaluation of their effectiveness.</p> <p><b>Assessment:</b> Exam of 1 hour 30 minutes, consisting of supported multiple-choice questions and one data response question out of a choice of two questions.</p> | <p><b>Content Summary:</b> This unit introduces the key measures of economic performance and the main objectives and instruments of economic policy. Students should be able to use a basic AD/AS model to understand why demand and/or supply side policies may be seen as appropriate ways of managing an economy; predict the possible impact of such policies and to recognise the assumptions involved; argue for different approaches and identify criteria for success.</p> <p><b>Assessment:</b> Exam of 1 hour 30 minutes, consisting of one data response question out of a choice of two questions.</p> |

### THE A2 UNITS

The A2 comprises a further two units of assessment. Taken together with the two AS units, it leads to a full A-Level qualification.

| <b>Unit 3 : Business Economics &amp; Economic Efficiency</b>   | <b>Unit 4 : The Global Economy</b>   |
|--|--|
| <b>A2 40%</b> <span style="float: right;"><b>AL 20%</b></span>   | <b>A2 60%</b> <span style="float: right;"><b>AL 30%</b></span>   |
| <p><b>Content Summary:</b> This unit develops the content of Unit 1 and examines how the pricing and nature of competition between firms is affected by the number and size of market participants. At the end of this unit, students should be able to analyse the pricing and output decisions of firms in different contexts. They should also be capable of making an appraisal of government intervention aimed at promoting competitive markets.</p> <p><b>Assessment:</b> Exam of 1 hour 30 minutes, consisting of supported multiple-choice questions and 1 data response question out of a choice of 2 questions.</p> | <p><b>Content Summary:</b> This unit develops the knowledge and skills gained in Unit 2 so that they can be applied in a global context. The application, analysis and evaluation of economic models is required, as well as an ability to assess policies which might be used to deal with economic problems. An awareness of trends and developments in the global economy over the last 10 years is required.</p> <p><b>Assessment:</b> Exam of 2 hours, consisting of one essay question with two parts from a choice of three topic areas, and one data response question out of a choice of two questions.</p> |

## SUMMARY OF ASSESSMENT REQUIREMENTS

| Unit Number And Unit Title                                    | Level | Assessment Information  | Number of Marks Allocated in the Unit |
|---|-------|---|---------------------------------------|
| Unit 1: Competitive markets – How they work and how they fail | AS    | Examination length – 1 hour 30 minutes.<br>Supported multiple-choice questions where students write a short justification of why they chose that answer and/or why the other answers are incorrect. Worth 32 marks<br>One data response question out of a choice of two questions. Worth 48 marks | 80 marks                              |
| Unit 2: Managing the Economy                                  | AS    | Examination length – 1 hour 30 minutes.<br>One data response question out of a choice of two questions. Worth 50 marks<br>Last question of data response will be open ended. Worth 30 marks   | 80 marks                              |
| Unit 3: Business Economics and Economic Efficiency            | A2    | Examination length – 1 hour 30 minutes.<br>Supported multiple-choice questions where students write a short justification of why they chose that answer and/or why the other answers are incorrect. Worth 32 marks<br>One data response question out of a choice of two questions. Worth 40 marks | 72 marks                              |
| Unit 4: The Global Economy                                    | A2    | Examination length – 2 hours.<br>One essay question with two parts from a choice of three topic areas. Worth 50 marks<br>One data response question out of a choice of two questions. Worth 50 marks  | 100 marks                             |

## ASSESSMENT OBJECTIVES AND WEIGHTINGS

|     |   | % in AS | % in A2 | % in GCE |
|-----|---|---------|---------|----------|
| A01 | Demonstrate knowledge and understanding of the specified content  | 27.5%   | 22%     | 24.75%   |
| A02 | Apply knowledge and understanding of the specified content to problems and issue arising from both familiar and unfamiliar situations | 27.5%   | 22%     | 24.75%   |
| A03 | Analyse economic problems and issues  | 22.5%   | 28%     | 25.25%   |
| A04 | Evaluate economic arguments and evidence, making informed judgements  | 22.5%   | 28%     | 25.25%   |
|     |   | 100%    | 100%    | 100%     |

## **SYNOPTIC ASSESSMENT**

In synoptic assessment should be a concentration on a quality of assessment to ensure that it encourages the development of the holistic understanding of the subject.

Synopticity requires students to connect knowledge, understanding and skills acquired in different parts of the Advanced GCE course.

Synoptic assessment in the context of GCE Economics requires students to:

- Understand the inter-relatedness of many economic issues, problems and institutions
- Understand how certain economic concepts, theories and techniques may be relevant to a range of different contexts
- Apply such concepts, theories and techniques in analysing economic issues and problems and in evaluating arguments and evidence

The emphasis will be on the students' ability to think as Economists and to use the Economist's toolkit of concepts, theories and techniques that they have built up during their course of study. The synoptic assessment required in this specification will be met through *Unit 3: Business Economics and Economic Efficiency* and *Unit 4: The Global Economy*. These units may draw on material from other parts of the course, offering the opportunity to be assessed synoptically.

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.

AS and A2 are divided into two pairs of units; one exam-based unit and one coursework unit per pairing. Coursework is therefore a requirement at AS *and* A2.

## AS-LEVEL

### ***F661 (Exam): Poetry and Prose (1800 – 1945)***

#### Poetry

Candidate will be examined on a set poet and this will involve close critical analysis of diction, structure, imagery and ideas and themes.

#### Prose

Candidates will be examined on a set prose text focussing on narrative methods and effects and linking to other readers' interpretations.

### ***F662 (Coursework): Literature Post-1900***

Candidates will be expected to study at least three texts – all post-1900; one must have been written post-1990 and one must be a work of literary criticism (e.g. David Lodge's *The Art of Fiction*). The latter may be a collection of relevant critical essays by a variety of critics.

Each candidate must submit two essays – one based on the close analysis of a specific passage from a novel on their course; the other an essay exploring the connections between texts informed by other readers' interpretations.

The entire submission must not exceed more than 3000 words.

## **A2 LEVEL**

### ***F663 (Exam): Drama and Poetry and Prose pre-1800***

#### Section A – Shakespeare set text:

This will involve the critical analysis of structure, form and meaning and a consideration of other readers' interpretations.

#### Section B – Drama and Poetry pre-1800

This will involve the study of texts across two genres (poetry and drama) within the same or different time periods exploring contrasts and comparisons between texts.

### ***F664 (Coursework) - Texts in Time***

This will involve the study of three texts across two genres (Poetry and Prose). The third text can be from any genre. The course may be based around a topic (e.g. The Gothic); a literary perspective (e.g. Feminism); an historical period (e.g. The Victorians, The Romantics). The texts must simply be linked in a cohesive and unifying way.

A single essay of no more than 3000 words must be submitted for this course.

### **None of the above texts may come from the set text list for any other units offered at AS or A2.**

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 at AS- and A2-Level is the intellectual rigour I 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.

## General Studies

General Studies is a course occupying four periods per week on the Lower Sixth timetable and is an option alongside Critical Thinking. All will be expected to take the AS examination at the end of the Lower Sixth.

Currently the course consists of a splendid programme of guest speakers. This year we have already enjoyed guests talking on subjects such as *Censorship*, *Prisons*, *Genetic Engineering*, *Money Management* and *The Arab-Israeli Conflict*. The idea here then 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, 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 VI<sup>th</sup> Formers education.

We hope that this course will provide you with the confidence to argue, debate, analyse and think. These skills are the essentials for University.

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 specification. There is, however, traditional Geography too. From the study of the reasons behind global pandemics to why beaches exist; it's all here!

## **KEY SKILLS**

From 2001 there was an increased emphasis on A-Level candidates being able to demonstrate the key skills of:

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

No other subject offers the opportunities to practise and demonstrate these, particularly through fieldwork. A day out in the Peak District can really help skills to be learned quickly.

## **COURSE REQUIREMENTS**

These are similar to those in other A-Level subjects, being preferably 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 text books (around £50 in 2009) and to attend any field trips that are organised for you. This 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.

*There is no coursework in the A-Level course.*

## **COURSE SUMMARY**

The AQA Advanced Level Specification (which can be viewed at [aqa.org.uk](http://aqa.org.uk)) as we interpret it comprises of:

### **AS Year**

#### Unit 1

##### *Core Units:*

- Rivers, floods and Management
- Population Change

##### *Option Units:*

- Coastal environments
- Health Issues

(These have been selected by the staff to suit our students and our expertise)

Assessment: 1 two hour written paper.

#### Unit 2

##### *Applied Geography*

- Basic, investigative, ICT, graphical, cartographical and statistical skills
- Research skills and the assessment of AS fieldwork

Assessment: one 2 hour written paper

### **A2 Year**

At least two topics will be selected from the following list of 'Contemporary Geographical Issues':

- Plate tectonics and associated hazards
- Weather and climate and associated hazards
- Ecosystems: change and challenge
- World cities
- Development and globalisation
- Contemporary conflicts and challenges

These are examined in a 2 hour written paper.

#### Geographical Issue Evaluation

In this unit students will investigate an issue, which will test all of their skills. They will receive an information booklet from the exam board 8 weeks before the examination. They can then research and study the issue in the period leading up to the exam. In the exam itself they will be required to show an understanding of the connections between the different aspects of Geography represented in the content of the two-year course.

This will be examined in a 1½ hour written paper.

## **WHAT COMES AFTER?**

A Geography A-Level leads on 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 A or AS subjects. 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, logistics and teaching.

Why not try it?

The course followed is the AQA AS (1041) and Advanced (2041) syllabus. It concentrates on British and European History during the Sixteenth Century. The course is assessed by means of timed examination in each of three units, plus a Personal Study.

## **THE COURSE**

### ***Unit 1: The Reformation in Europe c1500-1564***

An examination of the great changes that took place in 16<sup>th</sup> Century Europe and the fascinating characters who prompted them to happen, such as Martin Luther and John Calvin.

### ***Unit 2: The Church in England: the Struggle for Supremacy***

This is essentially a study of the reign of Henry VIII, with particular focus on why and how he broke from the Catholic Church to create the Church of England.

### **These two units comprise the AS qualification**

### ***Unit 3: The Triumph of Elizabeth: Britain 1547-1603***

Here the remainder of the Tudors will be studied, with a focus on change and continuity and key individuals.

### ***Unit 4 Personal Study: Spain in the 16<sup>th</sup> Century***

Initially this will be a taught course from which will emerge threads and topics which can be taken up by students to provide the material needed for their personal study.

### **These two units (together with Units 1 and 2) comprise the A2 qualification**

## **HOW THE COURSE IS EXAMINED**

This very much depends on the needs and abilities of the student.

- Those taking only AS will sit 2 exams at the end of the Lower Sixth
- Those taking A2 will sit the 2 AS exams at the end of the Lower Sixth and then the A2 exam at the end of the Upper Sixth. The Personal Study will be written during the Lent term of the Upper Sixth and submitted just after Easter
- It should be possible to retake AS exams in the January of the Upper Sixth, or at the end of the Upper Sixth

## **THE EXAMINATIONS**

There are 3 papers.

- 1) 1¼hours: Two questions chosen from three. Each is in two parts.
- 2) 1½ hours: One compulsory source -based question plus one other question chosen from two. All questions are in two parts.
- 3) 1½ hours: Two questions chosen from three.
- 4) Historical Enquiry: a piece of coursework that tests understanding of change over a period of 100 years. Approximately 3500 words in length. Topic and title chosen by students (in consultation with teacher), marked internally, moderated by AQA.

## **TEACHING AND LEARNING STYLES**

A variety of approaches are adopted. There is a great deal of discussion and argument. Students will take notes in lessons and from textbooks. There could be research work, essays, document work, videos and trips to local and national conferences.

Essay-writing is a key skill and indicates the need for literary ability. This should be taken into account when choosing the subject. In A-Level essays it is not just what you have to say, but how you say it. 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 and, using a breadth of knowledge, select the relevant materials to develop the argument. He/she must organise the material, using the relevant and discarding the irrelevant. Knowledge of the theories of prominent historians must be displayed where possible.

Wide reading will be essential. Candidates must want to read history books and will have to use their initiative to search out suitable material. Reading will not only improve knowledge, but essay style too, and this is important.

At A-Level, therefore, the candidate moves away from the largely factual response to one where argument and analysis predominate. The document work requires knowledge of terminology, the ability to comprehend 16<sup>th</sup> Century sources and to analyse the meaning of the sources and their usefulness. This is all achieved gradually, building upon skills already developed at GCSE.

## **OTHER COMMENTS**

The essential requirement for potential A-Level History students is enthusiasm. Students must enjoy the subject, be keen to learn and keen to read. We have a magnificent collection of A-Level textbooks – 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 coast along; the work is hard, challenging and 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. They will be encouraged to share one another's ideas and work.

In recent years our contacts with Universities have improved massively. We now enjoy regular visits from leading academics and many conferences. Last year we enjoyed guest academic speakers on subjects such as *'Why study History'* and *'The Success of Martin Luther'*. We host our own 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 whilst closing few. History A-Level leads directly to some specific jobs, like teaching and archive work and Historians are sought after people because the skills of a good Historian are useful in a wide variety of jobs, from the more obviously linguistic journalism and the media to those requiring clear analysis of problems (administration and management). History graduates are, for example, prominent in the higher echelons of the Civil Service. History is often grouped with English, Economics or a foreign language at A-Level but the narrow specialisation in Arts subjects alone seems to have come to an end. A-Level History students often turn to Law or Politics at University, many continue with pure History degrees. Even future medics seem to choose and enjoy studying the subject at A-Level. Above all – if you enjoy History then consider it for A-Level.

Government driven changes in post-16 education meant that, from September 2000, all modular A-Levels were to consist of six modules assessed at two different levels. However the new system in Mathematics did not prove to be as successful as it did in some other subjects. The apparent large failure rate for AS Mathematics in the first couple of years of the scheme resulted in a re-organisation of the material and so from September 2004 the modules will be arranged as follows:

|                       |   |
|-----------------------|---|
| <b>AS<br/>MODULES</b> | <p>These are assessed at the level a 17 year old student might expect to have reached at the end of the Lower Sixth. For Mathematics these modules are:</p> <p>Core 1 (Pure Mathematics 1) (C1)<br/>         Core 2 (Pure Mathematics 1) (C2)<br/>         Mechanics 1 (M1)<br/>         Statistics 1 (S1)<br/>         Decision Maths 1 (D1)</p> <p>A maximum of four of these modules can be included in any A-Level Mathematics award.</p> |
| <b>A2<br/>MODULES</b> | <p>These are assessed at the level an 18 year old student might expect to have reached at the end of the Upper Sixth. For Mathematics these modules are:</p> <p>Core 3, 4 (Pure Mathematics)<br/>         Further Pure 1, 2, 3<br/>         Mechanics 2, 3, 4, 5<br/>         Statistics 2, 3<br/>         Decision Maths 2</p> <p>A minimum of two of these modules must be included in any A-Level Mathematics award.</p>                   |

The following courses are likely to be offered at LGS next year.

## **A/S MATHEMATICS – 1 YEAR**

### **Modules, C1, C2 and S1 or D1 or M1 will be studied**

This is the option students should take if they are looking to broaden their Sixth Form studies by continuing with Mathematics for another year beyond GCSE. All three of the modules studied are at AS standard but by choosing the Applied option to be covered, carefully, students should be able to gain sufficient mathematical skills to support the other subjects they study. It is likely that any student making this choice will be studying

alongside the students intending to take the subject all the way to A-Level so it will be possible to change to and from this option if preferences for different subjects change.

## **A-LEVEL MATHEMATICS – 2 YEARS**

**Under this broad heading there are three different options available to students depending upon the choice of Applied Mathematics modules studied.**

1. Pure Mathematics with Mechanics.
2. Pure Mathematics with Statistics.
3. Pure Mathematics with Decision Mathematics.

For each of these choices Pure Mathematics modules C1, C2, C3 and C4 will be studied together with 2 Applied Mathematics modules.

### **1. Pure Mathematics with Mechanics**

Modules C1, C2, C3, C4, M1 and M2 will be studied. C1, C2 and M1 will be taken at the end of the Lower Sixth.

This option would be most suitable for those students also studying A-Level Physics who are thinking about University study in Physics, Engineering or Mathematics but who have chosen not to study Further Mathematics.

### **2. Pure Mathematics with Statistics**

Modules C1, C2, C3, C4, S1 and S2 will be studied. C1, C2 and S1 will be taken at the end of the Lower Sixth.

This option would be most suitable for those students studying Biology, Geography or other subjects for which Mathematics is a support. The data handling aspects of the Statistics options fit well with the analysis required for these subjects and could also prove useful for those thinking of studying Medicine in the future.

### **3. Pure Mathematics with Decision Maths**

Modules C1, C2, C3, C4, D1 and D2 will be studied. C1, C2 and D1 will be taken at the end of the Lower Sixth.

This option would be most suitable for those students studying Economics or intending pursuing University courses in Business related topics where an understanding of algorithms would be useful.

Because of the different options that can be taken, it is vital that all students considering continuing to study mathematics past GCSE think carefully about their choices. It will not be possible to change between options without a lot of extra catch-up work in the Applied module.

## **CALCULATORS**

Module C1 will be a non-calculator paper. All other modules will allow access to a graphical calculator although this will not be a compulsory requirement.

## **SETTING**

Because of the large numbers that opt to study Mathematics in the Sixth Form, it is departmental policy to set students by ability. Students will be set separately for Pure Mathematics and, where numbers permit, for their Applied option. The top two sets for Pure Mathematics, which will generally be the most able students who will probably already have studied the C1 module in Year 11, will then also have the opportunity to study for an extra AS in Further Mathematics. This essentially involves studying module FP1 in the Lower Sixth and two modules from D1, S1 or M1 in the Upper Sixth. One extra period per week throughout the two years will be allocated to help cover the extra material that this extra qualification will entail.

### **Note**

It should be noted that A-Level Mathematics, as is the case with all other A-Levels, requires hard work and dedication and students should not opt for the subject unless they are prepared to apply themselves fully. An A grade at GCSE should really be a minimum requirement, along with a good level of fluency with algebra.

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 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 GCSE is needed.

### MODULES TO BE STUDIED

For two A-Levels in Mathematics and Further Mathematics, a minimum of 12 modules would be studied. These would consist of the compulsory Pure Mathematics modules C1, C2, C3 and C4 for A-Level Mathematics and FP1, FP2 and FP3 for Further Mathematics together with 5 from M1, M2, M3, M4, M5, S1 and D1 to cover the applications of the subject. It is expected that almost all Further Mathematics students will also be studying Physics and so the emphasis of the Applied modules will be on Mechanics as this aspect is very closely linked to Physics. However, it is possible that at least one other application will be encountered in class time to provide some breadth to the mathematical experience and some students also choose to study extra modules in their own time.

It is expected that students opting for Future Mathematics will take modules C1, C2, C3, C4, M1 and M2 by the end of the Lower Sixth (with C1, C2 and M1 probably being taken in January) and so have completed the requirements for both AS Mathematics and A-Level Mathematics, although, in line with school policy, these results will not be cashed in for an actual grade.

### CALCULATORS

Module C1 will be a non-calculator paper. All other modules will allow access to a graphical calculator, although this is not a compulsory requirement.

The three languages offered in the Sixth Form are French, German and Spanish. The work is interesting and varied, although it makes considerable demands. A modern foreign language complements most subjects, giving students the necessary breadth to secure a wide range of career opportunities. With greater mobility in Europe we advise that students seriously consider a modern foreign language and avoid the limitations of pursuing a purely Science, or Mathematics based curriculum.

In the Sixth Form primary importance is attached, as at GCSE, to the development of oral and written skills and we emphasise the need for regular oral work, the detailed study of grammar and the appreciation of different registers of written language, which is all done in a topic based way. The topics covered are all stimulating and relevant, ranging from the media and popular culture to such topics as the environment and social issues. The course also opens up new horizons for students and introduces them to many aspects of European life, history, civilisation and culture. All the students' work in French is complemented by language seminars with our Foreign Language Assistant.

Lower Sixth students are prepared to sit two modules at the end of their course, which comprise a Speaking Test (oral) and a Listening, Reading and Writing Paper. Should the students wish to carry on with their language to A2, and it is strongly recommended that he/she does, then a further two modules are taken at the end of the Upper Sixth. These modules include a further Speaking Test and another Listening, Reading and Writing Paper – the writing task is in the form of an extended essay in the target language on a cultural topic (perhaps literary) which will have been studied during the year.

Although some linguists may go on to read languages at University and use their linguistic expertise as interpreters, others 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 are an increasing number of courses offering a language element in combination with other subjects, such as Law, Business Studies and Management. It may therefore be considered a great disadvantage not to have continued with a language in the Sixth Form. Whereas French is normally very popular in the sixth form numbers do fluctuate in German and Spanish, so we cannot guarantee that the latter two languages will run every year unless there is sufficient uptake.

Those who have studied Music in Years 10 and 11 at Leicester Grammar School will already have taken Music at AS Level. Should they wish to continue with the subject into the Sixth Form, they will proceed to the A2 course. Students who have not taken AS Music prior to joining the Sixth Form can begin the AS course at the start of the Lower Sixth. Students should be conversant with the demands of Grade 5 theory before starting the course.

Both AS and A2 Music follow a similar pattern of three papers concerned with performing, stylistic techniques/compositions and historical studies/aural. A2 develops the studies undertaken at AS Level. A full breakdown of the papers is given below, but the following gives a brief idea of what is demanded of candidates:

### ***Performing***

Candidates are expected to take a full part in the School's extensive performing opportunities, and should be of Grade VI to VIII standard. Solo and ensemble work must be undertaken.

### ***Composing/Stylistic Techniques***

Candidates learn the art of harmony and counterpoint through the completion of stylistic exercises. They must also produce compositions which should be informed by their studies of different styles.

### ***Historical Studies/Aural***

Prescribed works and historical topics are studied in detail. In addition to a written paper, candidates are expected to answer questions on recorded extracts of music.

## **AS MUSIC**

### ***Unit 2550: Performing*** – Assessed by a Visiting Examiner

Section A - Recital (solo 5-8 minutes). Candidate discuss their performance with the Examiner

Section B – **one** of:

- Performing on a second instrument
- Performing in a duet or ensemble, or as an accompanist
- Performing own composition
- Improvisation

**Unit 2551: Composing 1** – Assessed by Teacher Examiner

Section A - The Language of Western Tonal Harmony

Section B - The Expressive Use of Instrumental Techniques

**Unit 2552: Introduction To Historical Study** – Timed Examination Paper (2 hours)

Section A - Aural Extracts

Section B - Prescribed Works

Section C - Contextual Study

## **A2 MUSIC**

**Unit 2553 Performing: Interpretation** – Assessed by a Visiting Examiner

Section A - Recital (solo/ensemble/accompanying 12-15 minutes)

Section B - Candidates discuss their programme and performance with the examiner

**Unit 2554: Composing 2** – Teacher- Assessed Folio

Section A - Stylistic techniques

Section B - Composition Assignment

**Unit 2555: Historical & Analytical Studies** – Timed Examination Paper (2½ hours)

Section A - Aural Extracts

Section B - Prescribed Historical Topic

## **Performance Opportunities**

There are extensive opportunities for performing. The main ensembles are First Orchestra, Symphonic Wind Band, Choir, Choral Society, Dance Band, Folk Group and Recorder Group, as well as many wind and string chamber ensembles. Concerts are given regularly.

The AS course in Sport and PE may be used in one of two ways:

- As a final qualification, allowing students to broaden their studies and to defer their decisions about specialisation
- As the first half (50%) of an Advanced Level GCE qualification which must be completed before an A-Level GCE award can be made

All candidates will further their knowledge and understanding of the importance of exercise and activity to their personal, social and mental health and well-being. They will also extend their ability from GCSE Level to plan, perform and evaluate an exercise training programme and will demonstrate the application of knowledge to improve performance.

At AS Level the course is broadly concerned with Factors governing the Improvement of Performance. Students continuing the course on to take the full Advanced Level award will develop an understanding of the Elite nature of Sport and the Optimisation of Performance.

## AS PHYSICAL EDUCATION

### ***Unit G451: An introduction to Physical Education***

#### **Anatomy and Physiology (Section A)**

- The skeletal and muscular systems
- Motion and movement
- The cardiovascular and respiratory systems in relation to the performance of physical activity

#### **Acquiring Movement Skills (Section B)**

- Classification of motor skills and abilities
- The development of motor skills
- Information processing
- Motor control of skills in physical activity
- Learning skills in physical activity

#### **Socio-Cultural Studies relating to Participation in Physical Activity (Section C)**

- Physical activity
- Sport and culture
- Contemporary sporting issues

### ***Unit G452: Acquiring, Developing and Evaluating Practical Skills in Physical Education***

- Performance
- Evaluating and planning for the improvement of performance

## COURSE SPECIFICATION

| AS   |   |          | A2  |   |          |
|--|---|----------|---|---|----------|
| <b>Unit 1:</b>   | <b>Opportunities for and the Effects of Leading a Healthy and Active Lifestyle</b>            |          | <b>Unit 3:</b>  | <b>Optimising Performance and Evaluating Contemporary Issues within Sport</b> |          |
| Written Paper  | 2 hours   | 84 marks | Written Paper   | 2 hours   | 84 marks |
| Weighting  | 60% of AS marks<br>30% of A-Level marks   |          | Weighting   | 30% of A-Level marks  |          |
| <p>Candidates are required to answer seven questions from Section A and one from Section B</p> <p>Section A will require candidates to answer questions on applied physiology, skill acquisition and opportunities for participation</p> <p>Section B will examine the application of theoretical knowledge to a practical situation</p>   |   |          | <p>Candidates are required to answer six questions, two from Section A, two from Section B and two from Section C</p> <p>Section A looks at how the application of physiological factors can optimise performance</p> <p>Section B looks at how the application of physiological knowledge can optimise performance</p> <p>Section C evaluates contemporary influences in sport and their impact on the performer</p> |   |          |
| <b>Unit 2:</b>   | <b>Analysis and Evaluation of Physical Activity as Performer and/or in an Adopted Role(s)</b> |          | <b>Unit 4:</b>  | <b>Optimising Practical Performance in a Competitive Situation</b>            |          |
| Internal Assessment with external moderation:  | 100 marks   |          | Internal Assessment with external moderation:   | 120 marks   |          |
| Weighting:   | 40% of AS Level marks<br>20% of A-Level marks   |          | Weighting:  | 20% of A-Level marks  |          |
| <p>Candidates are assessed on their ability to perform, analyse and evaluate the execution of core skills/techniques in isolation and a structured practice as either: a player/performer and in an adopted role or in two adopted roles</p> <p>Section A requires candidates to be assessed on their ability in two from a choice of three roles</p> <p>Section B will look at the theoretical factors that improve performance. Candidates will be assessed on this element through the Section B question in Unit</p> |   |          | <p>Candidates are assessed on their ability to perform, analyse and evaluate their own performance of the core skills/techniques in a competitive situation as wither a player/performer or in an adopted role.</p> <p>Then using their knowledge and understanding, identify their weaknesses; suggest the causes of these weaknesses and appropriate corrective measures</p>  |   |          |

Our sixth form students are currently following the OCR 2008 Physics A specification. Subject content includes mechanics, electricity, quantum physics and waves over the two modules, with the practical component consisting of a qualitative, quantitative and evaluative task to accompany a set practical at various times throughout the year. The G481 module is sat in January of the Lower 6<sup>th</sup> year, with the more heavily weighted G482 module taken in June.

The Upper 6<sup>th</sup> year follows a similar pattern, with the Newtonian World module (G484) taken in January and Fields, Particles and Frontiers of Physics (G485) sat at the end of the year. The practical module G486 also follows the structure set in the Lower 6<sup>th</sup> with more challenging experiments to analyse. Topics include Newton's laws, circular motion and oscillations, thermal physics and electric and magnetic fields, with the OCR specification being the only syllabus to also include content taken from all three of the Legacy option papers, namely cosmology, nuclear physics and medical physics.

The subject content links closely with the topics covered by the current IGCSE but as well as a large amount of new material, the vast majority of modules are more challenging conceptually. A-Level Mathematics complements both Physics courses, but is not a necessity if a strong grade had been obtained in both subjects at GCSE level.

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 the course, please see  
<http://www.ocr.org.uk/qualifications/type/gce/physics/a/index.aspx>

## 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 last 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 to examination success.

## THE SYLLABUS AND METHOD OF EXAMINATION

The examination board (AQA) is introducing a new specification for the AS and A2 Government and Politics course which will be applicable from 2009 for AS students and 2010 for A2 students. This effectively means that students who begin AS Government and Politics in September 2008 will study the new specification. The new AS specification will consist of two modules – both of which will be examined at the end of the Lower Sixth Year and it is very similar to the one that is currently operational in terms of the content that the students will study. As with the current specification content for AS, the new specification requires students at AS Level to study various aspects of British government and politics; not only how the country is organised (for example, the working of Parliament, the role of the Prime Minister, the European Union, elections), but also current issues and developments (for example, the methods by which contemporary pressure groups, such as those campaigning against high fuel prices or live animal exports try to achieve their aims). The examination will consist of short structured essay questions and there is **no coursework** element.

| Module 1                           | Module 2                 |
|------------------------------------|--------------------------|
| People, Politics and Participation | Governing Modern Britain |

The two modules that will make up the A2 (Upper Sixth) build on the As course, but 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). Once again, the examinations come at the end of the year and consist of structure essay type questions. There is **no coursework** element. The modules are:

| <b>Module 3 (Unit 3a)</b> | <b>Module 4 (Unit 4a)</b> |
|---------------------------|---------------------------|
| The Politics of the USA   | 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.

AS/A-Level Politics and AS/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 (French or German) with a view to studying European Studies or International Relations when they go to University. If you are choosing to study all sciences, Politics could provide contrast and balance as a 'complimentary subject' in the Lower Sixth - before you convert your other AS subjects into A-Levels in the Upper Sixth. Whatever your other AS options, studying Politics will help you significantly in your General Studies Examination.

### **HOW DO WE LEARN AT LGS?**

As in the study of any other arts 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 videos 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.

In this year's awards Leicester Grammar Politics Department 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. Summer 2007** (i.e. those that took the subject to A2).

| <b>AS</b>         |    |    |   |
|-------------------|----|----|---|
| <b>Grades</b>     | A  | B  | C |
| <b>Numbers</b>    | 12 | 4  | 0 |
| <b>Cumulative</b> | 75 | 25 | 0 |

| <b>A2</b>         |    |    |   |
|-------------------|----|----|---|
| <b>Grades</b>     | A  | B  | C |
| <b>Numbers</b>    | 11 | 4  | 1 |
| <b>Cumulative</b> | 69 | 25 | 6 |

**Upper Sixth Politics Results. Summer 2008** (i.e. those that took the subject to A2).

Upper Sixth A-Level Grades (20)

|                     |    |    |    |    |   |
|---------------------|----|----|----|----|---|
| <b>Grades</b>       | A  | B  | C  | D  | E |
| <b>Numbers</b>      | 12 | 3  | 2  | 3  | 0 |
| <b>Cumulative %</b> | 60 | 15 | 10 | 15 | 0 |

**Upper Sixth Politics Results. Summer 2009** (i.e. those that took the subject to A2).

Upper Sixth A-Level Grades (11)

|                     |       |       |   |   |   |
|---------------------|-------|-------|---|---|---|
| <b>Grades</b>       | A     | B     | C | D | E |
| <b>Numbers</b>      | 8     | 3     | 0 | 0 | 0 |
| <b>Cumulative %</b> | 72.72 | 27.27 | 0 | 0 | 0 |

The new AQA Theatre Studies syllabus is excellent, with much to offer students interested in acting and the study of theatre and dramatic text. The specification is still rigorous and requires a broad range of skills, but it makes more realistic demands upon students, giving them more time to study set texts and practitioners and to explore the practical work at a less frenetic pace. The emphasis is on the practical exploration and application of theatrical works and techniques, combined with aspects of dramatic theory.

Theatre Studies is a challenging and respected A-Level (the AQA course being the most academic of the Drama-related A-Levels on offer), accepted by Universities including Cambridge. It complements Arts, Humanities, Languages and Science subjects alike and, 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, Theatre Studies 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 Theatre Studies students have gone on to Drama-related degrees and professional work in the theatre, but also to pursue other areas of study as varied as Medicine, Law, History, Environmental Science, Philosophy, Politics, English, Art, Midwifery, Business – the list goes on!

The Theatre Studies course is varied and challenging, and much of the success of the work (and 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.

The specification is divided into four units - two in each year. The AS course is structured as follows:

**Unit 1 – Written: Response to Live Theatre and Prescribed Play**  
**60% of AS; 30% of A-Level**

In an externally-marked 1½ hour paper, students write a response to live theatre seen during the course, and an essay on a set text studied. Students are permitted to take into the examination notes on productions seen and an annotated copy of the set text.

**Unit 2 – Practical: Presentation of an Extract from a Play**  
**40% of AS; 20% of A-Level**

In groups of 2-8 students present an extract from a play, which is internally assessed and externally moderated. Their choice of play text and the interpretation of the piece will be influenced by a theatre practitioner or theatre company. Brief supporting notes are produced to show understanding of the nominated practitioner, the group's dramatic intentions and evaluation of the work.

The A2 course follows a similar structure:

**Unit 3 – Written: Further Prescribed Plays**  
**30% of A-Level**

In a 2 hour, externally-marked paper students write two responses – one on each of two set texts. The first essay is on a pre-20<sup>th</sup> century play, with a choice of questions from the perspective of actor, director and designer. The second is an extract-based question on a 20<sup>th</sup> century or contemporary play. Again, lightly-annotated copies of the set texts may be taken into the examination.

**Unit 4 – Practical: Presentation of Devised Drama**  
**20% of A-Level**

In groups of 2-8 students produce a piece of devised drama, based on a chosen theatrical style. This is internally assessed and externally moderated. Again, brief supporting notes provide evidence of research into the style chosen, outline the group's dramatic intentions, record approaches to devising and evaluate the work in progress and finished product.

Religious Studies in the VI<sup>th</sup> Form covers two main areas: Ethics and Philosophy. While GCSE Religious Studies is a useful insight into some aspects of the AS and A2 courses, it is by no means a necessary foundation. Many students find their interest in ethical and theological concerns develop as they get older and if you are attracted by the topics below, you should definitely consider a VI<sup>th</sup> Form course in Religious Studies.

**You do not need to have taken GCSE Religious Studies to enjoy and succeed at AS and A2 Religious Studies.**

AS Religious Studies involves the study of two units, each assessed by an external examination.

## ***Unit 1 – Foundations***

### Ethics

A study of the relationship between religion and morality:

- Reasons for and against the view that morality derives from religion
- Reasons for and against the view that morality is independent of religion

A study of ethical theories:

- Utilitarianism
- Situation ethics

A study of applied ethics:

- Sexual ethics
- War and peace

### Philosophy of Religion

- A study of philosophical arguments about the existence of God.
  - Design and Cosmological
- A study of selected problems in the philosophy of religion.
  - Evil and suffering
  - Miracles

This unit will be assessed by one examination of 1 hour 45 minutes.

## ***Unit 2 – Investigations***

Students choose one from over 21 topics to research and investigate. They then answer one question in the examination based on their independent teacher led research, in one examination of 1 hour 15 minutes.

Topics for investigation include:

Religion and Science, Religious Experience, Medical ethics, Inter-faith dialogue, Development of the Church and many more.

A2 Religious Studies involves two further papers:

### ***Unit 3 Developments***

#### Ethics

A study of the relationship between religion and morality:

- Critiques of links between religion and morality

A study of ethical theories, key concepts, strengths and weaknesses:

- Deontology
- Natural moral law –

A study of problems in Ethics:

- Objectivity – relativism, subjectivism
- Justice, Law and Punishment

#### Philosophy of religion

A study of philosophical arguments for the existence of God:

- Religious Experience – key concepts, strengths and weaknesses
- Ontological – key concepts, strengths and weaknesses
- Non-existence of God and critiques of religious belief

A study of selected problems in the philosophy of religion:

- Beliefs about life after death, reincarnation, rebirth, resurrection, immortality of the soul
- A study of religious language, analogy, language games, myth and symbol, verification and falsification debates

This module will be assessed by an external examination of 1 hour 45 minutes.

### ***Unit 4 – Implications***

An examination of 1 hour 15 minutes will assess the students' ability to understand the implications of the AS and A2 Religious Studies within the wider terms of 'religion' and 'human experience'. Based on an anthology of ethical and philosophical passages, students will answer 1 question.

## **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 the student's own presuppositions and those of others. Religious Studies is recognised by Universities and employers as the academically rigorous exercise that it is. Students of Religious Studies are widely thought to have been highly trained in skills of thinking, debate, analysis and research, as well as inter-personal skills, increasingly important in our multi-racial and cultural society.

Religious Studies is a valuable A-Level, either complementing the skills being acquired in other Humanities A-Levels or offering an ethical and philosophical breadth to Science subjects. The progression of Religious Studies students is wide and varied, many following careers in medicine, law, teaching, the Police, social work and many more.

***'And career-wise, at least, theology has stood us in great stead ... Between us, there is a television researcher, a theatrical agent, a Walt Disney producer, an artist, a court reporter, a primary school teacher, a financial journalist, a literary agent, a night club singer and a spy.'***

Clare Garner, journalist with The Independent on her University theology classmates.

# The Sixth Form - outside the classroom

In the Sixth Form you will be placed in an administration group with an administration tutor. You will register in the morning 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 a new initiative which complements the General Studies programme 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 most benefit from their Sixth Form course, 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 our 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, they too can claim study afternoons. All Sixth Form students should spend a lot of their time in the Library.

The Career Development Centre within the Cuffin Library contains full and up-to-date information concerning careers and education courses. Members of the department are always available to answer questions and give guidance to students and they conduct interviews with Sixth Formers on an individual basis. We operate an open door policy!! Special care is taken in the guidance of Sixth Formers in their AS/A2-Levels, University and college choices or into work direct from school.

The school has two fully qualified Careers Advisers. They are supported by the Head of Sixth Form and members of the School University Committee. Members of staff have also been appointed with responsibility for Work Experience and Young Enterprise. 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**

(The careers Intranet site has fuller details on what is offered).

- Lower Sixth Form** Individual interviews  
Careers sessions on UCAS  
CV work  
Advice on University/college choice  
Careers advice on leaving school  
Interview technique developed with the help of national companies
- Upper Sixth Form** Individual interviews  
Preparation for graduate recruitment  
Interview techniques  
AS/A2-Level results service from mid-August  
Preparation for UCAS applications

**Careers Convention:** Industry and other career areas are invited to send representatives to take part 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 or three years; on the last occasion, this was supported by over 60 visiting firms.

**Industrial Visits and Work Experience:** Work Experience was available to members of Year 10 arranged through WEXA. In the Lower Sixth students are encouraged to attend Careers Experience courses run by ISCO.

### **Guidance**

Access to ongoing career guidance is available throughout a student's time in the school and for former students. Students are part of the V.T. Indigo Scheme.  
[www.indigocareers.com](http://www.indigocareers.com)

**Young Enterprise:** This is available for the Lower Sixth.

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
- To give Sixth Form students an opportunity to develop initiative
- To give Sixth Form students an opportunity to identify their own development needs and to manage their own learning
- To 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 arrangement with a supervisor there. The scheme co-ordinator 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.

Students are to be required to write self-assessment reports on their placement and the supervisor is requested to provide a written reference at the end of the placement. The school co-ordinator passes these reports onto the students Personal Tutor so that they can be referred to by the Tutor in their end of year report and experiences from the community service may be a useful addition to UCAS references and personal statements.

# Physical Education and Games

In September, at the start of the school year, squads are selected for 1<sup>st</sup> and 2<sup>nd</sup> XV Rugby, 1<sup>st</sup> and 2<sup>nd</sup> XI Hockey and 1<sup>st</sup> and 2<sup>nd</sup> 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 1<sup>st</sup> XI and 2<sup>nd</sup> XI Cricket, Tennis (boys and girls) and Athletics Squads are selected prior to the start of the summer term, and a full fixture list is organised. Any additional sports teams run are 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 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

### Trinity Term

Cricket  
Fitness Suite  
Golf  
Softball  
Aerobics  
Swimming  
Tennis  
Hockey

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 Tracksuit  
Amber Games Socks

### Indoor Activities

House Shirt  
School Navy Games Skirt (girls)  
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 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 & HOUSE EVENINGS**

Sixth Form members of Houses have plenty of opportunity to take on inspirational and organisational roles for these events under the guidance of the Housemaster.

The new system of Vertical House Group Meetings depends greatly on the much valued input of Sixth Form Group Leaders to bond together the groups of pupils from all years.

## **THE COMMUNITY SERVICE PROGRAMME**

Either as an alternative to **Games** or undertaken at another time.

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

There are opportunities to join our active team of student editors who work together to publish the glossy school magazine each year. Work involves an exciting and interesting combination of writing, commissioning, collecting, editing, designing and collating articles. Of course, editors also work under the pressures of deadlines, word limits and quality control and budgets. However, despite being a fairly demanding role, a place on *The Leicestrian* editorial team is a fantastic opportunity to learn about and contribute to every stage of the production of our highly professional school publication.

All students will have year round chances to offer work to the magazine in the form of reports, interviews, features, creative writing and artwork.

## **A WIDE RANGE OF SPORTING ACTIVITIES**

Details are in the PE section.

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

## **ORGANISING CHARITY EVENTS THROUGH THE CHARITY COMMITTEE**

The Charity Committee is for those members of the Sixth Form who want to be involved in organising events and raising money for charity. This may involve marshalling queues at cake sales, organising and manning the rota for the Christmas car parking, booking the charity disco, budgeting for, buying then selling refreshments, promoting events by speaking in Assembly or in individual forms and by arranging publicity, or manning stalls at a Bring and Buy.

Towards Christmas a group of Sixth Formers helps Shopmobility by pushing handicapped and/or elderly people round the shops in wheelchairs for what may be the only time they have been able to leave their homes in six months. Sixth Formers also help charities with door-to-door and street collections.

There are many opportunities to show leadership and initiative here. It is hoped that Sixth Formers will not only respond to suggestions by staff, but will also generate their own ideas about which charities to support and what events to organise.

## **ENTERING OUTSIDE COMPETITIONS**

Competitions in business, the media, etc are well publicised in the school. Obvious examples include debating, public speaking and Young Enterprise.

## **MUSIC**

Including Choir, Orchestra, Dance Band, Concert Band and many Chamber Ensembles.

## **DUKE OF EDINBURGH'S AWARD SCHEME**

A wide range of activities :

- Expeditions – The Derbyshire Peaks and further afield
- Physical activity – circuit training, keep fit, football, rugby, softball, frisbee, etc
- Skills – driving skills, jewellery design, music, choir, cookery, etc

Service – Police course, first aid course, life saving course, etc

## **SENIOR DEBATING COMPETITION**

This competition has run for several years now. 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.

## **SCIENCE SOCIETY**

A Science Society, which allows any student to benefit from hearing about modern developments in a wide field of Science, has been formed for your benefit.

The Society meets on Monday lunchtimes approximately ten times during the Advent and Lent terms. Distinguished scientists from Universities and research establishments are invited to lecture to the Society and all Sixth Form students studying one or more Science subjects are expected to attend.

## **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 Lloyds Bank, British Telecom, The Inland Revenue and Mercury News. Young Enterprise companies are not business games, but live companies which give students the opportunity to see their own business through setting up, operation and liquidation 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 are encouraged to take an examination in March which will provide them with an international qualification from Oxford University. In previous years companies have also had success at County Level in the Young Enterprise Innovation Competition.

## **ICT SKILLS COURSE**

Sixth Form students have the opportunity to work towards a qualification awarded by OCR called CLAIT Plus. This widely recognised qualification shows that they have reached 'Level 2' skills attainment in the use of ICT which equates to an A-C grade GCSE in the National Qualifications Framework. Some previous ICT experience is necessary as time is limited and the assignments are fairly complicated.

Students can opt to take the course in the third week of the advent term, as the groups are time tabled around all other option blocks. Notice is given at that time. It takes two periods a week and has no homework requirement.

The course consists of practical exercises based around the following units:

- Create, Manage and Integrate Files
- Spreadsheets
- Presentation Graphics
- Electronic Communication
- Graphs and Charts

**These were chosen as areas which would be relevant to students' study skills both in the Sixth Form and in Higher Education. Assessment is in the form of a practical test taken at the end of each unit.**

## **EDUCATIONAL MAINTENANCE ALLOWANCE**

The Educational Maintenance Allowance (EMA) scheme is a national scheme. The EMA is a weekly payment of up to £30, payable directly to students who are aged 16 – 19 and who stay in further education, whether in state schools and colleges or in independent schools. There are also bonuses of £100 for those in receipt of EMAs for course completion and good progress.

You are eligible for an EMA if you are over 16 and in further education, with a household income of less than £30,800. Sixth formers at LGS who fulfil these conditions will be eligible. Information leaflets, application forms and further details will be distributed in the spring to all Year 11 pupils, both at LGS and in all state schools. You can also find information on the website [www.direct.gov.uk/moneytolearn](http://www.direct.gov.uk/moneytolearn) or by calling **0800 121 8989**.