

SIXTH FORM



STOCKPORT GRAMMAR SCHOOL

At Stockport Grammar School Sixth Form, we offer each pupil:

A new dynamic

Sixth Formers are trusted with leadership and privileges as they fulfil their responsibilities to the school and community.

Guidance

Bridging the gap between school and university with extensive UCAS support, pastoral care and daily contact with a form tutor.

Soaring academic standards

88% of all A Level entries awarded A*-B grades.
100% pass rate. (2010 Results)

World travel

Pupils have visited Cuba on a conservation trip with the University of Havana; taken part in an adventure-and-education experience in Vietnam; spent time in Greece, Iceland, Washington, New York and Namibia.

Life opportunities

Sport, music, drama, the Duke of Edinburgh Gold Award, Model United Nations, voluntary work, Young Enterprise, the Albert Johnston Travel Award, the Year Book and more.



CONTENTS PAGE

Life in the Sixth Form at Stockport Grammar School

Results Record	1
Guidance and Support.....	1
Bursaries.....	1
Structure of Learning in the Sixth Form	1
Choosing your Subjects.....	2
UCAS Application Process.....	2
Application to Oxford and Cambridge	3
Careers Advice.....	3
A New Dynamic	3
<i>Leadership and Responsibility</i>	
<i>Privileges</i>	
<i>Extra-curricular Opportunities</i>	

Departments

Art	5
Biology	6
Business Studies.....	7
Chemistry	8
Classical Civilisation	9
Design and Technology: Product Design	10
Economics	11
English Literature	12
Food, Nutrition and Health.....	13
French	14
Geography.....	15
German	16
History.....	17
Latin	19
Mathematics.....	20
Music	21
Philosophy.....	22
Physical Education	23
Physics.....	24
Psychology.....	25
Religious Studies: Philosophy & Ethics.....	26
Spanish.....	27
Enrichment Programme	28

RESULTS RECORD

Our last round of A Level results was outstanding.

88% of A2 Level entries gained A* - B grades.

43 pupils gained straight As at A Level.

100% pass rate was achieved.

Five students were offered places at Oxford and Cambridge.

Pupils continue to opt for challenging combinations of subjects that equip them for success in such competitive fields as law, engineering and medicine.

(2010 Results)

GUIDANCE AND SUPPORT

Our pupils' attainment reflects the investment we make in each young person. The aim of Sixth Form life at Stockport Grammar School is for pupils to develop as useful, contributing members of society; to be responsible, considerate, self-disciplined, reliable and socially aware. Our Sixth Form balances a measure of pupil freedom with a high level of support and guidance, vital at this crucial stage of education.

A Level studies demand that pupils take a much greater responsibility for their own learning, whilst introducing a degree of specialisation of study which is very different from the broad range of subjects taken at GCSE. In addition, the UCAS applications system and the university lifestyle upon which our pupils will shortly be embarking require considerable personal and intellectual advances. The support offered to SGS Sixth Formers is designed to guide them through this transition, increasing their skills and confidence in preparation for university and subsequent employment.

Pupils have daily access to support in the form of their tutor. Small tutor groups meet each morning, consisting of around 16 pupils. Pupils will usually be assigned a tutor who teaches them, or is based within the department of one of their A Level courses. In this way, advice can be sought and problems dealt with as swiftly as possible.

The progress of all Sixth Formers is regularly assessed and reviewed. Half-termly effort grades are issued in addition to twice-yearly reports



and a Parents' Evening each year. A few weeks into the first term of Lower Sixth there is an Information Evening for parents and pupils, whilst later on in the Lower Sixth year a Higher Education Evening is held.

At each stage the Head of Sixth Form, Mrs J White, and her Heads of Year (the Head of Lower Sixth and the Head of Upper Sixth) take a close interest in the progress and welfare of every pupil.

BURSARIES

There are a small number of Sixth Form Bursaries available which are awarded as laid out in the school's Bursary and Admissions policies. These are available on the school website and further details can be obtained from the Bursary.

STRUCTURE OF LEARNING IN THE SIXTH FORM

Sixth Formers begin with four AS subjects, for one year at least. Each is allocated ten hours of teaching per ten day cycle. Pupils are expected to spend three to four hours per week outside of lessons on academic work in each AS subject; this includes homework and extension work such as wider reading.

Wednesday afternoons are for Games, activities or Community Service. There are 6 hours per 10 day cycle for study periods, which pupils must organise as they see fit. They may be used for work or, if work is up to date, for relaxation. There should also be time for extra-curricular activities which will help build a strong CV.

The timetable changes in the Upper Sixth, when most students will continue with three of their AS subjects to final A2 examinations. These students participate in an Enrichment Programme for two hours per cycle. The Enrichment Programme seeks to develop knowledge and skills in such areas as Black and White Photography, Medical Ethics, Ballroom Dancing, Politics, Classic European Cinema, Art Appreciation, Cooking and Healthy Eating at University. Some students choose to continue with four subjects to A2 Level and may opt to participate in the Enrichment Programme as well.

A Level courses are modular in structure. AS modules are taken in

May and June of Lower Sixth and the more challenging A2 modules in January and June of Upper Sixth. Since the AS modules account for half of the total available A Level marks, but the work is easier, it is essential that pupils aim for as high a score as possible in their AS exams so that they are in a strong position at the start of their A2 studies. Although modules can be retaken during Upper Sixth, pupils often find it difficult to achieve significantly improved marks whilst they are very busy with their harder A2 studies. If a subject is to be viable at the higher level of A2, students must aim to secure AS marks equivalent to at least a B grade.

CHOOSING YOUR SUBJECTS

Subject choices merit careful attention. Genuine interest, career considerations and ability are the three essentials. Pupils are advised to consult as widely as necessary before settling on their options. A student's timetable framework is drawn up based on his or her own choices; whilst there can be no guarantees, it is usually possible for our students to study the combination of subjects that they wish.

There are particular subjects that are required for entry to certain degree courses. For example, medicine requires Chemistry and usually Biology (and GCSE Physics). Engineering usually requires Mathematics and Physics. However, some degrees have no specific subject requirements. Details of subjects required can be researched using information available from our Careers Department, university websites/prospectuses and the UCAS website www.ucas.ac.uk

Cambridge University publishes a list of subjects that may be preferred for application by the more selective universities. They are English Literature, Mathematics, Further Mathematics, Biology, Chemistry, Physics, History, Classical Civilisation, Geography, Economics, Philosophy, Religious Studies and Languages.

The Russell Group of universities also publishes a list of what they call 'facilitating subjects'. These are Maths, Further Maths, English Literature, Biology, Chemistry, Physics, Geography, History and Languages.

Competition for places at top universities is fierce. Information on typical A Level grades needed to gain places on university courses



can be researched via the UCAS website and university websites/prospectuses.

All A Level subjects offered at SGS provide excellent preparation for employment and Higher Education, but the purpose of Sixth Form at SGS is also to prepare pupils for life in the broadest possible way. Whatever they study, it is vital that pupils continue to develop good organisational and time management skills and that they learn to work independently. Employers and Higher Education alike value such assets enormously.

UCAS APPLICATION PROCESS

Pupils are assigned their own UCAS advisor in addition to their form tutor. UCAS (University and College Admissions System) is the body dealing with Higher Education courses. Stockport Grammar School provides a strong support structure for all UCAS applicants. The application preparation begins, for some, right at the beginning of the Lower Sixth. Potential Medics and Vets are encouraged to seek out work experience in relevant practices and are given information about relevant taster courses which are offered during Lower Sixth. Students wishing to study other disciplines are also advised to attend relevant taster courses and seek work experience. The Community Service opportunities offered at SGS, as well as the Service element of the Duke of Edinburgh's Award, provide pupils with experience which is much valued by universities and employers.

UCAS preparation officially starts in the Spring of the Lower Sixth, with each applicant being encouraged to begin decision making about which courses they would like to do and which universities they might like to attend.

The school organises a visit to the UCAS Higher Education Convention held in Manchester, where pupils tour exhibition stands hosted by universities and Gap Year organisations.

Two UCAS Days are held in June and pupils are able to take part in career talks and presentations by Old Stopfordians and university visitors, as well as beginning their UCAS applications.

Over the summer holiday, applicants are asked to begin to draft a Personal Statement. The Personal Statement is the section of the UCAS form where applicants can tell universities about themselves. This is the best chance applicants have to recommend themselves to a particular university or college, unless they are later called for interview.

In the Autumn Term of Upper Sixth, pupils complete their application form and personal statement. The UCAS advisors write references using information from form tutors, subject teachers and extra-curricular staff. The reference is attached to the form and the application is sent to UCAS. Mock interviews are available to help pupils to prepare if they are called for interview.

In August when the A Level results are published, the Head of Sixth Form and her team, as well as other members of staff, are in school to congratulate pupils but also to help and advise if necessary.

APPLICATION TO OXFORD AND CAMBRIDGE

For many pupils, application to the Universities of Oxford or Cambridge is a realistic course of action. Oxbridge candidates have regular meetings with a dedicated member of staff who guides them through the application process. Extra lessons are provided in all departments and we encourage Oxbridge candidates to take an active interest in developing their knowledge and passion for their chosen subject area.

CAREERS ADVICE

The school offers a dedicated careers service, with a full-time Careers Officer, and a library of resources detailing a range of professions and career paths, as well as possible routes towards each. Those pupils who are planning a Gap Year will also find advice here. A Careers Convention is held at the school every two years, featuring representatives from various key universities and professions.

A NEW DYNAMIC

The Sixth Form era ushers in a new dynamic between pupil and school. Whilst the school values guidance and support, we simultaneously encourage pupils to see themselves as young adults. Sixth Formers are given the opportunity to organise, to lead, to work as part of a team, and to take responsibility for themselves and for others.



In Sixth Form the dynamic shifts and the daily school experience is noticeably different.

Leadership and Responsibility

Sixth Formers are entrusted with leadership, with which comes responsibility. A number of roles which are fundamental to the daily functioning of the school are open to Sixth Formers.

The Head Boy and Head Girl liaise with the Headmaster and senior staff regarding the general running of the school and the operation of the Prefect system. Senior Prefects act as deputies for the Head Boy and Head Girl, undertaking various duties which include playing a major role in the running of the School Council. Prefects help to maintain the school rules and they assist staff by doing duties during lunch times in different parts of the school.

Sixth Formers, along with staff members, have the responsibility of nominating pupils they feel should be Prefects. The Head Boy, Head Girl and Senior Prefects are chosen from amongst the Prefects by senior staff following interviews.

House Captains are appointed at the end of the Lower Sixth following interviews by House staff. House Captains are responsible for organising inter-house sporting events and House assemblies.

The Sixth Form Committee, unlike the School Council which deals with school-wide concerns, discusses issues which pertain only to the Sixth Form. Members attend two meetings per term. On the agenda are issues raised by the Head of Sixth Form, the Head of Year or by Sixth Formers themselves. Members of the committee represent, and are selected by, their Form Group.

First Form Friends help First Year pupils to settle into school life. Each form has a group of four or five Lower Sixth "attached" to it. They attend form periods, visit the form in lunch times and are generally available for the First Years when needed. Upper Sixth Form students have the chance to act as mentors to younger pupils and are given training at the end of the Lower Sixth year.

Many pupils take on responsibilities to the community. Opportunities to undertake voluntary work are offered through the Community Service scheme. Pupils visit local nurseries, primary schools, old people's homes, hospitals and charity shops as well as working with children in special schools. This scheme provides a wealth of different experiences and the chance to help the local community. It takes place on a Wednesday afternoon as an alternative to Games.

Service to the community is required to fulfil the Duke of Edinburgh's Award. To obtain the Award, pupils are required to undertake training and activities which correspond to 4 elements: Skill, Physical Recreation, Service and Expedition. The Award can be entered at Gold Level in Sixth Form without any previous experience.

Privileges

Sixth Formers are granted privileges. Upper and Lower Sixth Form Common Rooms are provided for the sole use of Sixth Formers and may be used for private study and socialising. In the summer months the Sixth Form Quad, which borders the Upper Sixth Form Common Room, is a popular place for chatting and getting ahead with work. The Tuck Shop opens at break to Sixth Formers only, offering a range of snacks. Pupils are granted study periods, the use of which is to be determined by the individual. If a pupil has no timetabled lessons after 1.50pm, they may leave school at this time up to twice a week.

Extra-Curricular Opportunities

New extra-curricular opportunities are provided to suit Sixth Formers' broadened horizons and imminent entry to the wider world. These include creating and maintaining a viable business with Young Enterprise; debating world issues and proposing policy changes at the Model United Nations whose conferences take place across several continents; and month long expeditions to locations such as Vietnam and Uganda to assist local communities and experience all the country has to offer.

Pupils may apply for a travel bursary, either as an individual or team. The bursary is granted to one successful applicant each year thanks to the Albert Johnston Award. There is also the chance to get involved with the creation of the Sixth Form Year Book, a book of memories and



photos presented to all pupils on their last day at SGS. In the summer of Lower Sixth, the Sixth Form Quad plays host to the Sixth Form Play. A play is selected, cast, rehearsed and staged by a team from the year group. The time-frame of AS exams demands a 'ready-steady-act' atmosphere; cast and crew learn their lines, complete all arrangements and stage the production in little over a week. The audience of staff and students are always keen to see what results they come up with!

In addition, we offer music bands and choirs who have performed at locations such as the RNCM and the Bridgewater Hall alongside players from UK music conservatoires. Sporting opportunities are varied, from recreational activities to competitive tours. Recent school sports tours have included: Barcelona (hockey); Malta (netball); South Africa, Italy & Canada (rugby); Australia & Malta (cricket). As well as the Sixth Form play, pupils with an interest in drama, music, lighting and art all contribute to the staging of our regular musical productions. Recent musicals include *Guys and Dolls*, *Fiddler on the Roof*, *the Wizard of Oz* and *Les Misérables*, with a production of *Oliver!* scheduled for Spring 2012.

ART

At Advanced Level, the syllabus continues to provide opportunities for exploration and investigation of the subject. Techniques and principles established at GCSE are expanded upon and a wider range of media are introduced. The new A level syllabus sees a greater emphasis placed on a personal response. The influence of artists, designers and other secondary sources are expected to feature increasingly in the development of work and a strong commitment to the subject is important in order to gain fully from the course.

AS

The AS examination consists of two practical units, each counting for 50% of the total needed at AS (25% of the marks needed for A2). Unit 1 takes the form of a coursework portfolio while Unit 2 is an externally assessed assignment with a timed piece incorporated into the development of the work.

A2

The A2 examination builds on work done at AS. There is one unit (25% of the A level) that takes the form of a personal investigation into any aspect of Art and Design and that matches a portfolio of practical work with a written personal study of approximately 3,000 words. The final unit (the remaining 25% of the marks) is an externally assessed assignment with a 15 hour timed piece as a culmination of the course.

The combination of marks over the two years totals 100%, although it is possible to complete only the AS year. A candidate may choose to select different starting points for each coursework module. However, it is envisaged that the A2 course will build on the experience gained at AS to produce mature, perceptive, technically competent Art. In that sense, the course does not follow a modular pattern but rather, it develops along the particular strengths and interests of each pupil.

At the start of the course a number of visits are made to galleries and there are a series of drawing days at sites away from the school studios. Further visits to galleries are made periodically and pupils are encouraged to make full use of both local and national gallery collections. In addition a residential trip, either in this country or abroad, may be offered at the end of the AS year. During the autumn or spring term all A level pupils are given the opportunity of benefiting from a series of life-drawing sessions that help to broaden their portfolio.

It is important that pupils are aware of Art and Design in the wider context and the theoretical attachments, in both historical and contextual terms, are a major part of the department's teaching. A pupil's ability to discuss their own and other artists' work illustrates their understanding of the balance between objective and subjective as well as the practical and academic, in other words, the very nature of Art and Design.

The department has enjoyed an enviable reputation when entering work for selection in both local and national exhibitions outside school. There is great benefit to be had in seeing pupils' work in a formal gallery environment and a number of opportunities exist for this to take place throughout the year.

University

It is by no means the case that only pupils wishing to follow a course in Art and Design at university should consider the A level. Its balance of practical, academic and analytical skills are widely transferable and pupils intending to study courses unrelated to Art find that it complements their other subject choices greatly. That said, many of our Advanced Level pupils choose to go onto specialist Art and Design courses or to read Architecture at university. The department enjoys a strong reputation for producing candidates that have a thorough understanding of the design process coupled with a high level of technical skill. Currently, almost half of our pupils choose to study Foundation or other Art and Design related courses.

BIOLOGY

This course builds on concepts and skills developed at GCSE. It presents essential principles in the context of the plethora of daily news items that relate to biological phenomena. Headlines tell us that scientists are in dispute about the use of a combined MMR vaccine; that genetic engineering will increase crop yields and end malaria; and that human activities are altering our climate in irreversible ways.

Becoming aware of basic biological principles enables pupils to engage with issues such as these, making them better informed citizens. In addition, pupils learn to understand how scientists interact with each other and with society regarding new discoveries and their potential uses.

AS Examination

Unit 1: Biology and disease

Pupils study various transport systems of the body including those related to digestion and gas exchange, covering the role of enzymes as biological catalysts, and passive and active transport of substances across biological membranes. The systems may be affected by disease, but symptoms and data relating to risk factors can be explained. The blood's defensive functions and drugs such as antibiotics help to limit the spread and effects of disease.

Unit 2: The variety of life

DNA is an information-carrying molecule: similarities and differences in the sequence of bases in DNA result in genetic diversity within species, such as differences in biochemical basis and cellular organisation. Size and metabolic rate affect the requirements of organisms, giving rise to adaptations such as specialised exchange surfaces and mass transport systems. Classification is a means of organising the variety of life. Recent approaches to classification of species draw on wide evidence to clarify relationships between organisms.

Unit 3: Investigative and practical skills

Practical techniques: selecting appropriate qualitative and quantitative methods; making and communicating reliable observations and measurements; analysing and explaining methodology, results and impact of experiments. Candidates will be assessed on their understanding of investigative and practical skills in this unit and in Units 1 and 2. Opportunities to carry out practical work are provided in the context of material contained in Units 1 and 2.

A2 Examination

Unit 4: Populations and environment

Living organisms form structured communities within dynamic but essentially stable ecosystems through which energy is transferred and chemical elements are cycled. Humans are part of the ecological balance and their activities affect it both directly and indirectly. Sustainability of resources depends on effective management of the conflict between human needs and conservation. Fieldwork: Quantitative data to be collected from at least one habitat, elementary statistical analysis to be applied to the results.

Unit 5: Control in cells and in organisms

Multicellular organisms are able to control the activities of different tissues and organs within their bodies. They do this by detecting stimuli and stimulating appropriate effectors and thereby increasing their chances of survival. Cells are also able to control their metabolic activities by regulating the transcription and translation of their genome. In multicellular organisms, this control of translation enables cells to have specialised functions, forming tissues and organs. The sequencing and manipulation of DNA has many medical and technological applications. Pupils gain an appreciation of common ailments resulting from a breakdown of control mechanisms and the use of DNA technology in the diagnosis and treatment of human diseases.

Unit 6: Investigative and practical skills

Unit 6 covers similar ground to Unit 3, although work at A2 Level seeks to reach a higher standard than AS. Candidates will be assessed on their understanding of investigative and practical skills in this unit and in Units 4 and 5. There are two parts to practical assessment: the Practical Skills Assessment involves assessment by the teacher throughout the course; and the Investigative Skills Assignment is a timetabled assessment set by the exam board and marked to their guidelines.

BUSINESS STUDIES

What is Business Studies?

Business Studies is dynamic and challenging, drawing on a number of specialist fields including management, marketing, finance and operations management to produce an integrated course which is highly relevant to the modern world.

We begin by examining the issues entrepreneurs need to consider when formulating a business plan. Further development of the course looks at the complexities of managing established businesses and business strategy. The course enables students to develop a critical understanding of how business works, best practice in business and the markets they serve. Consideration of the impact of business on stakeholders such as consumers, employees and the external environment is also given importance.

Typical issues we might consider in the course include:

- Why do so many new businesses fail?
- How does a firm decide the best strategy for marketing a product?
- Are employees motivated by financial rewards?
- Do firms such as Coca-Cola, McDonalds and Nestlé do business in an ethical manner?
- Is the growth of China an opportunity or a threat for UK businesses?

What does the course consist of?

We follow the AQA modular syllabus. All units are assessed by examination, with a synoptic global business case-study assessment in Unit 4.

At AS Level, students study modules in:

- Planning and Financing a Business
- Managing a Business

At A2, students study modules in

- Strategies for Success
- The Business Environment and Managing Change

Who should do A-Level Business Studies?

Business Studies is suitable for a wide range of students. Whilst the course will not teach you how to get rich, it is nonetheless useful for anyone considering a business career and a wide range of professions including accountancy, law, finance, retail,

management, or any career that demands an understanding of the wider world e.g. engineering. It will also help you to understand the fundamental issues in starting a business and any kind of entrepreneurial activity.

It is accessible to a wide range of students and serves as a natural complement to those studying humanities subjects, maths and science or the arts. Good written skills are important, particularly the ability to analyse using business language. For some elements of the course a basic level of competence in Mathematics would be beneficial.

How will I be taught?

Our philosophy is that students should be encouraged to develop as independent learners and critical thinkers, skills essential for university and the world of work. Hence our lessons make extensive use of IT, combined with group work, discussion, debate and research-based activities. The department has interactive whiteboards in both classrooms, one of which is equipped with a suite of PCs.

CHEMISTRY

Chemistry is an exciting, challenging subject to study at AS/A2 level and the development of problem solving and thinking skills feature heavily. There is a strong emphasis on developing an appreciation of the general principles and patterns which form the foundation for later studies. Gaining an understanding of the theoretical aspects of chemical behaviour is a prime consideration and this is supported whenever possible by integrated practical work.

There is coursework module assessment of the practical work at AS and A2. This takes the form of externally set pieces of work which are internally marked and carried out under controlled test conditions.

The Advanced Level course follows the syllabus of OCR Chemistry A – Advanced Subsidiary (AS) and Advanced Level (A2). Candidates are examined at AS Level at the end of the Lower Sixth and one A2 module is examined in January during the second year of the course.

The course is arranged as follows:

Lower Sixth - AS Modules

Module 1: Atoms, Bonds and Groups

- Atoms and Reactions
- Amount of a Substance
- Electrons, Bonding and Structure
- The Periodic Table

1 hour written exam
30% AS Level / 15% A Level

Module 2: Chains, Energy and Resources

- Basic Concepts and Hydrocarbons
- Alcohols, Haloalkanes and Analysis
- Energy
- Resources

1 hour 45 minute written exam
50% AS Level / 25% A Level

Module 3: Practical Skills in Chemistry 1

- AS Internal Assessment

Externally set internally marked exam
20% AS Level / 10% A Level

Upper Sixth – A2 Modules

Module 4: Rings, Polymers and Analysis

- Rings, Acids and Amines
- Polymers and Synthesis
- Analysis

1 hour written exam
15% A Level

Module 5: Equilibrium, Energetics and Elements

- Rates, Equilibrium and pH
- Energy
- Transition Elements

1 hour 45 minute written exam
25% A Level

Module 6: Practical Skills in Chemistry 2

- A2 Internal Assessment

Externally set internally marked exam
10% A Level

CLASSICAL CIVILISATION

This subject is open to anyone who is interested in the culture of the ancient world, whether or not they have previously studied Classical Civilisation or Latin at GCSE. All topics and texts are studied in English: there is no language requirement. The course is varied but coherent, looking at many different aspects of Greek culture. Through a broad examination of the culture of the Greeks, Classical Civilisation students have a point of reference from which to analyse the culture and society of any other civilisation, up to and including the modern world.

Classical Civilisation combines well with any other humanity or with a language, but has also been enjoyed by pupils wishing to broaden their choice of subjects. Increasingly, pupils are continuing their studies of the Classical World at University. Students who may wish to apply for Oxbridge to read Classics should choose both Latin and Classical Civilisation at AS level.

Classical Civilisation can be continued at university with or without the addition of an ancient language. Individual courses offer opportunities to specialise in Literature, Ancient History, Philosophy, Art and Architecture or Archaeology.

Classicists are valued in a wide variety of careers as the subject teaches pupils how to analyse information and then how to form and express their own opinions.

Topics to be studied in the Lower Sixth:

- **Homer's Iliad**

We will read one of the greatest works of Western literature. Set in the last year of the Trojan War, the poem centres on the heroic rage of the Greek hero Achilles, after he is dishonoured by Agamemnon the leader of the army. Achilles abstains from the war, only returning after the death of his closest friend. The poem explores the psychology of war and those caught up in it. The Iliad includes some of the most memorable characters from the ancient world; Helen, Paris, Hector, Priam, Odysseus and Ajax.

- **Greek Art and Architecture**

We will study the development of Greek Art and Architecture with particular focus on Athens in the 5th Century BC; the era of the creation of those temples and sculpture which continue to have a profound influence on art and architecture today. We will discuss the importance and beauty of a range of buildings and free-standing figures.

Topics to be studied in the Upper Sixth:

- **Alexander the Great**

Alexander is one of the most fascinating characters in history. This was a man who conquered the majority of the world known to him. He fought on the front line of every battle into which he led his army. He came closer to unifying Europe and Asia than anyone before or since. He lived with the personal frailties of any man and he died at the age of 32.

- **Greek Tragedy**

We will read Oedipus by Sophocles; the play centres on a man, Oedipus, discovering that he has murdered his father and had sex with his mother. Then, we move on to Antigone, also by Sophocles, which tells the story of Oedipus's daughter, Antigone: she is engaged to her cousin but is murdered by her uncle for burying her brother, who has been killed by her other brother. Euripides' Medea tells the story of a woman who murders her own children to get back at her husband for leaving her. In Hippolytus, also by Euripides, a father curses his son, mistakenly thinking that he has had sex with his wife. In short, there is plenty to discuss in each of these plays and open-minded comment and response is essential.

We will be following the AQA syllabus.

No coursework is set in this subject.

DESIGN AND TECHNOLOGY: PRODUCT DESIGN

The Department offers AQA Product Design (3D Design) and Product Design (Textiles).

The Textiles course provides wide ranging opportunities from creative fashion design to aspects of manufacturing, industrial and commercial practice. It provides pupils with an ideal platform to continue their studies in a variety of courses at university such as Fashion Design, Marketing, Interior Design or Textile Technology.

The 3D Design course offers a considerable breadth of experience for pupils who have studied Product Design, Resistant Materials or Graphic Products at GCSE. It allows them to continue their studies to Advanced Level, possibly leading to the study of a variety of courses at university such as Engineering, Industrial Design, Graphic Design or Architecture.

Graphics is an integral part of any Design and Technology course. In Product Design it is important that pupils communicate their thinking clearly and represent their ideas graphically. This section can however be expanded to provide opportunities for more graphically orientated coursework but it must be noted that all project work requires a three dimensional outcome.

AS Course Structure

Unit 1: Materials, Components and Application

Unit 1 is assessed by a written examination worth 50% of the total AS marks. The content has been divided into three sections:

- **Materials and Components:** this involves the pupils studying a variety of materials to understand the working characteristics, physical properties, cost and availability that influence the choice of materials in design situations.
- **Design and Market influences:** pupils will undertake a detailed analysis of a wide range of products, leading to knowledge of the broader perspectives of the designed world such as the environmental sustainability of products and their manufacture, ergonomics and anthropometrics, inclusive design and consumer safety.
- **Processes and Manufacture:** pupils will develop a broad knowledge of the manufacturing systems used to make and finish materials used in the production of commercial products. They will carry out a critical appraisal of specified

products, bringing an understanding of how materials and components are utilised to become a manufactured item. Pupils will be encouraged to explore practical applications of processing methods as appropriate to the products they design and make.

Unit 2: Learning Through Designing and Making

Subject content is applied to the design and manufacture of the pupil's own projects. This unit is worth 50% of the total marks, is assessed within the department and is externally moderated.

A2 Course Structure

Unit 3: Design and Manufacture

Includes a greater emphasis on industrial practice. Assessed by a written examination worth 50% of the total A2 marks. The examination has two sections with three questions in each. Pupils are required to answer one question from each section and another question from either section.

- **Materials and Components:** pupils will look at the evolution, selection and application of materials for the manufacture of modern products including how the use and conservation of energy and raw materials affect the selection and application of materials for the production and function of products. Also covered is the application of materials and components to suit specific production processes, from one-off to mass-production.
- **Design and Market influences:** this work includes the study of major developments in technology, a study of manufactured products and systems, product life cycle, the influence of design and technology in society, the marketing function, safety legislation and quality control Processes and Manufacture: ICT applications, manufacturing systems, product development and improvement, safety, systems and control.

Unit 4: Design and Making Practice

This is another design and make unit where knowledge of the A2 subject content is applied to the design and making of pupils' own projects. This unit is worth 50% of the total marks, is assessed within the department and is externally moderated.

ECONOMICS

What is Economics?

Economics is an exciting and dynamic social science which examines how individuals, governments and societies make choices given scarce resources, and is used to analyse a host of global and topical problems. It is best thought of, as one economist joked, as 'What Economists Do'.

Examples of the issues Economists look at include:

- How fast should the government cut the budget deficit?
- Why do footballers get paid so much?
- What are the causes of the so-called 'Credit Crunch'?
- Should we protect the environment at the expense of workers' jobs?
- Is globalisation good for developing countries?
- Should the UK adopt the Euro?

What does the course consist of?

We follow the OCR modular syllabus which is assessed by 4 exams, one of which is synoptic in nature.

At AS, in Markets in Action, we analyse how markets work, market failure and the role of government intervention; and we apply our skills to topics such as healthcare and the environment. In The National & International Economy we consider the performance of the UK economy with respect to issues such as unemployment and inflation, while considering how we fit into the wider global picture.

At A2, we apply the skills developed at AS in greater depth while learning some new theories. We study a micro-economics module about Transport Economics. In addition, we will do the synoptic module entitled The Global Economy which considers globalisation, international trade, advanced macro-economics and issues relating to developing economies.

Who should do A-Level Economics?

Economics is extremely useful for those considering a career in business, finance, and a wide range of professions e.g. engineering, law, industry, local/national government. As a social science, Economics combines well with subjects such as History, Geography, Politics, Psychology, while also offering an alternative for students of Maths and Science who wish to broaden their A-Level portfolio. Economics requires students to analyse data and manipulate diagrams so it is suited to students

who can think in a logical, scientific manner. We suggest in most cases a grade 'A' or above in GCSE Maths as a requirement for students wanting to study this subject.

How will I be taught?

Our philosophy is that students should be encouraged to develop as independent learners and critical thinkers, skills essential for university and the world of work. Hence we make extensive use of IT, group work, discussion, debate and research based activities in our lessons. The department is equipped with interactive whiteboards in both classrooms, one of which is equipped with a suite of PCs.

ENGLISH LITERATURE

Aims

Our main aim is to encourage and recognise each individual's ability to delve deeply into novels, plays and poems. A Level Literature students will engage in active debate about the texts' literary, historical, philosophical or theatrical significance through a consideration of different critical perspectives and possible layers of meaning. We encourage each class member to read widely so that they can express and develop creative and independent opinions about the texts they are studying. Reading a wide range of imaginative works enables students to gain skills and aptitudes which can be transferred to future employment contexts and will help them to reflect on their life experiences.

Examination

Students are prepared for the AQA B Specification. This consists of two units at AS and two further units at A2.

Unit 1: (AS) Aspects of Narrative - 2 hour exam (Open Book)

Two novels and two sets of poems are studied

At least one novel will have been written after 1990

Discussion will focus on the ways that texts can be connected

Unit 2: (AS) Dramatic Genres - 2 pieces of coursework (1,200 - 1,500 words each)

Two plays from the tragic genre are studied

One essay will be based on a play by Shakespeare

Unit 3: (A2) Texts and Genres - 2 hour exam (Closed Book)

Gothic or pastoral texts from different times are compared

Unit 4: (A2) Further and Independent Reading - 2 pieces of coursework

Two linked texts of candidates' choice are compared (1,500 - 2,000 words)

Different critical views and opinions are debated (1,200 - 1,500 words)

Study Visits

Regular theatre visits make an important contribution to the course. They help students to respond to the plays that we study in school and provide a wider sense of the qualities of drama. In the Sixth Form, the department organises a residential study visit to Stratford-upon-Avon which will usually involve seeing plays by the Royal Shakespeare Company and a visit to Oxford University.

Requirements

English Literature Advanced Level demands analytical and essay-writing skills. Students will learn to read with understanding and a feeling for style, tone and purpose. They will also become experienced in arguing a case clearly and concisely. Our course provides a base from which pupils could take their study of literature further, but the skills and the qualification gained will be of value whatever subsequent course a student follows. Essentially, we hope to promote enjoyment of literature and a development of critical and analytical thought.

The study of English Literature in the Fourth and Fifth Years provides a sound basis for Advanced Level, but weaker candidates may find Advanced Level difficult. Advanced Level requires a high level of understanding of written English and the ability to write clearly and analytically. Above all, it is vital that students who wish to take the subject enjoy reading.

FOOD, NUTRITION AND HEALTH

The AS GCE is made up of two mandatory units which form 50% of the corresponding four-unit Advanced GCE.

These two AS units are externally assessed by two 1½ hour papers that include:

AS Unit G001: Society and Health

This module enables students to develop a critical understanding of the key issues that affect families and households. This includes:

- Demography
- Family and society - structures, role of the family and standard of living
- Key issues for society - poverty, leisure, employment/unemployment, housing and homelessness
- Environmental issues - recycling and management and conservation of energy
- Social issues - welfare state, health and social services
- Health - health problems e.g. CHD, obesity and effect on the nation

AS Unit G002: Resource Management

This module enables the students to explore the relationship between food finances and consumer rights. This includes:

- Resources - management of resources, financial awareness
- Food provision
- Selection and purchase of food and household goods - consumer rights and legislation, purchasing, retailing, marketing and advertising
- Food preparation and cooking equipment
- Food safety and hygiene - food contamination, food handling, monitoring standards

The A2 GCE consists of two further units making up the remaining 50%.

These 2 units are:

A2 Unit G003: Investigative Study

This is an internally assessed coursework unit and is of an investigative nature. Candidates select their own content and develop their own task to include practical work and producing a 3000 word report. *Example: Tooth decay continues to be a problem for many children/teenagers. What could be done to address this problem?*

A2 Unit G004: Nutrition and Food Production

This is an externally assessed unit and includes nutrients and energy, properties of food, dietary needs and development and production of food products.

Methods of Study

- Tutorials
- Practical activity
- Visits
- Speakers

Throughout the course:

- You can be creative with food through practical activities
- You will have the opportunity to gain a Basic Food Hygiene certificate
- You have access to over 30 years of teaching experience. The department's involvement in A Level coursework moderating also means that we have an in-depth knowledge of the exams for which you are preparing
- You will visit the BBC Good Food Show and Cadbury World
- You will have outside speakers e.g. EHO, Trading Standards, Diabetic nurse
- You will have visits e.g. behind the scenes at Sainsbury's
- You do not need to have studied Home Economics or Food Technology at GCSE
- You will learn many research techniques
- You will learn how to write a report

This A Level is an ideal background for courses such as Medicine, Nutrition and Dietetics, Product Development, Consumer Affairs, Retail Management, Health and Social Care, Teaching and Community Health, Food and Retail, Marketing and Sports Nutrition.

FRENCH

What will I be learning about for AS Level?

Some of the topics will already be familiar to you from IGCSE but you will be studying them in greater breadth and depth. Topics will include Family and Relationships, Healthy Living and Lifestyle, and Media and Popular Culture. The IGCSE course is excellent preparation for A-level and you will find that the skills you have learnt will give you a strong foundation for success at AS.

How does the course develop in the Upper Sixth?

For A2 you will continue to study language topics such as the environment, immigration and social issues. The course will provide you with the skills necessary to discuss a wide range of topics in French. In addition to this, you will study two cultural topics (see next question).

What about literature?

We feel that literature is an important part of French culture - it is, after all, the language in its purest form. We want our pupils to feel confident about accessing the language and culture in different forms. At A2 we study a popular short novel and a famous comic play. For most people, this is the first time they have encountered literature in another language and it often turns out to be the most rewarding part of the course.

What materials will I be using?

We use a wide range of authentic sources, written and recorded, central to which will be the course book, *Elan*. You will also use texts taken from the Internet and the French language edition of *Authentik*, as well as watching excerpts from French films. Thorough revision and consolidation of grammar is built into the course. You will be given practice with examination-style questions too. You will have a password for the website Kerboodle (run by the publisher Nelson Thornes and focussing exclusively on our exam board's topics and key skills) which you can use independently at home or in lessons.

What about spending time in France?

We organise an annual trip to France for the Sixth Form and a work experience trip to Nantes is planned for 2011. Several of our pupils have undertaken their own work experience in France, organised by an independent company. We are happy to give information to individuals about this, as well as home-to-home exchanges and non-reciprocal home stays.

How will my work be assessed?

Progress will be assessed throughout the course. As the classes are small, there are lots of opportunities to practise your language skills, receive help and improve. There will, of course, be mock examinations too. At the end of your AS studies, you will take two examinations: one will test listening, reading and writing skills and the other is an oral test. At A2, you will take two examinations at the end of Upper Sixth: as at AS Level, one will test listening, reading and writing skills and the other is an oral test.

Will I enjoy A-Level French?

- Do you want to be able to communicate effectively with people in French-speaking countries?
- Are you interested in learning more about Francophone culture?
- Do you like discussing current affairs?
- Do you like expressing your ideas and opinions in general?
- Are you looking for an A-level subject which is highly regarded by the most competitive universities?
- Do you want to do a subject which can be combined with many other disciplines at degree level?
- Are you considering a career related to languages or working abroad?
- Are you doing well in French at the moment?
- Do you relish a challenge?

If your answer to all or most of the above questions is 'yes', then French could well be a good choice for AS. As for enjoyment, remember the more you put into your work, the more you will get out of the course!

Assistants

Sixth Form pupils will be expected to attend regular extra oral practice sessions in small groups with the French Assistant. This is an excellent opportunity to practise the language with a young native speaker.

GEOGRAPHY

Advanced Level Geography aims to develop an appreciation of the dynamic nature of the subject. This is achieved by a knowledge and understanding of physical and human processes, their interactions and outcomes over both space and time, through the study of places and environments. In consequence it focuses on themes central to an understanding of our changing world.

A broad division between physical and human geography is made and each student will be taught by members of staff who are specialists in their field.

The course is modular in its approach and the department follows the AQA specification. Two units are completed by the end of the Lower Sixth and these form the AS Geography qualification. Two further units are offered in the Upper Sixth for those continuing with the subject and the results of the four units are combined to form the Geography A Level.

Lower Sixth Modules

Unit 1: Physical and Human Geography - 35% of the total A2 marks

This unit examines key areas within both the physical and human environment. Physical topics involve the study of rivers, floods and management. This is followed by an examination of cold environments focussing initially upon glacial landscapes, but moving on to the potential for, and sustainability of, development within the northern tundra and Antarctica. Human topics include the study of population change before moving on to consider health issues at a local, national and global scale.

Unit 2: Geographical skills - 30% of the total A2 marks

This unit includes questions based upon fieldwork undertaken by students on their residential fieldtrip to the Lake District earlier in the year. It also involves questions requiring the manipulation and analysis of geographical data based upon the core areas of rivers and population.

Upper Sixth Modules

Unit 3: Contemporary Geographical Issues - 30% of the total A2 marks

This unit focuses upon both major physical and human issues. Two units on either side of this broad division are studied. Physical topics include plate tectonics and associated hazards along with weather and climate at local, national and global level. As well as looking at major landforms and processes, contemporary issues such as air quality and global climatic change are studied. Human options consider world

cities in terms of their growth, decline and regeneration. Contemporary conflicts and challenges are also studied including topical issues such as global poverty and international conflicts.

Unit 4: Geographical Fieldwork Investigation/Geographical Issue Evaluation

Pupils will be entered for one of the following papers.

Unit 4A: Geographical Fieldwork Investigation

This is a paper based upon pupils' own fieldwork investigation.

Unit 4B: Geographical Issue Evaluation

This is a paper based upon advance information issued by the examination board prior to the paper. It will focus upon a topic covered earlier in the two year course.

Whilst in the classroom, learning is enhanced by a wide range of audio-visual equipment, together with the latest case study material and a wide range of new textbooks. Students are also encouraged to use the Geography section within the library and learning resource centre to broaden their knowledge of the subject. The role of IT is one which is expanding within the subject.

Fieldwork plays an important part in the development of the Sixth Form Geographer. One of the highlights is the residential course at the Field Studies Council Centre at Blencathra, near Keswick in the Lake District. This usually takes place in the first term of the Lower Sixth and is popular with students who benefit from the intensive period of fieldwork but also enjoy the social aspect of being in residence. This is supplemented by further field days in the Lower and Upper Sixth. The cost of fieldwork for AS/A2 Level is currently £200. The department has also organised a number of foreign tours in recent years with Iceland, Italy, USA and Kenya as locations.

Sixth Form Geographers are encouraged to join the Manchester Geographical Association and frequent trips are organised to attend lectures at the University of Manchester.

GERMAN

Aims

At Advanced Level we build on the skills acquired at GCSE. Our aims are to help pupils to:

- Understand spoken and written German
- Communicate confidently and with a good degree of fluency
- Increase their knowledge of grammar and sensitivity to language learning
- Develop critical insights into contemporary society
- Develop independent study skills

The course provides students with a good foundation for further study of German or other new languages, and enables them to make practical use of the language in the world of work.

The Course

We usually have two parallel sets in the Lower Sixth. The course is taught through topics. In the Lower Sixth we cover *Daily Life*, touching on family relationships, food, drink, health and addictions, and transport trends at local and national level; *Leisure* including national sporting concerns and traditions, tourism and its impact on the environment, and cultural life; *Media and Communications* covering the influence of the press, the use of mobile phones and the internet; *Education and Work*, from personal to national experience.

In Upper Sixth we progress to issues such as *Integration and Exclusion* which considers equality of opportunity in terms of age, gender, race and religion; *Law and Order* which covers crime, civil unrest and policing; and *Unemployment*. The *Environment* topic deals with recycling, reduction of energy usage and conservation; *Energy Management* includes alternative energy sources and the changing energy demands; *Pollution*; and *Conservation of the Natural World* including changing habitats, the impact of man and pollution and local, national or global initiatives. We address *Science and Technology* issues including the impacts of medical progress, scientific advances and technological developments. Through the *Culture* topic, we assess trends and changes in literature and the arts; political issues; and the influence of colonial heritage and historical events on contemporary society.

Examinations

The examination board followed is OCR. At AS and A2, pupils complete two units, one comprised of Speaking, and the other of Listening, Reading and Writing. The

Speaking module at AS involves role play using stimulus material in English and the discussion of an AS topic. At A2, pupils discuss a stimulus article in German and discuss a topic of interest to them.

Materials

We will be using a variety of authentic listening and reading materials together with our coursebook *Zeitgeist*. Pupils are expected to do a fair amount of independent reading and listening in addition to this, from sources such as *Authentik*, a German magazine available in the department and in the library.

Literature

We do not study set texts as in French. We do, however, read extracts from literary texts in order to teach some of our culture topics. For those students who are particularly interested in literature or who are intending to apply for a more traditional course at university we offer an extra course in the Upper Sixth. It is open to all, not just Oxbridge students.

Are you suited to the course?

You should have at least a grade A at GCSE if you are hoping for a good grade at AS and A2. You should also have a reasonable idea of grammar including tenses and word order. We do cover all the grammar taught for GCSE again.

There is a lot of vocabulary to absorb for A Level and if you have struggled so far in vocabulary tests you might find A Level difficult. As you will be in smaller sets you will be expected to contribute more frequently to discussion. You will also be attending extra sessions on your own or in twos with the German Assistant each week. If you do not like communicating in German the course will not suit. In addition, you should have an interest in contemporary issues.

Which A Level subjects combine well with German?

Students sometimes take two languages or English but over the last few years, as university courses have changed, they have increasingly combined German with Sciences, Economics, History, Geography and Music. There is some overlap with most subjects as the topics are so varied.

HISTORY

The courses at AS and A2 enable pupils to study a mixture of British, Modern European and American History. Emphasis is placed upon learning about the history of each period and country, using seminar work, debate and crucially, individual research. All pupils are issued with a wide selection of books and the department has its own extensive library. Each classroom has access to PowerPoint and students create presentations to aid their understanding.

There are four modules spread over the two year course.

AS Modules

Unit 1: The Unification of Italy 1815-1870 (document study, 100 marks)

We study the process by which Italy became a unified state in the nineteenth century; the role of key individuals such as Mazzini, Garibaldi and Cavour; and the problems faced by the new Italian state after unification in 1861.

The content of the course includes reference to the revolutions of 1848–49 in Italy and their failure to unite the country. Also, we investigate the attitudes of intellectuals and nationalists to the idea of unity. We try to decide how important foreign help and foreign circumstances were, including France and Napoleon III, the Crimean War, and the Franco-Prussian War to the eventual unification of Italy in 1871.

The course is examined by one 90 minute exam on sources at the end of the Lower Sixth year.

Unit 2: Liberals and Conservatives 1846–95 (essay study, 100 marks)

This unit covers British politics during the second half of the nineteenth century, in particular the impact of Gladstone and Disraeli. An important part of the course looks at how the Whigs were transformed into the Liberals between 1846 and 1868. Then we look at the emergence of Gladstonian Liberalism, the surfacing of ‘People’s William’ and the reasons for eventual defeat. We then switch to the Conservatives and look at the question, ‘why did Disraeli become the Conservatives’ leader?’ The Conservatives form a vital part of the course and we look at the political qualities of Disraeli; the creation of Tory democracy; support for the monarchy, the Church of England and the aristocracy; attitudes to the Empire and British interests abroad. We then return to the Liberals and Gladstone’s later ministries; his aims and influence; the economy and foreign policy, Ireland and the failure of Home Rule policies, and the effects on British politics.

The course is examined by two essays written during a 90 minute exam at the end of the Lower Sixth year.

A2 Modules

Unit 3: American Civil Rights 1865-1992 (synoptic essay paper, 120 marks)

This popular course covers the vital period when civil rights were slowly being established in the form we know today, beginning by looking at the Declaration of Independence and the American Constitution where civil rights are set down, and then we chart the erosion and conceding of civil rights during the nineteenth and twentieth centuries.

African Americans form the main focus of the course. We study their role and that of the Federal and State governments in the struggle surrounding civil rights from 1865 to 1992. Trade union and labour rights are the second area of study across the time period. Further study includes Native Americans and their acquisition of US citizenship, and the American Indian Movement in the 1960s and 1970s. The final section looks at women and their position in 1865; the impact of the campaigns for prohibition and suffrage on women’s rights, the rise of feminism and its opponents in the period 1865 to 1992.

The course is examined by two essays written during a two hour exam at the end of the Upper Sixth year.

Unit 4: Russian Revolutions 1894-1924 (coursework essays, 80 marks)

This module is concerned with interpreting the reasons for the revolutions in Russia in 1905 and 1917 and the outcome of the establishment of a Communist government. The revolution in 1905 and why the Tsar survived is the starting focus. Why Lenin and the Bolsheviks were able to maintain themselves in power up to 1924 covers the consolidation period. Then finally we look at the extent to which Lenin was merely a dictator who took and held power by force. We also spend time examining the role of individuals such as Trotsky and use new sources of information.

The course is examined by three coursework essays completed over the year. Two essays are based upon sources provided by the examination board and the second essay will be based upon a set topic requiring individual research and decision making.

All Sixth Form historians have the opportunity to attend conferences and talks organised by the department. Members of the Lower Sixth have recently travelled on our trips to the United States and to Berlin and Prague; indeed several took part

in our trips at Easter 2011 to Berlin and Prague and will be travelling to the United States in 2012. All Lower Sixth pupils have the option of taking part in our annual visit to London Museums each June.

History is a very popular option at A Level. The study of History provides students with many essential skills which will help at degree level, but also with careers. Many historians indeed go on to further study of History at university, but historians also go onto study law, accountancy, journalism and medicine, to name but a few recent examples. The study of History provides students with skills such as those of research, analysis, independent learning, argument and sifting of information.

LATIN

This subject is open to all who have studied the subject at GCSE. The essence of the course is the development of the ability to read original Latin texts and analyse their presentation of the authors and of the Roman world. Pupils will have the opportunity to give a personal response to the poetry and prose which they study. Latin is universally respected by universities and employers as a thorough intellectual examination.

The subject combines well with any Modern Language, but also with Humanities subjects (particularly Classical Civilisation) and English. It is also profitably studied in conjunction with scientific courses to provide the broad curriculum base sought by universities.

Latin can be continued at university as part of a Classics degree, or in conjunction with a Modern Language. Increasingly, pupils are continuing their studies of the Classical World at University. Students who may wish to apply for Oxbridge to read Classics should choose both Latin and Classical Civilisation at AS level.

Topics studied in the Lower Sixth:

- Cicero: *In Verrem* – we will read part of Cicero's magnificent speech accusing a governor of corruption. We will discuss Cicero's skill as a writer and how successful the speech might have been as a work of forensic oratory.
- Ovid: *Amores* – we will read some of Ovid's stories of lovers from Classical mythology. We will discuss the humour, imagery and beauty inherent in Ovid's writing.
- Unseen translation – your knowledge of vocabulary will increase and we will continue to practise and apply the rules of Latin grammar. Only a prose unseen will be set.

Topics studied in the Upper Sixth:

- Tacitus: *Annals 15* – Nero's absolute power corrupted him absolutely; we will find out how by reading Tacitus' salacious account.
- Virgil: *Aeneid 4* – we will read Virgil's description of the doomed love affair between Dido and Aeneas. This is one of the finest parts of one of the finest poems ever composed and we will do our best to appreciate the truth in this statement.
- Unseen Translation – Both a prose and a verse unseen will be set.

We will be following the OCR syllabus.

No coursework is set in this subject.

MATHEMATICS

Success in Mathematics is dependent on a high standard of proficiency in algebraic techniques and so we recommend that prospective candidates are expecting to attain an A or A* grade only at GCSE and that their algebraic skills are particularly sound. The A level course is demanding and requires consistent application from sixth form students.

AS

AS Mathematics consists of two pure mathematics units and one applied. Pure Mathematics continues developing the algebra, geometry and trigonometry studied for GCSE, and calculus is introduced. The Applied Mathematics unit could be Mechanics, depending on whether candidates choose Physics as one of their other AS subjects, or Statistics if not.

A2

A2 Mathematics requires two more Pure Mathematics units and a second Applied Mathematics unit. This final unit will either be Statistics or a new branch of the subject called Decision Mathematics, which is the study of algorithms for solving a series of practical problems and is of particular relevance to anyone intending to pursue a career in Computing.

A Level Mathematics is an interesting course in itself but it is also generally regarded as a very useful support for other subjects. Physicists and Economists find certain techniques in pure mathematics essential to their course, and Mechanics is also studied in Physics although it is given a slightly different treatment. Subjects such as Geography, Biology, Chemistry, Psychology and Business Studies make varying use of statistical techniques. To study Mathematics as a discipline in its own right also requires the greater depth of the Further Mathematics syllabus.

FURTHER MATHEMATICS

Further Mathematics cannot be studied without Mathematics.

AS

The AS qualification contains one Pure Mathematics unit, not dependent on those taken as part of the A Level Mathematics course. This unit includes topics involving complex numbers, matrices, summation of series and proof by induction. The other units are Applied Mathematics topics, so that Further Mathematicians will cover the three branches of Mechanics, Statistics and Decision Mathematics.

A2

A2 Level Further Mathematics requires three more units which continue the subject to greater depth. The Pure Mathematics contains further Calculus and Group Theory, topics which Oxford and Cambridge colleges often require as essential for not just Mathematics but Physics, Chemistry, Engineering and Computer Science.

The combination of Mathematics and Further Mathematics is a fine preparation for many future courses, such as Law, Philosophy, Engineering, ICT, Economics and Management. At a time when most students spread their studies thinly, to be a specialist in such a logical discipline as Mathematics is a particular distinction and these candidates are in great demand in business and industry.

MUSIC

The Edexcel Syllabus is followed. Aspiring A Level musicians require a good ear, sound practical skills and an enquiring musical mind reflected in wide performance and listening experience outside lessons.

AS Modules

1. Solo/ensemble performance of 5-6 minutes on any instrument or voice; approximate standard requirement is grade 5
2. a) One three-minute composition in a style based on a choice of four possible topics
b) CD sleeve note which explains the stylistic influences on the above composition
3. A written paper which is comprised of:
 - a) Listening questions based on aural extracts from set works which have been studied in class
 - b) Analytical written questions based on set works which have been studied in class
 - c) Melodic and harmonic analysis of an unseen extract of music; completion of a 4-part harmony exercise

A2 Modules

4. 12-15 minute recital of a planned programme of solo and/or ensemble music; approximate standard requirement is grade 6
5. EITHER one composition and one technical study
OR two compositions
OR two technical studies

Compositions are based on a choice of four possible topics; technical studies are composition technique exercises based on a choice of three set topics.

6. A written paper which is comprised of:

- a) Listening questions based on unseen aural extracts;
- b) Analytical and comparative questions based on set works which have been studied in class

In both years, the written papers will be examined in the Summer Term.

The AS modules are intended to offer a useful self-contained option as well as providing essential preparation for the more demanding level of A2 tasks.

PHILOSOPHY

What is Philosophy?

The term “Philosophy” has come to be applied to many different disciplines. Businesses refer to their corporate philosophy; sports coaches have their own philosophy on the game; whilst star-gazers talk about their philosophy on life...man! Philosophers, however, have one primary concern: the truth. Those who practise philosophy seek to identify that which is beyond doubt and expose the charlatans who wrongly claim to have found it.

What topics are taught at A Level Philosophy?

Students follow the AQA Philosophy syllabus. This subject has some overlap with Religious Studies (philosophy and ethics) AS/A2, however the academic approach differs significantly. At AS Level, students will study issues relating to knowledge – how do we know anything? Which sources of knowledge are reliable? As well as issues of morality – what are the social and psychological roots of morality? What role does self interest play? Students also examine different theories of the external world – is what we see real? Can we trust our perception? We also examine concepts of Free Will and Determinism – how do I make choices?

Specification at a glance:

Lower Sixth – AS Modules

Module 1: Introduction to Philosophy 1

- Reason and Experience
- The idea of God
- Or Why Should I be Governed?

Module 2: Introduction to Philosophy 2

- Knowledge of the External World
- Free Will and Determinism
- Or The Value of Art

Upper Sixth – A2 Modules

Module 3: A2 Key Themes in Philosophy

- Moral Philosophy
- Political Philosophy
- Or Philosophy of Mind

Module 4: A2 Philosophical Problems

- Descartes’ Meditations
- Nietzsche’s Beyond Good and Evil
- Or Hume’s Enquiry on Human Understanding

Where to next?

Philosophy is a subject that combines well with all academic disciplines. It is highly respected by the top universities as it is seen to aid the development of analytical skills and critical thinking. Indeed, it is students who are prepared to challenge conventional ideas and are willing to offer an alternative perspective that are likely to prosper in further education. Perhaps too, the same could be said of life.

Who should study Philosophy?

No particular background in terms of specific subjects studied at GCSE is expected or required, and no prior knowledge of Philosophy is necessary for candidates to undertake a course of study based on this specification.

PHYSICAL EDUCATION

The course is designed to offer the student the opportunity to understand a wide range of topics related to sport and to apply them to sports performance. Under the new guidelines an understanding of health and lifestyle has been introduced but the core principle of enhancing a student's knowledge in order for them to prepare, play and lead as a sports performer remains.

Students will be given the opportunity to look in depth at what makes their favourite sports stars so successful. There will be a visit to the Manchester Velodrome looking at how our elite athletes prepare for Olympic sport. Students should start to apply their knowledge to their own performance by the end of the course.

The course is suitable for any student who wants to take their interest in sport to another level. The student should also be a capable sports performer.

The course is split into three theoretical areas.

Components of the AS syllabus:

Anatomy & Physiology: A study of how the body functions in relation to sporting activity. Topics include movement analysis, forces, muscles, the cardiovascular system and the respiratory system.

Skill Acquisition: This component looks at how we learn new skills and the implications for the performer and coach. Topics covered include information processing, control of motor skills and classification of skill.

Contemporary Studies: A view of sport's position in society. This area looks at a number of issues relevant to sport in today's society such as sport in schools, funding for sport, elite sport and traditional sports.

All three of these areas are now covered in one 2 hour exam which is worth 60% of the total AS mark.

Practical: The other element of the course is practically based. At AS Level the student must offer two sports to be assessed and offer a verbal assessment of another performer and describe how that performer could improve. This module is worth 40% of the AS mark.

The A2 course:

The Upper Sixth syllabus is similar to that of AS. The components are slightly different but do follow on from work done in the Lower Sixth.

Exercise Physiology: This is a detailed look at how the body works to improve sporting performance. This area covers energy systems, principles of training, and aids to performance.

Sports Psychology: A course that looks into the performer's mind and how to approach sport with the winning mentality. Students will look at different attitudes, personality, group dynamics and mental preparation for sport.

Comparative Studies: This looks at the different approaches to sport in the USA and Australia, compared to the UK. The course covers their differing approaches to the pursuit of excellence in sport, mass participation and their cultural backgrounds.

The three areas are covered altogether in one examination and are worth 70% of the A2 marks available.

Practical: The student has to perform practically again but this time in only one sport. There is another verbal assessment, following on from the previous year, but with more emphasis on applying theoretical points to the performance.

The practical/coursework element is worth 30% of the final A2 mark.

PHYSICS

OCR's Advancing Physics is a course developed by the Institute of Physics. It resulted from extensive consultation with teachers, academics, industrialists and students and it was completely revised for September 2008.

The content is motivating and traditional textbooks are replaced by slimmer student books, in full colour. Students benefit from a dedicated CD-ROM that holds a wealth of resources and is available on the school network. Further support is provided through a website maintained by the Institute of Physics and linked directly to the examination board. More information about these resources can be found on the website (<http://post16.iop.org/advphys>). The resources within the Physics department have been significantly improved for this course – all laboratories are now fully equipped with computing facilities.

Through the Advancing Physics A level course candidates develop their ability to learn independently, in addition to enhancing their experimental, research and communication skills.

The AS

There are two externally examined units and a third, coursework unit.

- 1. Physics in Action** explores a wide variety of ways in which Physics is currently put to use. Topics include:
 - The various ways to capture, manipulate and store digital images,
 - Methods of sending information (particularly images and sounds) long distances as digital signals
 - Electric circuits leading to their use in sensing.

This module also explores the properties of various types of materials and how these link to the material structure. This develops into a brief look at how these are used to make new materials.

- 2. Understanding Processes** is organised around different ways of understanding processes of change, the focus being on 'curiosity-driven' physics. Waves and quantum behaviour is mainly about phenomena related to electromagnetic waves, with a brief account of the quantum behaviour of photons. Modern theories are introduced. The Space, Time and Motion section of this module develops classical mechanics, including vectors.

- 3. Physics in Practice.** Candidates carry out two coursework tasks for this unit. All coursework is marked internally and moderated externally. The combined scores form 20% of the total AS mark.

The two tasks are:

Physics in use: Candidates choose and research a material of interest to them. They make a presentation on the use, properties and structure of the material. Quality of measurement: Candidates study of a physical relationship in order to write this report.

Attention is paid to the quality of measurement and making valid inferences from data.

The A2

As at AS, there are two externally examined units and a third, coursework unit.

The A2 examined units explore:

- the physics behind particle accelerators
- current theories on particle physics
- radioactivity and nuclear fission and fusion
- cosmology
- relativity

The coursework module again consists of two pieces of work which are combined to form 20% of the A2 mark. These tasks recognise the more developed skills and maturity of students by this stage. **The two tasks are:**

- A Practical Investigation: Pupils investigate an aspect of Physics of their own choice.
- A Research Briefing: This allows candidates to select an area of Physics of particular interest to them. The task provides them with an opportunity to draw together ideas from various aspects of the course and use the skills they have developed to carry out research, and then process the information for their report.

This course stresses and demonstrates the value of Mathematics in Physics. It is, however, not essential to study AS Mathematics as the course incorporates the teaching of some Mathematics within the context of the Physics for which it is required. An extra lesson of Physics is allocated for those not studying Mathematics at A Level.

The course uses and studies a wide range of modern discoveries and technology and is therefore an excellent preparation for a variety of university courses. Many of the skills it develops, such as making a presentation, are useful in most careers. The appeal and relevance of the course is increased by allowing students to choose their own areas of interest: for example, those interested in medicine can investigate properties of the materials used for joint replacement at AS and the Physics behind diagnostic scanning techniques at A2.

PSYCHOLOGY

Psychology has become integral to an understanding of our society. Its ramifications extend to sport, education, health, crime and personal development.

Modern Psychology has its roots in philosophy but has moved away from an armchair stance to a 'hands-on' approach which aims to observe and measure human nature objectively through experimentation and logical inference. One of the first lessons in Psychology aims to instil in pupils the difference between common sense Psychology, based on personal anecdote, and academic Psychology, based on theory and research. The Psychology that we study can be described as the scientific study of human behaviour, emotions and mental processes; it is essentially about people and why they behave as they do, and it is uniquely challenging, as unlike other disciplines, we are actually studying ourselves!

The department follows the AQA Specification A which raises the profile of Psychology as a practical way of investigating human behaviour. The course reflects this in its emphasis on conducting research in the real world and relating Psychology to everyday life.

There are four assessment units, two of which are completed by the end of the Lower Sixth, and which comprise the AS Psychology qualification. A further two units are offered in the Upper Sixth to be examined in January and June in the second year, contributing 50% to the full A Level Psychology.

AS Level Modules

The modules for the AS Level in the first year are as follows:

Cognitive Psychology, Developmental Psychology and Research Methods

Cognitive Psychology concentrates on ways in which people use their memories, exploring the reliability of memory in eyewitness testimony. Developmental Psychology focuses on the development of attachments in humans. Research Methods provides pupils with the skills to carry out their own psychological experiments.

Biological Psychology, Social Psychology and Individual Differences

Physiological Psychology focuses on the causes and consequences of stress along with stress management techniques. Social Psychology analyses how the presence of others affects our thoughts, feelings and behaviour, and includes the study of conformity and obedience. Individual Differences addresses the questions 'What is abnormality?' and 'Why do people develop abnormal behaviour patterns?'

A2 Level Modules

Topics for Unit 3, the second part of the A Level, are as follows:

We study the psychology of gender, examining the role of genes and hormones as well as social influences on gender role; social relationships including the formation, maintenance and breakdown of relationships and, finally, biological and social explanations of aggression.

In Unit 4, we extend the AS study of abnormal behaviour to encompass an in-depth analysis of clinical characteristics and possible causes, biological and psychological, of one of the following mental disorders: depression, schizophrenia and phobias or obsessive-compulsive behaviour. Also included is a study of therapies and treatments for the chosen disorder.

The new specification also includes the detailed study of one contemporary application of Psychology from one of the following:

- Media Psychology
- The Psychology of Addictive Behaviour
- Anomalistic Psychology (the study of paranormal experiences)

As part of the course, pupils have the opportunity to attend A Level Psychology conferences where they can enjoy a day of lectures by well-known researchers and writers in the field of Psychology.

Prospective Psychology pupils are sometimes somewhat daunted by the emphasis that modern Psychology places on the scientific method in research and the use of statistical tests in analysing data. It should be stressed that although Psychology uses the scientific method, pupils do not require a sophisticated scientific understanding in order to study Psychology successfully. Psychology requires a blend of creative and logical thinking and is eminently suitable for pupils with an arts orientation and a keen interest in human nature.

RELIGIOUS STUDIES: PHILOSOPHY & ETHICS

What is Religious Studies: Philosophy & Ethics?

Religious Studies is an academic subject which requires students to examine traditional ethical and philosophical theories critically and challenge conventionally accepted wisdom. Religious Studies allows students to express their own philosophical and ethical standpoints whilst simultaneously developing key critical thinking skills. Whilst examining ancient wisdom and philosophy, the course also allows students to study ethical issues in depth that are relevant to life in today's society, for instance Abortion, War and Peace and Euthanasia. This enables students to develop an historical view of philosophy and ethics whilst also contextualising theories to suit modern day situations.

What does the course consist of?

Students are entered for OCR Religious Studies and study the Philosophy and Ethics options.

Students can also opt for AQA Philosophy at AS and A2 Level. Although there is some cross over between the two subjects, the content and approach is very different. Please see the separate entry for Philosophy for further information.

For AS Religious Studies students study the following topics:

Module 1: Philosophy of Religion

- Ancient Greek influences on the philosophy of religion
- Judaeo-Christian influences on the philosophy of religion
- Traditional arguments for the existence of God
- Challenges to religious belief, including the problem of evil and religion and science

Module 2: Religious Ethics

- Ethical theories including Natural Law, Kantian Ethics, Utilitarianism and Religious Ethics
- Applied Ethics including Abortion, Euthanasia, Genetic Engineering, War and Peace

For A2 students study the following topics:

Module 1: A2 Philosophy of Religion

- Religious Language
- Experience and Religion
- Miracles
- The Nature of God
- Life and Death

Module 2: A2 Religious Ethics

- Meta-ethics
- Free Will and Determinism
- The Nature and Role of the Conscience
- Virtue Ethics
- Applied Ethics including Environmental and Business Ethics and Sexual Ethics.

Assessment

Students wishing to take the subject at AS Level will sit two 1½ hour examinations at the end of the Lower Sixth. A2 students will sit a further two 1½ hour examinations at the end of the Upper Sixth. There is no course work within the A Level.

Where to next?

This subject is relevant to all walks of life, but the following careers require a particular understanding of the issues which are examined: teaching, law, politics, medicine, nursing, social work, broadcasting, archaeology and business. Religious Studies also complements study in other arts subjects as well as developing critical thinking skills which can complement more scientific areas of study. A Level Religious Studies is an excellent foundation for further study in many areas including Theology, Philosophy, Politics, Law and Medicine.

Who should study RS Philosophy & Ethics?

Whilst this course forms the natural progression from GCSE Religious Studies, it is also suitable for those students who have never studied RS. Religious belief is also not a pre-requisite for this course of study – students may successfully study this subject coming from any religious background or none. All students require in order to achieve in this subject is an enquiring mind, the ability to analyse and debate complex theories and also the ability to offer alternative perspectives.

SPANISH

What will I be learning about for AS level?

The topics studied in the AS course are very similar to those studied at GCSE but you will be studying them in more breadth and depth. Topics range from leisure and lifestyles, (including traditions, health and tourism) to talking about the individual and society (including relationships and responsibilities, youth culture and media).

How does the course develop in the Upper Sixth?

For A2 you continue to study language topics such as the environment and social issues including immigration and racism. The course will provide you with the skills that are necessary to discuss a wide range of topics in Spanish. In addition to this, you will study two cultural topics (see next question).

What cultural topics will I study?

Literature and film play an important role in the Spanish culture, with some very famous playwrights and directors coming from various regions in Spain. It is important for pupils to feel confident about accessing the language and culture in as many different forms as possible. At A2 a popular short novel and a film by a well-known Spanish director are studied. This is often the first time that pupils experience film and literature in another language and can, for a lot of them, provoke a further interest in the subject.

What materials will I be using?

A wide range of authentic sources, written and recorded, are used in the course. The course book is AQA Spanish. You will also use texts taken from the internet and the Spanish language edition of *Authentik* and *ELI*, as well as watching excerpts from Spanish films and TV programmes. Thorough revision and consolidation of grammar is also built into the course along with exam techniques and preparatory examination-style questions.

What about spending time in Spain?

Each year, the Spanish department offer a trip to a region of Spain. Past trips have been to Andalusia and Madrid. A further trip will be organised for 2012 to a different region of Spain in order to provide variety for the students who study Spanish. Work experience trips are also available, organised by an independent company. Information about these trips can be provided on request.

How will my work be assessed?

As with all other subjects studied post-GCSE, progress will be assessed throughout the course. As the classes are small, there are lots of opportunities to practise your

language skills, receive help and improve. There will also be mock examinations. At the end of your AS studies, you will take two examinations: one will test listening, reading and writing skills and the other is an oral test. If you carry on to A2, you will take two examinations at the end of Upper Sixth: as at AS level, one will test listening, reading and writing skills and the other is an oral test.

Will I enjoy A-level Spanish?

- Are you interested in learning more about the Hispanic culture?
- Do you like discussing current affairs?
- Are you considering a career related to languages or working abroad?
- Are you doing well in Spanish at the moment?
- Do you want to do a subject which can be combined with many other disciplines at degree level?
- Do you relish a challenge?

If your answer to all or most of the above questions is 'yes' then Spanish could well be a good choice for you!

Assistants

Sixth Form pupils will be expected to attend timetabled oral practice sessions in small groups with the Spanish Assistant.

ENRICHMENT PROGRAMME

The Enrichment Programme is primarily followed by those members of the Upper Sixth who only study three A2 courses and has been designed to offer a wide choice of courses to benefit each pupil academically, personally and socially. Those who study four A2s may participate in areas of the course that they find particularly interesting or helpful.

There are currently 14 courses which contribute to the Programme.

These are:

- Year Book
- Black and White Photography
- Boot camp circuit training
- Practical Art Course
- Student Cookery
- Medical Ethics
- Swedish
- Politics, Society and Media
- Mock Trial
- Moral and Ethical Issues
- First Aid/Heartstart
- Food Hygiene
- Business Start-up/Dragons' Den/Presentation skills
- IT

Over the academic year each student follows three different courses each lasting between eight and nine weeks. In general, there is no formal assessment involved, though some courses may offer the opportunity for external accreditation.

In addition to attending classes, there is also a programme of Guest Lectures and workshops. In recent years, talks have been given by professionals and experts in many fields, including; sexual health, road safety, risk management, educational innovation, ecology, terrorism, counter-terrorism and undercover police work, philosophy and psychometric testing.

NOTES



Stockport Grammar School
Sixth Formers go on to study
for a vast range of professions
and expand their knowledge in
many subject areas including:

Architecture
Automotive Design
Engineering
History

International Relations
Law
Mathematics
Medicine
Modern Languages
Pharmacy
Physiotherapy
Sports Science
Teaching

They choose from a range
of universities including:

Birmingham
Bristol
Cambridge
Durham
Edinburgh
Leeds

Loughborough
Manchester
Newcastle
Nottingham
Oxford
Queen's, Belfast
University College London
St. Andrews
York



STOCKPORT GRAMMAR SCHOOL

Buxton Road, Stockport, Cheshire SK2 7AF

Telephone: 0161 456 9000
Email: sgs@stockportgrammar.co.uk

Fax: 0161 419 2407
www.stockportgrammar.co.uk

Stockport Grammar School is a Registered Charity - Number 1120199

For entry 2012