

ST · CLEMENT · DANES · SCHOOL



# Sixth Form Prospectus



January 2009

Dear Prospective Student,

### **SIXTH FORM ADMISSIONS 2009**

Welcome to St Clement Danes. Our Sixth Form is popular and continues to grow. At present, we have 282 students who have either stayed on here or have come to us from other schools in the area. They, like us, believe that the Sixth Form has something special to offer.

Should you choose to come here, you will be entitled not only to excellent academic provision but to many other quality opportunities that will ensure you are well equipped for the challenges of the future. In September 2006, facilities for teaching and learning were greatly enhanced with the opening of a new, purpose-built Sixth Form Centre. In addition to eight large teaching rooms, specifically designed for A level groups, the Sixth Form Centre also houses a large, well-equipped private study area, an ICT suite and a comfortable Common Room and kitchen. Current students rate the facilities highly and enjoy the increased independence.

#### **Academic Provision**

St Clement Danes is a high quality learning environment. In 2007, the school was named as one of the top 50 schools nationally for improving results and in January, following a successful Ofsted Inspection, the school was described as "very good with many outstanding features". After being identified as a high-performing specialist school, the school was invited to apply for a second specialism and the school now enjoys specialist status in Languages and Science. In the summer of 2008, the Sixth Form achieved its best ever AS results and equal best at A2 in terms of the average grade per exam entry.

As a student in our Sixth Form, you can choose from 31 A Level subjects covering Sciences, Maths, Technologies, Social Sciences, Humanities, Arts, Sport and Languages. A Higher Diploma in Engineering is also offered as a one-year course. A few other subjects are also available through collaborative arrangements with Rickmansworth and St Joan of Arc Schools. Every student is guided towards a balanced, manageable and personalised curriculum from day one, a policy that results in a high retention rate throughout the two years.

#### **An All-Inclusive Pastoral Programme**

An important and successful component of the school is its commitment to the whole person and this continues in the Sixth Form. The transition from GCSE to A Level is considerable and one which requires support. All students have a dedicated tutor who meets with them on a daily basis and is available to assist with current and future planning as well as to discuss any other concerns. These concerns are referred to the Sixth Form Management Team who are always available, maintain a very high profile amongst the student population and are also involved in offering advice and guidance. In addition to frequent monitoring and assessment and subsequent reporting to parents, the Sixth Form also benefits from the availability of excellent monitoring data. This enables Managers, Heads of Faculty and Subject Leaders to target individuals and work towards achieving the best possible outcome. This has led to an excellent pass rate at AS and A2 and in 2008, St Clement Danes was in the top 5% of schools nationally in terms of contextual value-added performance (the DCSF measure of progress made by students from GCSE to A level).



### Enrichment and Extended Projects

We know that academic success is not sufficient on its own. We place equal importance on ensuring that each student has the opportunity to develop new interests, get involved with the school or local community as well as learn new skills. All of these are essential for life beyond the Sixth Form. Our Enrichment Programme is considerable and includes such diverse activities as the Extended A Level Project, Young Enterprise, Duke of Edinburgh Award, St John Ambulance First Aid, European Work Experience, Community Sports Leader Award, preparation for independent life at university and language courses.

### Preparation for Post-18

The majority of our students decide to go on to Higher Education and preparation for this starts early in Year 12. Students are given expert guidance from the Lifelong Learning Department, the Sixth Form Management Team and tutors on how to research Higher Education courses. In addition, numerous outside speakers contribute to this preparation.

The writing of the all important personal statement is carried out and supervised in tutor groups as is the completion of the electronic UCAS application. In depth training and feedback for both University and employment interviews is also held at the end of Year 12 during our Interview Forum. In 2008, our Year 13 students were again successful in gaining access to their chosen Universities. From this cohort, 103 chose to go onto to Higher Education. Of these, 72 obtained their first choice institution, 9 their second, 2 were placed through Clearing, whilst 5 students deferred their entry and 15 students pursued Art Foundation. The full range of destinations where these students are now studying can be seen on pages 12 and 13.

We are sure that should you choose to come to St Clement Danes, you, like those students featured in this prospectus, will benefit from all that is mentioned above and much more.

Michael Garvey  
Director of Sixth Form Studies

Lorraine Hawkins  
Assistant Director of Sixth Form

Caroline Rigby  
Lead Excellent Teacher (Sixth Form)



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## ACADEMIC INFORMATION

### Year 12

#### Entry Requirements for A Level Studies

- **Five** GCSE grades A\*-C. Students should also have English and/or Maths at C grade or above. Only one resit of these two subjects is possible.
- **To ensure acceptance on a specific AS course, students must achieve the grades required for each AS level as specified in the green subject pages at the back of this brochure.**
- Students with an average GCSE point score of **6.5 and above** will be allowed to study **four** subjects at AS Level.
- Those **below 6.5** will be directed to **three** subjects.
- Those whose average point score is **at or below 5.5** will be required to attend a Course Guidance Meeting with a member of Sixth Form Management to establish an appropriate course of study

#### AS Courses

- Students study AS courses in Year 12. These will include external exams in the January or June of Year 12. In some subjects, students will sit their first AS exam in January of Year 13. From September 2009, the majority of AS courses will involve two modules of study. In effect they constitute the first half of a full A Level but they will be considered as valid qualifications in their own right.
- It is expected that most Year 12 students will study **three** AS Level courses dependent on their GCSE points score. However, some will be selected to study four. **The recommended number of subjects, as individual packages, will be confirmed at our initial Round Table meeting in September following GCSE results and after students have indicated which subjects they would like to study.**
- Remember that most Universities require no more than **three** A Levels for entry and many now consider students with **two** good A Levels. There are some Universities, however, who do ask for **3½** A levels (i.e. four subjects in Year 12 and three in Year 13).

#### Higher Diploma in Engineering

- Students who do not have sufficient grades to take 3 or 4 A Levels, can study a Higher Diploma in Engineering in Year 12.
- Applicants are required to have a minimum of 3 A\*-C grades at GCSE. These must include a C grade in Double Science and either English or Maths at C grade or above.
- The Higher Diploma qualification is equivalent to 7 A\*-C grades and could lead to open up opportunities to continue Sixth Form studies with further qualifications in A levels or Advanced Diplomas in Years 13 and 14 as part of a three year package.
- Further guidance about possible options will be given at the Course Guidance Meetings.



## How do I select my AS subjects?

The jump from GCSE to A Level is a significant one. This applies not only to the level of understanding required but to what is expected of you and your capacity to work independently. From early on in Year 12, you should feel a real difference in the demands placed upon you. In this light, it is essential that you choose your subjects carefully. The following should help when deciding what to take:

- Ensure you have a balanced choice. Do not take too many similar subjects.
- Choose subjects that you know you are good at and that you are likely to get a grade B or above at GCSE. The better the GCSE grade, the more likely you are to stay with the AS course.
- Be aware that some subjects are much more challenging at A level so be sure to ask how the A level course differs from GCSE.
- Bear in mind the demands that coursework will put upon you. Doing too many subjects that have a high percentage content of coursework and/or subjects that have substantial background reading could affect your overall performance.
- Do not choose more than **one** new subject.
- For a good number of degree courses, universities are not overly concerned which subjects you offer at A Level. Your ability to meet their entry requirements is more important. The number and the right combination of subjects could produce a better set of results. Three Bs are better than four Ds.
- You will be asked to rank, in preference order (1 - 4), the subjects you wish to take in Year 12 but remember it is your average GCSE points score that will determine how many subjects you study.

### NOTE:

**We always attempt to ensure that a student's subject choices are met. However, in some cases this is not possible due to timetabling clashes, unexpected staffing issues or insufficient students choosing a particular course. If this affects you, you will be contacted and asked to make another choice.**



## Collaboration

It is possible to study certain subjects that we do not currently offer at St Clement Danes at other local schools. We are in a 16 - 19 Collaborative Group with Rickmansworth School and St Joan of Arc School.

Some of our Sixth Form students study a collaborative subject at one of the other schools. Examples of collaborative subjects available at the other two schools include Photography and Health and Social Care. We have students from the other two schools studying subjects here, for example: Food Technology and Product Design (Graphics).

If you are interested in studying a subject not on offer at St Clement Danes, even if it is **not** listed on the back of the application form, please indicate this clearly on your form. We will look into the possibility of offering it at another school but we are not able to guarantee that a collaborative arrangement will be possible for individual students. Places on a collaborative course will be limited and any decision will depend on a number of factors including individual subject choices, timetabling and staffing.

## GCSE Re-sits

- We will endeavour to provide courses to enable students to re-sit GCSE English Language and Mathematics. However, this is not always possible and in that case, students must register with another institution in order to obtain passes in these core subjects. **ONLY ONE OF THESE SUBJECTS CAN BE TAKEN AS A RE-SIT.** Students who have below a grade C in **both** of these subjects will not be considered for the Sixth Form. Please be aware that these classes could take place after school and that attendance is compulsory.
- No other GCSE **re-sit** courses will be available at Post-16.

## Year 13

- To be accepted on an A2 course, students must have gained grade D or above in that subject at AS.
- It is expected that the majority of Year 13 students will continue to study **three** A2 courses. The school will negotiate with students the possibility of studying more or fewer courses.
- It may be possible for Year 13 students to take additional AS courses, timetable allowing.
- St Clement Danes aims to meet the individual needs of all its students. If students show aptitude, talent or enthusiasm and commitment in any area of the curriculum then they will receive appropriate enrichment and extension organised and delivered by faculties.



## PASTORAL INFORMATION

### Year 12

#### Structure

There are, at present, seven tutor groups. The atmosphere is slightly less formal than lower down the school and the groups are smaller. This facilitates discussion, individual guidance and awareness of each other's needs.

#### Tutorials and Monitoring

- All students are assigned a tutor with whom they must register and meet regularly, and who is there to help and advise them.
- It is hoped that in this way students will also be able to make constructive suggestions to enable further improvements to be made to the quality of Sixth Form life.
- Subject staff may report informally at any time to the Sixth Form Management Team on a student's performance. Follow up with parents usually follows. However, a formal Tutorial Week based in faculties takes place in mid-October to address any early concerns that subject staff may have with those studying their subject. Students are then given approximately three weeks to make necessary changes in their approach in order to ensure they continue with the course.
- Initial AS predicted grades are issued to students in early December and a Year 12 Consultation Evening takes place usually in early January to provide early feedback on performance.
- A comprehensive Monitoring Report will be issued in the Spring Term. This will contain a revised set of predicted grades.
- Frequent and informal Round Table sessions will take place throughout the year between Key Stage 5 Subject Co-ordinators /Heads of Faculty and the Sixth Form Management Team to discuss any issues relating to individual students. Follow up discussions involving students and parents is part of the process.
- Every Sixth Former will take part in a comprehensive Lead Lecture Programme. The aim of this is to give support and guidance throughout the Sixth Form and to prepare students for the choices they will make in Year 13, as well as providing with the necessary learning and thinking skills to succeed at A Level.



## ENRICHMENT & EXTRA CURRICULAR INFORMATION

Through our Enrichment and Extra-Curricular programme, students will have the opportunity to enhance their Personal, Learning and Thinking Skills as well as an understanding of Communication, Teamwork, Numeracy and ICT. These skills can be developed via a range of options, including:

- Duke of Edinburgh Award Scheme
  - Extended A Level Projects
  - Young Enterprise
  - Independent Living
  - Lead Lecture Programme: Independent Learning Course
  - A range of languages offering different levels of certification
  - The Community Sports Leader Award
  - St John Ambulance First Aid
- There are also many organised extra curricular activities such as visits to museums, the theatre, art galleries and places of geographical interest.
  - Those with musical and dramatic talents are given the opportunity to perform in public, while many others enjoy participation at high level in the sporting arena.
  - Outside speakers are invited to talk with members of the Sixth Form. These include people from the world of business, Higher Education, charitable organisations, religious groups and health awareness groups.
  - Students are also encouraged to suggest, organise and implement enrichment and extension programmes themselves.

## WORK SHADOWING/EXPERIENCE

- Sixth Form students are encouraged to arrange work shadowing or work experience, when appropriate, in order to gain greater insight of specific careers. This is particularly important for students applying for university courses in competitive fields such as **medicine, law, physiotherapy, veterinary science and teaching**.
- Work experience over two weeks is also a **compulsory** part of AS Modern Foreign Language courses. This takes place in France, Spain, Germany and Italy.
- Opportunities exist for non-linguists to also participate and this has proved popular in the past few years.

## COMMUNITY SERVICE

- Students will spend a minimum of 45 minutes per week, in a placement for at least seven weeks.
- To obtain maximum benefit, the student's placement should be continuous. Many work for a much longer period than the minimum requirement.
- The school is able to assist in finding placements in local Primary/Junior Schools, playgroups and retirement homes. However, many students find their own placements.
- Many students work with lower school classes, particularly in Years 7 and 8, supporting classroom teachers in a subject area of their interest.



## PREFECTS

- Being a prefect is regarded as a great honour in the school.
- Year 12 students who wish to be prefects submit a written application for consideration.
- The applications are available for staff to consult before voting for a number of prefects.
- The four boys and four girls with the highest number of votes are invited to apply for the positions of Head Boy, Head Girl and their Deputies.
- All eight make presentations to the student body who then vote, together with staff, to elect the above four.
- All student officials take up their posts for one year after the Easter holiday of Year 12.
- Prefects, Head Boy and Head Girl and their Deputies play an important role in representing the school and assisting staff, both inside and outside of school.

## PREPARATION FOR LIFE AFTER SIXTH FORM

- Students access advice concerning Lifelong Learning through the Lead Lectures/Tutorial Programme. They are introduced to the research facilities of the Learning Resource Centre, including a comprehensive section on Employment and University entrance in addition to a range of interactive computer packages.
- Speakers are invited from the Hertfordshire Connexions and University/College Admissions Departments.
- Students practise applying for University/College courses and take part in a structured Interview Forum where they apply for courses advertised in the Sixth Form and are interviewed by a panel including invited guests from industry and local Higher Education institutions. **Students who choose to enter employment rather than go into Higher Education will be interviewed for positions in their chosen field.**
- In Year 13, the Tutorial Programme for the first half term is dedicated to preparing students' university applications via the electronic UCAS system and providing opportunities for mock interviews related to the courses selected for study.
- In the Spring Term of Year 13, all students attend a series of Lead Lectures given mainly by outside speakers who are specialists in their field. The lectures have a mainly religious/ethical/philosophical slant and their aim is to stimulate awareness and discussion and broaden horizons on a variety of topical social and moral issues.



## WHO IS OUR SIXTH FORM AIMED AT?

### Are you an Independent Learner who studies a subject or someone who is just “at school”?

The transition to post-16 education is not an easy one. Students must adopt a new approach to work in order to cope with the increased demands. We are therefore, looking for individuals:

- ✓ who **can take responsibility for their own time**, who are **organised** and can **take the initiative** to make the most of their studies.
- ✓ who are prepared to **do more than just the work that is set by the teacher**.
- ✓ who can **commit to a minimum of 15 hours per week** of non-school time to their academic studies.
- ✓ who are **punctual** and who have **excellent attendance**.
- ✓ who are increasingly aware of their **social responsibility**.

We expect our senior students to conduct themselves academically, socially and behaviourally, in a manner that is fitting for young adults within a large school community.

We allow a degree of choice in how students manage their time but also expect responsibility to go hand in hand with increased independence.

All students who decide to come to our Sixth Form will need to sign and abide by a **Code of Conduct**.

## MANAGEMENT OF THE SIXTH FORM

- The Sixth Form is currently led by a management team of three including the Director and two Assistants. Day to day running of the Sixth Form is facilitated by our Administrative Assistant.
- The students are represented by elected members to the Sixth Form Student Management Committee which meets fortnightly and works closely with the Sixth Form Management Team.
- The Sixth Form is also represented on the School Council which meets every half-term.



## HOW SUCCESSFUL ARE OUR STUDENTS?

### Destinations of Leaving Students in 2008

<b>Surname</b>	<b>Name</b>	<b>University</b>	<b>Course</b>
Anderson	Fiona	Chester	English and Psychology
Bayley	Simon	Southampton	Management with Entrepreneurship
Bennett	Ross	Aston	Construction Project Management
Birdi	Saminder	Brunel	Mathematics (4 year Thick SW)
Boyd	Matthew	Sheffield Hallam	Business and Management
Brooks	Stephen	Imperial	Physics (Deferred Entry 2009)
Burgin	Sam	Portsmouth	Mathematics for Finance and Management
Butler	Sarah	Birmingham City	Visual Communication (Photography)
Cantle J	James	Loughborough	Mechanical Engineering (4 year MEng)
Cantle T	Thomas		Gap Year
Cathcart	Gregory	Roehampton	Film and Drama, Theatre & Performance Studies
Citroen	Rebecca	Bristol	Psychology
Clark	Charlotte		Gap year
Clarke	Hannah		Gap Year
Cloot	Lucie	East Anglia	History: American with English History (4 years)
Cole	Sophie	Sussex	Geography
Compton	Bryony	London College of Fashion	Art Foundation
Cooper	James		Gap Year
Cosgrave	Fern	York	Psychology
Crockett	James	Southampton	Gap Year
Cunningham	Siobhan		Law
Currie	Gemma	Hertfordshire	Equine Performance and Management
Dawes	Simon	Imperial	Mathematics
Driscoll	Austin	Camberwell College of Art	Art Foundation
Edelman	Sasha	Loughborough	Accounting and Financial Management (4 year SW)
Edwards	Faye		Gap Year
Eustace	William		Gap Year
Fenton	Ria	Brighton	Primary Education 5-11 with QTS (4 years)
Fletcher	Gemma	Hertfordshire	Sport & Exercise Science
Foskett	Joel		Employment
Fowler	Isabella	Loughborough	Art Foundation
Fowler	Natasha	Huddersfield	Gap Year
Francombe	Hannah	Portsmouth	History
Free	Alicia		Employment
Galvin	James	Kings College	Geography
Glover	Christopher	Lancaster	English Literature with Creative Writing (deferred 2009)
Godbold	Jonathan	Arts Educational School - London	Musical Theatre
Gorton	Michael	Kings College	Law
Green	Hannah	Nottingham	Management Studies
Hackney	Charlotte	Nottingham	American Studies (4 years)
Haggith	Ross	Manchester	French and Spanish (4 years)
Hall	Sophie	Wycombe	Art Foundation
Hammond	Claire	Roehampton	Primary Education Foundation Stage & Key Stage 1
Hancock	Kimberley	Loughborough	Employment
Hannibal	Nicola	Manchester	Fashion and Textile Retailing
Harris	Todd	Leed Metropolitan	Events Management
Harvey	Isabel	Camberwell College of Art	Art Foundation
Hinge	Alex	Brunel	Foundations of Engineering
Hoffbrand	Matthew	Salford	Contemporary Military and International History
Holt	Isobel	London College of Fashion	Art Foundation
Hosking	Bethany		Employment
Hutchinson-Kemal	Josh	Oxford Brookes	Economics/Geography
Iles	Stephanie	Aston	Business and Management
Ingram	Rebekah	Royal Holloway	Human Geography
Issott	Jade	Bucks Chiltern	Art Foundation
James	Katie	Loughborough	Sport and Exercise Science
Janusz	Liam		Employment
Jaskowski	Vincent	University College London	Hispanic Studies (4 years)
Johnson	Danielle	Loughborough College of Art	Art Foundation
Jowers	Dominic	Birmingham	Economics
Kershaw	Bethan	Leeds	Music
Ketley	James		Employment
Killick	Catherine		Gap Year
Kirwan	Ross	London Metropolitan	Art Foundation
Leask	Christopher	LAMDA	Foundation Drama



<b>Surname</b>	<b>Name</b>	<b>University</b>	<b>Course</b>
Leigh	Thomas	Birmingham	Economics
Lennon	James		Employment
Lenthall	Hannah	London College of Fashion	Buying and Merchandising
Livingstone	Sarah	Glasgow	Philosophy (deferring 2009)
Malcolm	Stuart	Manchester	Biomedical Materials Science
Mann	Katharyn	Goldsmiths	Gap year
Mann	Sophie		deferred entry
Mash	Adam	Reading	History
Maslen	Anna	Bristol	Anatomical Science
Maw	Simon		Gap year
McAdam	Jonathan	Portsmouth	Music and Sound Technology
McAteer	Nicholas		Gap year
McCann	William		Gap year
Meyrick	Joshua		Gap year
Middleton	Hayley	Birmingham	Nursing
Minshell	Thomas	Sheffield Hallam	Construction Management
Mitchell	Ella	Worcester	Employment(Media & Marketing)
Mitchell	Ella	Derby	Media Studies
Moody	Nicholas		Employment
Moore	Laura	Kent	Drama & Theatre Studies and History
Moran	Charlotte	Sheffield	Advertising and Media
Morgan	Hannah	Bucks Chiltern	Art Foundation
Morgenstern	James	Nottingham	Industrial Economics
Morjaria	Rebecca	Leeds	Law (3 years)
Mula	Edward	Portsmouth	Film Studies
Nutton	Bart	Kings College	Physics
Owen	Emma-Jane	Bucks Chiltern	Art Foundation
Parish Matheson	Daniel	Southampton	Civil Engineering (with a year in Industry)
Parker	Alexander	Warwick	Chemistry
Parry	Caroline	Brighton	Key Stage 2/Key Stage 3 Maths Education with QTS
Phillips	Lyndsey	Nottingham	Midwifery
Raines	Mark	Birmingham	Economics
Rickayzen	Hannah	York	English
Roberts	Sean	Nottingham	Medicine
Royce	Benjamin	De Montfort	Computer Games Programming
Russell	Eloise	Brighton	Business Studies with Marketing (4-year sandwich)
Sadler	Thomas	St Mary's Twickenham	Sports Science with Nutrition
Sethi	Qaizer	Buckingham	Law
Shanahan	Mark	Birmingham	Mathematics
Sheldon	Sophie	Oxford	Modern Languages (4 years)
Simmonds	Lauren	Loughborough	Retail Management (4 year SW)
Steele	Robert	Portsmouth	E-Commerce and Internet Systems
Taffel	Charlotte	Leeds	Political Studies
Thompson	Elyse	London College of Fashion	Art Foundation
Tooze	Emma		Gap Year
Toscani	Victoria	De Montfort	Drama and Theatre Studies
Treacy	Elliot	Sheffield Hallam	Product Design
Turner	Chloe	Bucks Chiltern	Art Foundation
Wade	Catherine	De Montfort	Retail Buying (Fashion)
Waldren	Amy	Loughborough	Accounting and Financial Management (4 year SW)
Waldren	Holly	Exeter	Law
Ward	Chris	Worcester	History
Warner	Adam	St Andrews	Philosophy
Wassall	Catherine	Brighton	Business Management with Marketing
Watson	Rachel	Leeds	Food Studies & Nutrition
Webb	James		Gap Year
West	Martin		Gap Year
Whitefoord	Holly	St Martin's College of Art	Art Foundation
Whybrow	Philippa	Lincoln	International Relations
Willett	Hollie	Birmingham	Physiotherapy (including state registration)
Williams	Theodore	Kings College	Business Management
Wilson	Adam	Guildford School of Acting	Deferred entry
Wong	Adam	Bucks Chiltern	Art Foundation
Yaxley	Nicholas	Amersham College	Fast track Sociology A Level



### 2008 A LEVEL RESULTS (YEAR 13)

SUBJECT	ENTERED	A	B	C	D	E	U
English Language	21	4	8	9	0	0	0
English Literature	19	9	6	2	1	1	0
Mathematics	28	10	10	4	2	2	0
Further Mathematics	4	3	1	0	0	0	0
Biology	15	3	4	5	2	1	0
Chemistry	12	4	4	3	1	0	0
Physics	7	2	2	1	0	2	0
Psychology	24	14	6	2	2	0	0
Art & Design	16	11	3	2	0	0	0
Drama	23	5	12	6	0	0	0
Music	5	0	2	2	1	0	0
Photography	6	3	1	1	1	0	0
French	4	3	0	1	0	0	0
German	1	0	0	0	0	0	1
Spanish	3	2	1	0	0	0	0
Geography	10	4	2	2	2	0	0
Government & Politics	7	3	1	1	2	0	0
History	41	8	13	10	8	1	0
Philosophy & Ethics	9	2	4	2	1	0	0
Applied Business	8	0	2	3	2	1	0
Business Studies	21	13	6	1	1	0	0
Economics	12	8	4	0	0	0	0
Home Economics	7	4	3	0	0	0	0
Product Design	10	1	4	4	1	0	0
Textiles	13	5	6	1	1	0	0
Sports Studies	15	4	4	4	3	0	0
<b>TOTAL</b>	<b>351</b>	<b>127</b>	<b>110</b>	<b>67</b>	<b>33</b>	<b>13</b>	<b>1</b>
Notes: 1. The average number of UCAS points per student was 281.54							
2. The average number of points per entry was 94.7							
3. The A/B grades represents 68% of the grades achieved							



## **FINALLY**

We hope that if you decide to enter our Sixth Form, you will find the experience a rewarding and successful one. We will do all we can to ensure that this stage of your education is successful, but there must be commitment from you - both to your academic studies and to the school.

Remember whatever you choose to do, the more you give, the greater the satisfaction you will receive.

For details on how to apply to St Clement Danes Sixth Form, please see the following pages.



## HOW DO YOU ENTER THE SIXTH FORM?

### IF YOU ARE CURRENTLY A STUDENT AT THIS SCHOOL:

- Admission is at the discretion of the Headteacher.
- You are required to make a formal application completing the form at the back of this prospectus
- When you are completing the application form you should discuss your choices with subject staff, Head of Year 11, the Sixth Form Management Team and your parents.
- **Refer to the Year 12 courses offered, listed on the reverse of the application form. Read the subject pages carefully and make sure you can meet the minimum entry requirements for your chosen subjects.**
- *Please note* – as the timetable takes shape over the next few months, we may be unable to accommodate some subject combinations. If your subject choices are affected by timetable constraints we will contact you.
- You should then return the completed form to the main school office by **Friday 13th March 2009** in an A4 envelope, marked **SIXTH FORM APPLICATION**.
- Applicants are advised to read the Sixth Form Admissions Policy which can be found on page 18.
- A Taster Day will take place on **25th June 2008** for all students who have applied for a place in the Sixth Form.

### Tracking Your Application

Once you have submitted your application, any questions you may have, should be directed, in the first instance to the Admissions Secretary, Mrs K Hawker. Please contact her via e-mail on [admissions@stclementdanes.herts.sch.uk](mailto:admissions@stclementdanes.herts.sch.uk)

**GOOD LUCK!**  
**WE HOPE TO SEE YOU IN SEPTEMBER 2009**



## HOW DO YOU ENTER THE SIXTH FORM?

### IF YOU ARE CURRENTLY A STUDENT AT ANOTHER SCHOOL:

- Parents write a letter of application to the Headteacher, Dr Valentine
- Student completes the application form found at the back of this brochure.

**Refer to the Year 12 courses offered, listed on the reverse of the application form. Read the subject pages carefully and make sure you can meet the minimum entry requirements for your chosen subjects.**

As the timetable takes shape over the next few months, we may be unable to accommodate some subject combinations. If your subject choices are affected by timetable constraints we will contact you.

- The application form, letter and acknowledgement card must be received at the school by **Friday 13<sup>th</sup> March 2009**, marked **SIXTH FORM APPLICATION**. If you post the application, please use the **correct postage** for A4 sized post as the school does not accept underpaid mail.
- We will acknowledge your application if you include the reply card provided with the brochure – please make sure you put on your reply address and stamp.
- A reference is taken up from the student's existing school.
- No offer will be made without a reference.

### If we offer you a provisional place:

- A Taster Day will take place on **25th June 2009** for all students who have a provisional offer.
- **GCSE Results Day** – If you want to take up your place you must contact the school by **11am, Friday 28th August 2009**, to confirm you wish to join St Clement Danes School.
- We will arrange an appointment to meet with you the following week. You will need to bring your GCSE examination board results slips including any taken before summer 2009 as evidence of your results.
- Once the school is satisfied with qualifications and reference, an unconditional place at the school is offered.

**If you do not want to take up your place, please let the school know by 11am, Friday 28th August 2009. We will assume that if you have not contacted us by then, that you are no longer interested in coming to the Sixth Form.**

- Applicants are advised to read the Sixth Form Admissions Policy which can be found on page 18.

### Tracking Your Application

Once you have submitted your application, any questions you may have, should be directed, in the first instance to the Admissions Secretary, Mrs K Hawker. Please contact her via e-mail on

[admissions@stclementdanes.herts.sch.uk](mailto:admissions@stclementdanes.herts.sch.uk)

**GOOD LUCK!**  
**WE HOPE TO SEE YOU IN SEPTEMBER 2009**



## SIXTH FORM ADMISSIONS POLICY 2009-2011

### GENERAL PRINCIPLES

We aim to offer a range of qualifications to our Sixth Form students. Our policy is to ensure that students accepted into the Sixth Form can be placed on appropriate courses where they are likely to succeed. For this reason we ask some applicants to attend a Course Guidance Meeting with our Sixth Form staff to discuss the most suitable course of study.

All students of Year 11 will be encouraged to apply to the Sixth Form. Applications from internal candidates who meet the academic requirements will be considered first.

We also accept applications from students wishing to transfer from another school. In all cases the same admission criteria will apply. A reference will be requested and St Clement Danes must be in possession of this before any provisional offers are made to external applicants.

Both internal and external candidates to the Sixth Form must have demonstrated commitment to their academic work during their GCSE courses.

### ENTRANCE REQUIREMENTS

#### A Levels

- Applicants are required to have a minimum of 5 A\*-C grades at GCSE, at least two of which must be at B grade or above.
- Additionally, all students must have GCSE English and/or Maths at C grade or above.
- Grade B or above is required in the subjects the student wishes to study at AS level.
- Grade A at GCSE Mathematics is required for students wishing to study Further Mathematics.
- If students intend to study a subject at AS level that has not been studied at GCSE, then they will be expected to have a B grade or above in other relevant subjects. Specific details can be found under the subject information sections within this Sixth Form Prospectus.

Students will be directed to an appropriate Sixth Form programme of study depending on their average points score at GCSE.

#### Diploma in Engineering - Higher [Level 2] Qualification

Applicants are required to have a minimum of 3 A\*-C grades at GCSE. These must include a C grade in Double Science and either English or Maths at C grade or above.

#### Entry into Year 13 for External Applicants

St Clement Danes will consider applications from external students requesting to join the school in Year 13. Students wishing to continue a subject at A2 must have previously attained a minimum of at least a D grade in that subject at AS. Entry is also dependent on the availability of places on a particular A2 course. In the event of oversubscription, priority will be given to internal students already at the school.

Where an AS qualification has been obtained from a different examination board to that used by St Clement Danes School, there may be a need to seek permission from the Joint Council for Qualifications to transfer credits before an applicant may begin the A2 course.

Where an external applicant to Year 13 also requests to start a new AS qualification, then the specific entrance requirements for that AS course must be met. In the event of oversubscription, then internal candidates will be given priority over external Year 13 applicants.



## APPLICATION PROCESS

### Internal Applicants

The procedure for internal applicants is outlined on page 16 of this prospectus. Places will be confirmed once GCSE results have been received in August 2009.

### External Applicants

The procedure for external applicants is outlined on page 17 of this prospectus. Provisional offers will be made based upon academic predictions given in reference by the applicant's present school, as well as evidence contained in the application form.

St Clement Danes must be in possession of an applicant's GCSE results before issuing confirmation of a place in the Sixth Form.

### Oversubscription Criteria for External Applicants

Our published admissions number is 18. If there are more applicants who satisfy the minimum entrance requirements than there are places, then the following selection criteria will apply, in the order set out below:

1. Children in Public Care who meet the "entrance requirements" previously outlined.
2. The applicant who has the highest GCSE point score capped at eight subjects.
3. The applicant whose permanent home address is closest to the school. The distance will be measured using the "shortest designated route" as determined by Hertfordshire Local Authority.

Applicants must have due regard to all information and instructions contained within the Sixth Form Prospectus.

### Closing Dates for Applications

The closing date for applications for both internal and external candidates to the Sixth Form is **Friday 13<sup>th</sup> March 2009**.

All applications must be addressed to the **Admissions Secretary** at St Clement Danes School, contact details are:

Telephone: 01923 286680      email: [admissions@stclementdan.es.org.uk](mailto:admissions@stclementdan.es.org.uk)

### GCSE RESULTS DAY

All applicants wishing to take up their provisional place must contact the **School Office** by **11am on Friday 28<sup>th</sup> August 2009**.

The relevant contact details are:

Telephone: 01923 284169      email: [scdsixthform471@stclementdan.es.herts.sch.uk](mailto:scdsixthform471@stclementdan.es.herts.sch.uk)

### Right of Appeal

If an application is refused there is a statutory right of appeal to the Independent School Appeal Panel. Further details of the appeal procedure will be provided with the letter explaining why the application has been refused. Appeals against non-admission may be lodged by either the parent or the student.





## SIXTH FORM ETHOS

St Clement Danes' Sixth Form is committed to all ability teaching and learning. Its objective is to secure the academic potential of each student through a personalised curriculum in which students can expect to receive regular assessment and targeted feedback. Equal importance is also placed on providing students with the opportunity to extend and enrich their knowledge, understanding and appreciation of the diverse local, national and international communities.

As a Sixth Former at St Clement Danes, you can expect;

- to be stretched academically
- to be monitored and assessed
- to be prepared for university, the world of work and beyond
- to be treated as an individual and as an adult
- to be asked your opinion
- to be known
- to be challenged and assisted, if underperforming
- to be supported

As a Sixth Former, you are expected;

- to want to learn and have pride in knowledge
- to be punctual and attend all lessons
- to be prepared and organised
- to complete all homework set on time to the best of your ability
- to undertake independent study and increase your knowledge
- to be responsible for yourself and others
- to be respectful of all and courteous to all in the school community
- to have an increasingly mature approach
- to communicate effectively and timely with teaching and support staff
- to exceed expectations



## SIXTH FORM DRESS CODE

### BOYS

### GIRLS

#### Autumn/Spring

Collared Shirt (No tie). - Colours permitted but no extravagant patterns  
 Smart, tailored trousers (Sober colours: black, grey, dark blue, brown)  
 Formal shoes/boots with proper sole  
 Jumpers (v-neck/round neck).  
 No cardigans

Smart tops (shoulders to be covered)  
 Blouse  
 Skirts (business like)  
 Smart dresses  
 Trousers (business like) or linen  
 Proper soled shoes or boots or  
 Plain/smart Dolly shoes  
 V neck or round neck jumpers

#### Summer

Plain polo shirt or short sleeve formal shirt  
 Knee length tailored short or linen short  
 Loafers  
 Formal type sandals

As above but with the following additions:  
 Sleeveless tops but with shoulders covered  
 Shorts (knee length or lower)  
 Pedal pushers  
 A soft formal shoe/Dolly shoe or sandal

#### Formal Occasions e.g. Commemoration, Speech day

Two-piece suit (sober in colour)  
 Collar and tie  
 Smart, proper soled shoes

Two-piece suit (sober in colour)  
 Jacket with business style shirt or blouse  
 Formal dress (no jacket required)  
 Smart, proper soled shoes

#### Other

Ears/nose may be pierced but not excessively  
 Outdoor coats must be removed in class and in assemblies  
 Underwear should not be visible  
 Beards should be neat and trimmed

Ears/nose may be pierced but not excessively  
 Outdoor coats must be removed in class and in assemblies  
 Underwear should not be visible  
 No midriffs visible

#### Exclusions

Hooded tops  
 Sweat tops  
 Trainers / Shoes that imitate trainers  
 Flip flops  
 Jeans  
 Trousers that imitate jeans  
 Baggy/loose fitting casual trousers Vests  
 Jogging bottoms  
 Cut - off shorts denim or other  
 Sport/surf shorts  
 No large logos on anything  
 Cargo/combat trousers  
 Hats/caps

Hooded tops  
 Sweat tops  
 Trainers / Shoes that imitate trainers  
 Flip-flops, Ugg boots, pumps/plimsoll type shoes  
 Jeans  
 Trousers that imitate jeans  
 Baggy/loose fitting casual trousers  
 Jogging bottoms  
 Cut - off shorts denim or other  
 Sport/surf shorts  
 No short shorts, mini skirts  
 Vests, Strapless tops  
 Leggings  
 Hats/caps



## St Clement Danes Sixth Form

Headteacher: Josephine Valentine BSc, PhD

Chenies Road, Chorleywood

Hertfordshire

WD3 6EW

Telephone 01923 284169 - Fax: 01923 284828

email: [enquiries@stclementdanes.org.uk](mailto:enquiries@stclementdanes.org.uk)

web page: [www.stclementdanes.org.uk](http://www.stclementdanes.org.uk)

## Course Options

### AS/A2 Levels

- 24 Applied Business (Single award)
- 25 Applied Business (Double award)
- 26 Art and Design
- 27 Biology
- 28 Business Studies
- 29 Chemistry
- 30 Drama and Theatre Studies
- 31 Economics
- 32 English Language
- 33 English Literature
- 34 Food Technology
- 35 French
- 36 Geography
- 37 German
- 38 Health & Social Studies\*
- 39 History
- 40 Human Biology
- 41 Italian
- 42 Mathematics
- 43 Mathematics & Further Mathematics
- 44 Music
- 45 Music Technology
- 46 Philosophy
- 47 Photography\*
- 48 Physical Education
- 49 Physics
- 50 Product Design
- 517 Psychology
- 52 Spanish
- 53 Textiles

### Diploma (Higher)

- 55 Engineering

*\*Collaborative subjects*



# Applied Business (Single Award)

Number of places per class is 20

Exam board: **AQA**

**Entry requirements:** This is a vocational course which is separated into AS and A2 qualifications. It is not necessary for students to have had previous experience of this subject, but students must have C or above in English and Mathematics. If taken at GCSE, students require C or above in Business Studies in order to demonstrate adequate numeracy and literacy skills.

**Aims:**

Students will be encouraged to acquire the following range of skills through the study of realistic business contexts:

- Practical skills: personal organisation and time management; ICT skills
- Presentation skills: producing a business report; making an oral presentation
- Personal skills: initiative; creativity; perseverance; willingness to learn and progress
- Interpersonal skills: working in teams; discussing problems or issues; leading a team
- Cognitive skills: investigative and research skills; problem solving; decision-making; using theory to analyse a real organisation; planning a project
- Students will develop the skills required for success as an entrepreneur, manager or employee
- Students will also explore business problems and learn to identify possible solutions.

This AS and Advanced GCE is a broad-based vocational qualification designed to allow candidates flexible progression routes, moving on to higher education (e.g. university) or further training and/or employment.

This course is portfolio-based with one external test (both at AS and A2). Assessment is weighted at 67% towards portfolio based assignments.

**The Course at a Glance:**

**AS Examination**

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**(Single Award 8611 – 3 Units)**

**Unit 1**  
**Investigating Business**  
This is a portfolio unit where candidates explore the aims and objectives of businesses, the needs of their customers and how these are met through the use of the marketing mix.

**Unit 2**  
**People in Business**  
This is a portfolio unit where candidates study the roles and responsibilities of people in business and the qualities an employer looks for in its employees.

**Unit 3**  
**Financial Planning and Monitoring**  
This is an externally assessed unit where candidates need to demonstrate their ability to calculate business costs and revenues and hence profits. They are required to know how managers use this information in decision making.

**A2 Examination**

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**(Single Award 8616 – 3 Units)**

**Unit 8**  
**Business Planning**  
This is a portfolio unit where candidates are given the opportunity to produce a structured business plan for a new product or service.

**Unit 10**  
**Promotional Activities**  
This is a portfolio unit where candidates will learn how promotional activities such as advertising and personal selling are carried out by profit and not-for-profit businesses.

**Unit 12**  
**Managing People**  
This is an externally assessed unit where candidates need to demonstrate that they understand how different types of management style impact upon the way in which a business operates and upon the staff who work in it.



## Applied Business (Double Award)

Number of places per class is 20
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Exam board: **AQA**

**Entry requirements:** This is a vocational course which is separated into AS and A2 qualifications. It is not necessary for students to have had previous experience of this subject, but students must have C or above in English and Mathematics. If taken at GCSE, students require C or above in Business Studies in order to demonstrate adequate numeracy and literacy skills.

### Aims:

Students will be encouraged to acquire the following range of skills through the study of realistic business contexts:

- Practical skills: personal organisation and time management; ICT skills
- Presentation skills: producing a business report; making an oral presentation
- Personal skills: initiative; creativity; perseverance; willingness to learn and progress
- Interpersonal skills: working in teams; discussing problems or issues; leading a team
- Cognitive skills: investigative and research skills; problem solving; decision-making; using theory to analyse a real organisation; planning a project
- Students will develop the skills required for success as an entrepreneur, manager or employee
- Students will also explore business problems and learn to identify possible solutions.

This AS and Advanced GCE is a broad-based vocational qualification designed to allow candidates flexible progression routes, moving on to higher education (e.g. university) or further training and/or employment.

This course is portfolio-based with two external tests (both at AS and A2). Pupils studying for the double award in applied business will study 3 of the same modules (at AS and A2) as those opting for the single applied business award with three extra modules at both AS and A2. Assessment is weighted at 67% towards portfolio based assignments.

### The Course at a Glance:

AS Examination	A2 Examination
(Double Award 8613 – 6 Units)	(Double Award 8619 – 6 Units)
Unit 1 Investigating Business	Unit 8 Business Planning
Unit 2 People in Business	Unit 10 Promotional Activities
Unit 3 Financial Planning and Monitoring <i>(External Test)</i>	Unit 11 The Marketing Environment <i>(External Test)</i>
Unit 4 Meeting Customer Needs <i>(External Test)</i>	Unit 12 Managing People <i>(External Test)</i>
Unit 6 Developing a Product	Unit 14 Managing Change
Unit 7 Career Planning	Unit 16 Managing Resources



# Art & Design

Number of places  
per class is 18

Exam board: **Edexcel**

Entry requirements: B or above in GCSE Art.

### Aims:

Students will be taught to:

- create personal work
- develop creative and intuitive thinking skills
- plan, organise and solve problems which are increasingly self-directed
- analyse, inquire and record from primary and secondary sources
- develop a critical vocabulary to analyse and make judgements about art with confidence
- develop technical skills by a process of exploration and experimentation using tools, materials and visual language
- communicate clearly using visual language to express their ideas and feelings

This course is intended to progress naturally from GCSE Art & Design. It provides an important balance with logic and knowledge based subjects, enabling students to achieve breadth to their AS Level choices. In a world that requires creative thinkers and problem solving skills, Art & Design provides students with this all important life skill.

Unlike all other AS courses, Art does not dictate which areas of knowledge students must study. It defines relevant methods of working. Both Unit 1 and Unit 2 offer life drawing and oil painting, as well as opportunities for studying photography, design, problem solving, large scale work, printmaking and 3D Art.

### The Course at a Glance:

AS Examination
<p align="center"><b>Unit 1</b></p> <p align="center"><b>Art &amp; Design Coursework</b></p> <p align="center">30% of Advanced GCE 60% of AS</p> <p align="center"><i>Internally set, internally marked and externally moderated</i></p>
<p align="center"><b>Unit 2</b></p> <p align="center"><b>Art &amp; Design Externally Set Assignment</b></p> <p align="center">20% of Advanced GCE 40% of AS</p> <p align="center"><i>Externally set, internally marked and externally moderated</i></p>

A2 Examination
<p align="center"><b>Unit 3</b></p> <p align="center"><b>Art &amp; Design Coursework</b></p> <p align="center">Practical Work, Personal Study</p> <p align="center">30% of Advanced GCE</p> <p align="center"><i>Internally set, internally marked and externally moderated</i></p>
<p align="center"><b>Unit 4</b></p> <p align="center"><b>Art &amp; Design Externally Set Assignment</b></p> <p align="center">20% of Advanced GCE</p> <p align="center"><i>Externally set, internally marked and externally moderated</i></p>



# Biology

Number of places per class is 18
-------------------------------------

**Exam board: AQA**

**Entry requirements:** BB or above in GCSE Science (Higher Core and Additional) and B or above in GCSE Mathematics.

## Aims:

This course is designed to encourage candidates to develop:

- an enthusiasm for Biology
- practical skills alongside understanding of concepts and principles
- an appropriate and relevant foundation of knowledge and skills for the study of Biology in Higher Education

An exciting new and updated course was launched in September 2008. This new specification emphasises the ways in which biologists work, and the contributions of Biology to society. The course aims to build on concepts and skills that will have been developed in the new GCSE Science specifications, presenting biology as exciting, relevant and challenging, and at the same time covering essential principles in contexts that students find interesting.

The course is particularly suitable for those wishing to pursue Biological Sciences in Higher Education.

## The Course at a Glance:

AS Examination	A2 Examination
<p><b>Unit 1 - Biology and disease</b> 33.33% of AS, 16.67% of A Level Written paper 1hr 15mins Exam is made up of both short and long answer questions</p> <p><b>Unit 2 - The variety of living organisms</b> 46.67% of AS, 23.33% of A Level Written paper 1hr 45mins Exam is made up of both short and long answer questions, including an essay question looking a 'how science works'</p> <p><b>Unit 3 - Practical and investigative skills</b> 20% of AS, 10% of A Level Assessed practical work</p>	<p><b>Unit 4 - Populations and environment</b> 16.67% of total A Level Written paper 1hr 30mins Exam is made up of both short and long answer questions</p> <p><b>Unit 5 - Control in cells and in organisms</b> 23.33% of total A Level Written paper 2hrs 15mins A combination of short and long answer questions, including a data handling question and synoptic essay</p> <p><b>Unit 6 - Practical and investigative skills</b> 10% of total A Level Assessed practical work</p>



# Business Studies

Number of places per class is 20

Exam board: **AQA 1131 / 2131**

**Entry requirements:** B or above in Business Studies GCSE. For those who have not taken Business Studies GCSE, C or above in Mathematics and B or above in English, demonstrating strong numeracy and literacy skills.

### Aims

- To develop critical understanding of organisations, the markets they serve and the process of adding value. This includes the consideration of the internal workings and management of organisations and, in particular, the process of starting and developing a new business
- To enable students to study business behaviour from the point of view of a range of stakeholders including customers, managers, creditors, owners/shareholders and employees. The course also raises awareness of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity
- To assist students in the development of a range of skills including decision-making, data handling, problem-solving and evaluation

This course is particularly useful for those students considering a career in Management or Business. If you are interested in how businesses operate and compete you will find this a motivating option.

### The Course at a Glance:

AS Examination
<p align="center"><b>Unit 1 - BUSS1</b></p> <p align="center"><b>Planning and Financing a Business</b></p> <p align="center">40% of AS, 20% of A Level 1 hr 15 mins exam</p> <p align="center">Short answer questions and extended responses based on a mini case study</p> <p align="center"><i>60 marks</i></p>
<p align="center"><b>Unit 2 - BUSS2</b></p> <p align="center"><b>Managing a Business</b></p> <p align="center">60% of AS, 30% of A Level 1 hr 30 mins exam</p> <p align="center">Compulsory, multi-part data response questions</p> <p align="center"><i>80 marks</i></p>

A2 Examination
<p align="center"><b>Unit 3 - BUSS3</b></p> <p align="center"><b>Strategies for Success</b></p> <p align="center">25% of A Level 1 hr 45 mins exam</p> <p align="center">Questions requiring extended answers based on an unseen case study drawing upon knowledge from AS units</p> <p align="center"><i>80 marks</i></p>
<p align="center"><b>Unit 4 - BUSS4</b></p> <p align="center"><b>The Business Environment and Managing Change</b></p> <p align="center">25% of A Level 1 hr 45 mins exam</p> <p align="center">Pre-release research tasks leading to the first section of a two section examination. Second section will consist of choice of essays. All questions will be essay style and synoptic therefore drawing upon knowledge from all four units.</p> <p align="center"><i>80 marks</i></p>



# Chemistry

Number of places  
per class is 18

**Exam board: OCR**

**Entry requirements:** BB or above in GCSE Science (Higher Core and Additional) and B or above in GCSE Mathematics.

## Aims:

- to develop essential knowledge and understanding of the concepts of Chemistry and the skills needed for the use of these in new and changing situations
- to develop an understanding of the link between theory and experiment
- to be aware of how advances in information technology and instrumentation are used in Chemistry
- to appreciate the contributions of Chemistry to society and the responsible use of scientific knowledge and evidence
- to sustain and develop students enjoyment of an interest in Chemistry
- to bring together knowledge of ways in which different areas of Chemistry relate to each other

## AS Level Content/Skills:

Atoms, Bonds and Groups builds on GCSE topics such as electronic structure, chemical bonding, molar calculations and the Periodic Table. Chains, Energy and Resources introduces basic concepts of Organic Chemistry, energetics and rates of reaction, equilibria. Organic Chemistry is the study of carbon compounds.

Practical skills is coursework which is internally assessed. The candidate's best marks in three skills areas (Quantitative, Qualitative and Evaluative) are submitted to the board.

## A2 Level Content/Skills:

The A2 Units revisit AS work but in greater depth. In Organic Chemistry, there is greater emphasis on reaction mechanisms. In other aspects of the course, there is a mathematical approach to some parts of Physical and Inorganic Chemistry.

## The Course at a Glance:

AS Examination	A2 Examination
<p><b>Unit F321</b> <b>Atoms, Bonds and Groups</b> 30% of AS Level 15% of A Level</p>	<p><b>Unit F324</b> <b>Rings, Polymers and Analysis</b> 30% of A2 15% of A Level</p>
<p><b>Unit F322</b> <b>Chains, Rings and Energy Resources</b> 50% of AS Level 25% of A Level</p>	<p><b>Unit F325</b> <b>Equilibria, Energetics and Elements</b> 50% of A2 25% of A Level</p>
<p><b>Unit F323</b> <b>Practical Skills in Chemistry</b> 20% of AS Level 10% of A Level</p>	<p><b>Unit F326</b> <b>Practical Skills</b> 20% of A2 10% of A Level</p>



# Drama and Theatre Studies

Number of places per class is 18

Exam board: **Edexcel**

**Entry requirements:** B or above in GCSE Drama and/or C or above in GCSE English or English Literature.

**Aims:**

- to develop as confident and independent interpreters of drama and theatre
- to assimilate theatrical concepts through practical and analytical exploration of dramatic styles and theatrical methods. This should also involve the acquisition of appropriate terminology
- to recognise the importance of both discipline and co-operation within practical drama and theatre projects and acquire practical theatre skills in ensemble work, mime/movement, physical theatre, voice, improvisation/role play, acting techniques and characterisation, as appropriate to their own dramatic intentions.
- to enable candidates to develop further the appropriate production and performance techniques to realise the specific demands of their chosen play in production
- to appreciate and make connections between different theatre practices and dramatic forms and to comment analytically upon their significance
- to appreciate different styles of drama and approaches to theatre

**Key Features:**

- emphasis on Drama and Theatre Studies as a practical, intellectual and artistic subject
- an holistic approach to the teaching and assessing of Drama and Theatre Studies at both AS and A Level
- practical performance assessed by a visiting examiner in both AS and A Level units
- coursework in the A Level includes devised performance
- practical exploration of plays

**The Course at a Glance:**

AS Examination
<p style="text-align: center;"><b>Unit 1</b></p> <p style="text-align: center;"><b>Exploration of Drama and Theatre</b></p> <p style="text-align: center;">40% of total AS mark 20% of total A level mark</p> <p>Exploration of 2 plays chosen by the centre with exploration notes from the student.</p> <p style="text-align: center;"><i>Internally assessed and externally moderated</i></p> <p style="text-align: center;"><b>Unit 2</b></p> <p style="text-align: center;"><b>Theatre Text into Performance</b></p> <p style="text-align: center;">60% of total AS mark 30% of total A level mark</p> <p>A monologue or duologue externally assessed. A practical examination of acting or design skills in a directed production of a play and written concept of the interpretation.</p> <p style="text-align: center;"><i>Externally assessed</i></p>

A2 Examination
<p style="text-align: center;"><b>Unit 3</b></p> <p style="text-align: center;"><b>Exploration of Dramatic Performance</b></p> <p style="text-align: center;">40% of total AS mark 20% of total A level mark</p> <p>Devising and performing unique and original piece of theatre with written evaluation and written evidence of research.</p> <p style="text-align: center;"><i>Internally assessed and externally moderated</i></p> <p style="text-align: center;"><b>Unit 4</b></p> <p style="text-align: center;"><b>Theatre Text in Context</b></p> <p style="text-align: center;">60% of total AS mark 30% of total A level mark</p> <p>Section A and B: Exploring a set play from the point of director.</p> <p>Section C: Performance analysis and research of theatre history.</p> <p style="text-align: center;"><i>2 hr 30 mins written paper in three sections</i></p>



# Economics

Number of places  
per class is 20

Exam board: **AQA**

**Entry requirements:** B or above in GCSE English and B or above in GCSE Mathematics (Higher Tier).  
If taken at GCSE, students require B or above in Business Studies in order to demonstrate adequate numeracy and literacy skills.

## Aims:

- To develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life
- To apply economic concepts and theories in a range of contexts and to appreciate their value and limitations in explaining real-world phenomena
- To analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within it

This course is for those students who are interested in how the UK economy functions and to what extent the government controls the market. If you question the government's priorities such as:

- public spending on education and the NHS
- low inflation and high employment
- levels of interest rates and taxation
- protecting consumers whilst encouraging business competition
- joining the Euro

then you will enjoy this A level.

## The Course at a Glance:

AS Examination	A2 Examination
<p style="text-align: center;"><b>Unit 1</b></p> <p style="text-align: center;"><b>Markets and Market Failure</b></p> <p style="text-align: center;">1 hr 15 mins exam</p> <p style="text-align: center;"><b>Unit 2</b></p> <p style="text-align: center;"><b>The National Economy</b></p> <p style="text-align: center;">1 hr 15 mins exam</p>	<p style="text-align: center;"><b>Unit 3</b></p> <p style="text-align: center;"><b>Business Economics and the Distribution of Income</b></p> <p style="text-align: center;">2 hr exam</p> <p style="text-align: center;"><b>Unit 4</b></p> <p style="text-align: center;"><b>The National and International Economy</b></p> <p style="text-align: center;">2 hr exam</p>



# English Language

Number of places  
per class is 20

Exam board: **AQA (Specification B)**

**Entry requirements:** B or above in GCSE English (often referred to as GCSE English Language).

**Aims:**

- to encourage students to develop their interest and enjoyment in the use of English through learning more about the structures and functions of English, drawing on their experience and knowledge of language development and variation
- to enable students to express themselves in speech and writing with increasing competence and sophistication, producing texts for different audiences, purposes and in different genres
- to encourage students to undertake a varied programme of reading
- to enable students to develop skills of listening critically and attentively to spoken English

English Language will enable students to develop their ability to communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression. They will learn to demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing upon knowledge of linguistic features to explain and comment upon the choices made. They will gain understanding, through discussion and exploration, of concepts and issues relating to language in use, and will learn to distinguish, describe and interpret variations in the meanings and forms of spoken and written language according to context.

Parents and students should note that, as a consequence of the nature of this subject, some material studied may be considered controversial.

**The Course at a Glance:**

<b>AS Examination</b>
<p><b>Unit 1</b> <b>Categorising Texts</b> <i>(Examination)</i></p> <p>An introduction to the study of spoken and written language in use, focusing on three specific social contexts: Language and Power, Language and Gender and Language and Technology.</p>
<p><b>Unit 2</b> <b>Creating Texts</b> <i>(Coursework)</i></p> <p>Students must submit two pieces of original writing on a topic of their choice, differentiated by audience, purpose and genre, and two accompanying commentaries which explore the writing process. The total written submission is of 3,000 words.</p>

<b>A2 Examination</b>
<p><b>Unit 3</b> <b>Developing Language</b> <i>(Examination)</i></p> <p>Students will study the acquisition of language by children and the development of changes in English over time.</p>
<p><b>Unit 4</b> <b>Investigating Language</b> <i>(Coursework)</i></p> <p>Students choose their own area of study, producing both an investigative analysis and a media text for a non-specialist audience on a related aspect of their chosen topic. The portfolio will total 3,000 words.</p>



# English Literature

Number of places  
per class is 20

**Exam board: Edexcel**

**Entry requirements:** B or above in GCSE English Literature.

## Aims:

- to develop students' interest in and enjoyment of literature and literary studies
- to encourage students to independent and wide reading of both set texts and others that they have selected for themselves
- to encourage students to engage creatively with a substantial body of texts
- to enable students to develop and effectively apply their knowledge of literary analysis
- to promote the exploration of the contexts and wider interpretations of texts
- to develop students' deeper understanding of the changing traditions of literature in English

A2 English Literature will enable students to further develop the above skills, also requiring them to show knowledge and understanding of the significance of the ways in which writers use and adapt language, form and structure in texts. Students will study the interpretation of texts by different readers, how texts relate to literary traditions, movements and genres and the impact of cultural and contextual influences upon readers and writers.

Parents and students should note that, as a consequence of the nature of this subject, some material studied may be considered controversial.

## The Course at a Glance:

AS Examination
<p style="text-align: center;"><b>Unit 1</b> <b>Poetry and Prose</b> <i>(Examination)</i></p> <p>Students will read a selection of poems and one core literary heritage novel informed by one further novel or novella.</p>
<p style="text-align: center;"><b>Unit 2</b> <b>Drama</b> <i>(Coursework)</i></p> <p>Students must submit two responses up to a combined maximum of 2,500 words in length: an explorative study and a creative critical response.</p> <p>Three texts are studied: one play by Shakespeare; one other play written between 1300 and 1800; and a third text which provides critical or cultural comment.</p>

A2 Examination
<p style="text-align: center;"><b>Unit 3</b> <b>Interpretations of Poetry and Prose</b> <i>(Examination)</i></p> <p>Students will study a selection of three texts, including one published after 1990. The examination will require them to compare and contrast texts and also require responses to unprepared material.</p>
<p style="text-align: center;"><b>Unit 4</b> <b>Reflections in Literary Studies</b> <i>(Coursework)</i></p> <p>Students submit an extended critical study of up to 3,000 words in length. Three texts are studied with no restriction on genre. Texts chosen should include one work of literary criticism or cultural commentary.</p>



# Food Technology

Number of places per class is 18

Exam board: **Edexcel**

Entry requirements: B or above in GCSE Food Technology.

**Aims:**

- to develop and sustain innovation, creativity and design and technology capability, to recognise constraints and to produce high quality products
- to apply essential knowledge, understanding and skills of design production processes to a range of activities and develop an understanding of industrial practices
- to use ICT to enhance design and technology capability
- to recognise the social, moral, spiritual, and cultural values inherent in design and technological activity, and develop critical evaluation skills in technical, aesthetic, ethical, economic, environmental, social and cultural contexts
- to develop as discerning consumers able to make informed choices

Throughout the course a number of perspectives are developed.

- Industry perspective - the food industry is an integral part of the modern world, whose function is to develop and manufacture food products to meet needs and wants in a rapidly changing society. Students will be taught about key aspects of the industry, e.g. the nature of foodstuffs, process engineering of food products, safety and hygiene, consumer needs and wants
- Consumer perspective - consumers of food products may have interests that do not always coincide with those of the food industry. Students will be taught about consumer concerns, e.g. cost, safety, food legislation, environmental issues and the relationship between consumers and the food industry

**The Course at a Glance:**

<b>AS Examination</b>
<p><b>Unit 1</b></p> <p><b>Portfolio of Creative Skills</b> (60% of AS, 30% of A Level)</p> <p>Students are given the opportunity to develop their creative, technical and practical skills through a series of product investigation, design and manufacturing activities.</p> <p><i>Internally marked, externally moderated</i></p>
<p><b>Unit 2</b></p> <p><b>Design and Technology in Practice</b> (40% of AS, 20% of A Level)</p> <p>Students will develop a knowledge and understanding of a wide range of materials, components, additives and processes used in the design and production of food products.</p> <p><i>1 hr 30 mins exam</i></p>

<b>A2 Examination</b>
<p><b>Unit 3</b></p> <p><b>Food Products, Nutrition and Product Development</b> (40% of A2, 20% of total GCE)</p> <p>Students develop knowledge on food commodities, aspects of nutrition, product development and food innovation.</p> <p>A sound knowledge of main food commodities, composition, processing, spoilage, nutrition, lifestyles, new products, consumer behaviour, demographics and sustainable issues are covered.</p> <p><i>2 hr exam</i></p>
<p><b>Unit 4</b></p> <p><b>Commercial Design</b> (60% of A2, 30% of total GCE)</p> <p>Students are given the opportunity to apply skills they have acquired to design and make a food product of their choice. Students must adopt a commercial design approach .</p> <p><i>Internally marked, externally moderated</i></p>



# French

Number of places  
per class is 20

Exam board: **AQA**

**Entry requirements:** B or above in GCSE French (all from Higher Tier papers).

## Aims:

- develop an interest in, and enthusiasm for, language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- consider their study of the language in a broader context
- derive enjoyment and benefit from language learning
- acquire knowledge, skills and understanding for practical use, further study and/or employment
- communicate with speakers of the language
- take their place in a multilingual global society
- provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject
- provide a sufficient basis for further study of languages at degree level or equivalent

Work Experience in France is a compulsory part of the course and normally takes place in February for approximately ten days. Students who take up a language at A level must consider this and other subjects' coursework deadlines. The latter will not serve as a reason for not going abroad.

Both AS and the full A level offer evidence to prospective employers of a significant level of achievement in all language skills, together with evidence of critical insight and a knowledge and understanding of another culture and the place of that culture within European development. Students leaving school to enter employment after gaining one of these AS qualifications will be able to show some evidence of language skills relating to the World of Work.

The gap between GCSE language and the expectations at AS are significant. Students who choose to follow a modern language at A level will be assessed and informed by staff as to whether they will sit written exams in May of Year 12 or January of Year 13. All students, however, will do their AS oral exam in April of Year 12.

## The Course at a Glance:

AS Examination	A2 Examination
<p style="text-align: center;"><b>Unit 1</b> <b>Listening, Reading and Writing</b> 2 hr written exam (110 marks) 70% of AS, 35% of A Level</p> <p style="text-align: center;"><b>Unit 2</b> <b>Speaking Test</b> 35 minute speaking test, including 20 minutes preparation (50 marks) 30% of AS, 15% of A Level</p>	<p style="text-align: center;"><b>Unit 3</b> <b>Listening, Reading and Writing</b> 2 hr 30 mins written exam (110 marks) 35% of A Level</p> <p style="text-align: center;"><b>Unit 4</b> <b>Speaking Test</b> 35 minute speaking test, including 20 minutes preparation (50 marks) 15% of A Level</p>



# Geography

Number of places per class is 20

Exam board: **Edexcel**

**Entry requirements:** B or above in GCSE Geography and C grade in GCSE Mathematics and Science. If you have not studied GCSE Geography, students require B grades in English, Mathematics and Science (Core and Additional).

**Aims:**

- develop and apply their understanding of geographical concepts and processes to understand and interpret our changing world.
- develop their awareness of the complexity of interactions within and between societies, economics, cultures and environments at scales from local to global.
- develop as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.
- improve as critical and reflective learners aware of the importance of attitudes and values, including their own.
- become adept in the use and application of skills and new technologies through their geographical studies both in and outside the classroom.
- be inspired by the world around them, and gain enjoyment and satisfaction from their geographical studies and understand their relevance.

**Fieldwork:**

Residential and day trips are an integral part of the AS and A level course. Students will have the opportunity to attend field trips in both Year 12 and 13. In Year 12 students will visit Malham, North Yorkshire for studies related to Unit 2. In Year 13 they will have the option of attending the Humanities 'New York Experience' trip.

Geography is an all-embracing subject. Students need an interest in and concern for the environment and current affairs. Geography is a good choice for those who wish to broaden their studies to cover Sciences and Humanities as it has elements of both. Geography is not only an appropriate qualification for a wide range of higher education courses but also delivers all the key skills now required for universities and the work place.

**The Course at a Glance:**

AS Examination
<p align="center"><b>Unit 1</b></p> <p align="center"><b>Global Challenges</b></p> <p align="center">Exam 1 hr 30 min</p> <p align="center">60% AS level, 30% A2 level</p> <p align="center">Topic 1: World at risk</p> <p align="center">Topic 2: Going global.</p> <p align="center"><b>Unit 2</b></p> <p align="center"><b>Geographical Investigations</b></p> <p align="center">Exam 1 hr</p> <p align="center">40% AS level</p> <p align="center">20% A2 level</p> <p align="center">Two choices of topics must be studied, one from the physical and one from the human topics.</p> <p align="center"><b>Physical topics:</b></p> <p align="center">Extreme weather, crowded coasts</p> <p align="center"><b>Human topics:</b></p> <p align="center">Unequal spaces, rebranding places.</p>

A2 Examination
<p align="center"><b>Unit 3</b></p> <p align="center"><b>Contested Planet</b></p> <p align="center">Exam 2 hr 30 min</p> <p align="center">60% A2 level, 30% of total A level</p> <p align="center">Six topic areas will be studied: Energy security, water conflicts, biodiversity under threat, super power geographies, bridging the development gap, the technological fix?</p> <p align="center"><b>Unit 4</b></p> <p align="center"><b>Geographical Research</b></p> <p align="center">Exam 1 hr 30 min</p> <p align="center">40% A2 level, 20% of total A level</p> <p align="center">Choice to study one of the following research options: Tectonic activity and hazards, cold environments - landscapes and change, life on the margins - the food supply problem, the world of cultural diversity, pollution and human health at risk, consuming the rural landscape - leisure and tourism.</p>



## German

Number of places  
per class is 20

Exam board: **AQA**

**Entry requirements:** B or above in GCSE German (all from Higher Tier papers).

### Aims:

- develop an interest in, and enthusiasm for, language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- consider their study of the language in a broader context
- derive enjoyment and benefit from language learning
- acquire knowledge, skills and understanding for practical use, further study and/or employment
- communicate with speakers of the language
- take their place in a multilingual global society
- provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject
- provide a sufficient basis for further study of languages at degree level or equivalent

Work Experience in Germany is a compulsory part of the course and normally takes place in February for approximately ten days. Students who take up a language at A level must consider this and other subjects' coursework deadlines. The latter will not serve as a reason for not going abroad.

Both AS and the full A level offer evidence to prospective employers of a significant level of achievement in all language skills, together with evidence of critical insight and a knowledge and understanding of another culture and the place of that culture within European development. Students leaving school to enter employment after gaining one of these AS qualifications will be able to show some evidence of language skills relating to the World of Work.

The gap between GCSE language and the expectations at AS are significant. Students who choose to follow a modern language at A level will be assessed and informed by staff as to whether they will sit written exams in May of Year 12 or January of Year 13. All students, however, will do their AS oral exam in April of Year 12.

### The Course at a Glance:

AS Examination	A2 Examination
<p style="text-align: center;"><b>Unit 1</b> <b>Listening, Reading and Writing</b> 2 hr written exam (110 marks) 70% of AS, 35% of A Level</p> <p style="text-align: center;"><b>Unit 2</b> <b>Speaking Test</b> 35 minute speaking test, including 20 minutes preparation (50 marks) 30% of AS, 15% of A Level</p>	<p style="text-align: center;"><b>Unit 3</b> <b>Listening, Reading and Writing</b> 2 hr 30 mins written exam (110 marks) 35% of A Level</p> <p style="text-align: center;"><b>Unit 4</b> <b>Speaking Test</b> 35 minute speaking test, including 20 minutes preparation (50 marks) 15% of A Level</p>



# Health and Social Care\*

Number of places per class is limited

Exam board: **Edexcel (Double/Single Award)**

**Entry requirements:** You will need a 4 GCSEs Grades A\* - C including a C in English.

**Aims:**

You will enjoy this course if you would like to develop:

- a broad understanding of the sector
- skills as well as technical knowledge
- an awareness of particular groups and their needs by focusing on Health, and the sociology of family life

Health and Social Science has been developed to provide a broad educational basis for further training, further education or for moving into appropriate employment within the health and social care sector. The qualifications have been designed to be delivered in a work-related context and to allow learners to develop an understanding of the diverse and complex nature of the health and social science sector.

In order to gain an understanding of the holistic nature of care services, learners should be encouraged to vary their choice of contexts across the internally assessed units. The learners should choose which of the service-user groups they study for each internally assessed unit, with guidance from their centres and work experience links.

**Career Opportunities:**

**Early Years:** childcare, paediatric nursing, midwifery, social work, teaching. **Medical:** nursing, medicine, paramedics, health visitor, teaching. **Social:** social work, mental health nursing, counselling, teaching. **Teaching:** teaching or similar careers in any other National Curriculum subject (Mathematics and Science) could be substituted instead of the GCE English.

**The Course at a Glance:**

AS Examination
<p><b>Unit 1</b> Human Growth and Development <i>External Assessment</i></p>
<p><b>Unit 2</b> Communication and Values <i>Internal Assessment</i></p>
<p><b>Unit 3</b> Positive Care Environments <i>Internal Assessment</i></p>
<p><b>Unit 4</b> Social Aspects and Lifestyle Choices <i>External Assessment</i></p>
<p><b>Unit 5</b> Activities for Health and Well-being <i>Internal Assessment</i></p>
<p><b>Unit 6</b> Public Health <i>Internal Assessment</i></p>

A2 Examination
<p><b>Unit 7</b> Meeting Individual Needs <i>External Assessment</i></p>
<p><b>Unit 8</b> Promoting Health and Well-being <i>Internal Assessment</i></p>
<p><b>Unit 9</b> Investigating Disease <i>Internal Assessment</i></p>
<p><b>Unit 10</b> Using and Understanding Research <i>Internal Assessment</i></p>
<p><b>Unit 11</b> Social Issues and Welfare Needs <i>Internal Assessment</i></p>
<p><b>Unit 12</b> Understanding Human Behaviour <i>External Assessment</i></p>



# History

Number of places  
per class is 20

Exam board: **Edexcel**

**Entry requirements:** B or above in GCSE History. If students have not done History, they require a B or above in both English and English Literature.

## Aims:

- to provide different depths of study so that students are able to understand a broad sweep of history and complete their own historical research
- to give the students the opportunity of studying five countries, Britain, Germany, Ireland, USA and the Soviet Union
- to develop the students' discursive skills and enable them to research material and construct persuasive opinions through an understanding of historians' work

The AS course is designed to develop fundamental historical skills through subjects which are new. The focus of the AS level is on the evaluation, analysis and interpretation of sources, which in turn will develop understanding of key issues. Students should start to develop their discursive writing skills with coherent arguments.

The A2 course is designed to develop individual research skills, and develop further the historical skills needed to analyse changes over time and the process of history. The students will combine all the skills developed to produce well-structured coherent arguments and to display an understanding and knowledge linking the past to the present.

## The Course at a Glance:

AS Examination	A2 Examination
<p style="text-align: center;"><b>Unit 1</b></p> <p>Written – <b>Historical Themes in Breadth</b> 1 hr 20 mins AS 50% A study of two topics: <b>Russia in Revolution</b> <b>Stalin's Russia</b> <i>Externally assessed</i></p> <p style="text-align: center;"><b>Unit 2</b></p> <p>Written – <b>Source Based Exam</b> 1 hr 20 mins AS 50% <b>Britain and Ireland, 1867 - 1922</b> <i>Externally assessed</i></p>	<p style="text-align: center;"><b>Unit 3</b></p> <p>Written – <b>Source Based Exam</b> 2 hrs A2 60% <b>An in-depth study of the USA</b> <b>between 1917 - 1954</b> <i>Externally assessed</i></p> <p style="text-align: center;"><b>Unit 4</b></p> <p>Written – <b>Coursework</b> (4000 words) A2 40% <b>An extended essay on a topic chosen</b> <b>by the student based on the study of</b> <b>Germany 1890 - 1990</b> <i>Internally assessed and</i> <i>externally moderated</i></p>



# Human Biology

Number of places  
per class is 18

Exam board: **AQA**

**Entry requirements:** B or above in GCSE Science (Higher Core and Additional) and B or above in GCSE Mathematics.

## Aims:

This course is designed to encourage candidates to develop:

- knowledge and understanding of how the body functions and the effects of environments, disease and infections on it
- practical skills for carrying out biological investigations, whilst working safely and in an organised way
- the skills of recording, communicating reliable and valid results, presentation, analysis, application and evaluation of experimental activities

## The Course:

An exciting new and updated course, the new specification has adopted a thematic approach for covering the content. The course aims to reflect the everyday experiences (including via the media) of candidates, whilst being relevant to students by placing an emphasis on 'health' and 'how humans are interacting with/impacting on their environment' through a UK and urban perspective. The new specification also allows students to reflect on up to the minute issues and concerns.

## The Course at a Glance:

AS Examination
<p><b>Unit 1 - The body and its diseases</b> 40% of AS, 20% of A Level Written paper 1hr 30mins Short answer questions, plus one longer question, involving a short comprehension/case study</p>
<p><b>Unit 2 - Humans: their origins and adaptations</b> 40% of total AS, 20% of A Level Written paper 1hr 30mins Short answer questions, plus one longer question, involving a short comprehension/case study</p>
<p><b>Unit 3 - Practical and investigative skills</b> 20% of AS, 10% of A Level Assessed practical work</p>

A2 Examination
<p><b>Unit 4: Bodies and cells in and out of control</b> 20% of total A Level Written paper 2hrs Short answer questions, plus one longer question involving methodology and data interpretation (some of the questions will have synoptic elements)</p>
<p><b>Unit 5: The air we breathe, the water we drink, the food we eat</b> 20% of total A Level Written paper 2hrs Short answer questions, plus one longer question that will offer a choice of two essay topics (some questions will have synoptic elements)</p>
<p><b>Unit 6: Practical and investigative skills</b> 10% of total A Level Assessed practical work</p>



# Italian

Number of places  
per class is 20

**Exam board: Edexcel**

**Entry requirements:** B or above in GCSE Italian (all from Higher Tier papers).

## Aims:

- to develop understanding of the spoken and written forms of the foreign language from a variety of registers
- to communicate confidently, clearly and imaginatively in the foreign language through both the spoken and written word, using increasingly accurate, complex and varied language
- to increase sensitivity to language and language learning
- to develop critical insights into, and contact with, the contemporary society, cultural background and heritage of countries or communities where the foreign language is spoken
- to develop positive attitudes to foreign language learning

The course also:

- provides a suitable foundation for further study and/or practical use of the foreign language
- provides a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject
- provides a sufficient basis for the further study of foreign languages at degree level or equivalent

Work Experience in Italy is a compulsory part of the course and normally takes place in February for approximately ten days. Students who take up a language at A level must consider this and other subjects' coursework deadlines. The latter will not serve as a reason for not going abroad.

Both AS and the full A level offer evidence to prospective employers of a significant level of achievement in all language skills, together with evidence of critical insight and a knowledge and understanding of another culture and the place of that culture within European development. Students leaving school to enter employment after gaining one of these AS qualifications will be able to show some evidence of language skills relating to the World of Work.

The gap between GCSE language and the expectations at AS are significant. Students who choose to follow a modern language at A level will be assessed and informed by staff as to whether they will sit written exams in May of Year 12 or January of Year 13. All students, however, will do their AS oral exam in April of Year 12.

## The Course at a Glance:

### Units required for AS and Advanced GCE

#### Unit 1

##### Oral

8 - 10 mins

30% of AS, 15% of A Level

#### Unit 2

##### Listening, Reading and Writing

2 hours 30 mins

70% of AS, 35% of A Level

### Further units required for Advanced GCE

#### Unit 3

##### Oral

11 - 13 mins

35% of A2

#### Unit 4

##### Writing

2 hours 30 mins

65% of A2



# Mathematics

Number of places per class is 20
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**Exam board: AQA****Entry requirements:** B grade or above in GCSE Mathematics.**Aims:**

- to provide a relevant and stimulating course of advanced study in Mathematics, including the provision of a suitable foundation for future study
- to develop a variety of skills in logical reasoning and problem solving using both written and verbal argument
- to encourage confidence, enjoyment and satisfaction through the development and use of Mathematics in a variety of contexts
- to promote an awareness of the relevance of Mathematics to other fields of study and the World of Work

The Core Mathematics content covers such topics as algebra, trigonometry, co-ordinate geometry, calculus and numerical methods for solving equations, i.e. the techniques of Mathematics. We use graphical calculators or computers as appropriate to aid our study.

Statistics includes handling numerical data, sampling, tests of hypotheses, correlation between two variables and probability theory. A practical approach is adopted where appropriate with the use of calculators or computers aiding investigation.

Mechanics involves the solving of physical problems by mathematical methods such as Newton's Laws of Motion and includes discussion of forces, work, power and momentum etc.

**The Course at a Glance:**

AS Examination	A2 Examination
<p><b>Unit 1</b> <b>Core 1</b> Algebra, co-ordinate geometry, differentiation, integration</p> <p><b>Unit 2</b> <b>Core 2</b> The above topics developed plus topics including functions, exponentials and logarithms, sequences and series</p> <p><b>Unit 3</b> <b>Statistics 1</b> Probability, data collection and description, distributions, estimation, correlation and regression</p>	<p><b>Unit 4</b> <b>Core 3</b> Extension of all AS topics covered in Core 1 and Core 2 plus numerical methods</p> <p><b>Unit 5</b> <b>Core 4</b> Core 3 topics developed further, plus vectors</p> <p><b>Unit 6</b> <b>Mechanics 1</b> Forces, vectors, study of motion, connected particles, projectiles</p>



# Mathematics and Further Mathematics

Number of places  
per class is 20

Exam board: **AQA (2 A Levels)**

**Entry requirements:** A grade or above in GCSE Mathematics.

## Aims:

- to provide a relevant and stimulating course of advanced study in Mathematics, including the provision of a suitable foundation for future study
- to develop a variety of skills in logical reasoning and problem solving using both written and verbal argument
- to encourage confidence, enjoyment and satisfaction through the development and use of Mathematics in a variety of contexts
- to promote an awareness of the relevance of Mathematics to other fields of study and the World of Work.

Some students wish to study Mathematics at a greater depth and may choose to achieve two A Levels in this subject. Students intending to study Mathematics, Physics or Engineering at University will find the course very challenging but enjoyable.

The Mathematics and Further Mathematics courses are made up of modules indicated in the table below:

	Mathematics			Further Mathematics		
Year 12	C1	C2	S1	D1	M1	FP1
Year 13	C3	C4	M2	FP2	FP3	M3/S2

The Further Mathematics course comprises modules of Further Pure Maths, Statistics, Mechanics and Decision Maths, examined both in year 12 and 13.

Modules that have not been described so far:

**Further Pure 1 (AS)** Algebra and graphs, complex numbers, series, calculus, complex numbers, matrices and transformations, numerical methods, general solution of trigonometric equations

**Further Pure 2 (A2)** Complex numbers, proof by induction, finite series, hyperbolic functions, arc length, area of surface of revolution.

**Further Pure Maths 3 (A2)** Series & limits, polar co-ordinates, differential equations

**Statistics 2 (A2)** Discrete and continuous random variables, Poisson distribution, estimation and hypothesis testing

**Decision 1** Algorithms, Graphs and Networks, Matchings, Linear Programming, Mathematical Modelling

**Mechanics 2** Development of all Mechanics 1 work, plus moments, centres of mass, work, energy, circular motion

**Mechanics 3** Relative Motion, Dimensional Analysis, Collisions in one and two dimensions, Projectiles on Inclined Planes



# Music

Number of places per class is 18
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**Exam board: Edexcel****Entry requirements:** B or above in GCSE Music.**Aims:**

- to encourage students to extend the knowledge, skills and understanding needed to communicate through music and take part in music making
- to encourage students to recognise and appreciate their culture, to have a respect for the culture of others and to understand how cultures develop
- to encourage students to develop different strengths and interests, providing access to music-related careers
- to provide a worthwhile, satisfying and complete course of study, which broadens students' experience, including skills of personal expression, sensitivity to others and self-discipline.

In the AS course, students will be involved in a wide variety of musical learning involving practical performance, theoretical study, creation of their own music and a full understanding of the effect of culture upon the development of music and vice versa. The course covers a wide variety of musical styles from classical, popular and world music traditions, and extends historically as far back as 1550. Within this wide range, candidates study two topic areas in greater detail.

Performance standard at AS is expected to be around Grade V level, and can be done on any instrument. The course involves a continuation of the composition work begun at GCSE, both in structured pastiche and in a more self-expressive way. By the end of the full A-level, it will be expected that students have greatly deepened their knowledge of music in general. They should be fully conversant with all the technical terms and the theoretical background to music. They should have some knowledge of the development of musical instruments and musical form. This is achieved through an extension of the work done at AS level – again in the form of composition, analysis, performance (at Grade VI level), pastiche and listening.

**The Course at a Glance:****AS Examination****Unit 1****Performing Music**

(30% of AS, 15% of A Level)

Perform solo or ensemble pieces  
lasting 5-6 minutes*(performed in school, internally assessed)***Unit 2****Composing**

(30% of AS, 15% of A Level)

The creation of a three-minute piece in  
response to a chosen brief. Students also  
write a CD sleeve to describe aspects of  
their final composition*(coursework, externally assessed)***Unit 3****Developing Musical Understanding**

(40% of AS, 20% of A Level)

Section A - Listening  
Section B - Investigating musical styles  
Section C - Understanding chords & lines  
*(2 hr examination, externally assessed)***A2 Examination****Unit 4****Extended Performance**

(15% of A Level)

12 - 15 minute recital  
on any instrument*(performed in school, internally assessed)***Unit 5****Composition & Technical Study**

(15% of A Level)

Students must complete two tasks in this  
unit choosing from **either** one composition  
and one technical study **or** two compositions  
**or** two technical studies**Unit 6****Further Musical Understanding**

(20% of A Level)

Section A - Aural analysis  
Section B - Music in context  
Section C - Continuity and change in  
instrumental music*(2 hr examination, externally assessed)*



# Music Technology

Number of places  
per class is 18

**Exam board: Edexcel**

**Entry requirements:** B or above in GCSE Music.

## Aims:

- to encourage students to extend the knowledge, skills and understanding needed to use technology as a creative tool in music making
- to encourage students to recognise and appreciate how technology has influenced the production of music through history
- to encourage students to develop different strengths and interests, providing access to music technology related careers
- to provide a worthwhile, satisfying and complete course of study, which broadens students' experience, including skills of personal expression, sensitivity to others and self-discipline

In the AS course, students will learn how to:

- produce performances using sequencing software in a range of musical styles
- develop the skills required to make high quality recordings of musical performances
- learn how to compose and arrange using technology
- develop knowledge of the principles and development of music technology
- learn how to control and interpret data

Students interested in taking the course will need a GCSE in Music and a good working knowledge of how to use computers, while the course is accessible for students who study any instrument, a basic knowledge of music notation reading and keyboard skills are strongly recommended.

## The Course at a Glance:

AS Examination
<p align="center"><b>Unit 1</b></p> <p align="center"><b>Music Technology Portfolio 1</b> (70% of AS, 35% of A Level)</p> <p>Students must complete three tasks which together make the Music Technology Portfolio 1:</p> <p>Task 1A - Sequenced realised performance Task 1B - Multi-track recording Task 1C - Creative sequenced arrangement</p> <p>Students will also submit a logbook that will provide information on the resources used in each task as well as assessed questions on their creative sequenced arrangement <i>(externally assessed)</i></p> <p align="center"><b>Unit 2</b></p> <p align="center"><b>Listening &amp; Analysing</b> (30% of AS, 15% of A Level)</p> <p>Students are required to study the development of popular music styles from 1910 through to the present day. This is an overview of the main styles and trends during the development of popular music <i>(1 hr 30 mins examination, externally assessed)</i></p>

A2 Examination
<p align="center"><b>Unit 3</b></p> <p align="center"><b>Music Technology Portfolio 2</b> (30% of A Level)</p> <p>Students must complete three tasks which together make the Music Technology Portfolio 2:</p> <p>Task 3A - Sequenced integrated performance Task 3B - Multi-track recording Task 3C - Composing using music technology</p> <p>Students will also submit a logbook which will provide information on the resources used in each task <i>(externally assessed)</i></p> <p align="center"><b>Unit 4</b></p> <p align="center"><b>Analysing &amp; Producing</b> (20% of A Level)</p> <p>Students will be expected to demonstrate their knowledge of music and the principles of music technology through a series of written commentaries, manipulations and production tasks using material provided on an examination paper and on an audio CD <i>(2 hr examination, externally assessed)</i></p>



# Philosophy

Number of places per class is 20

Exam board: **AQA**

**Entry requirements:** B or above in English and English Literature.

**Aims:**

Students are encouraged to:

- develop a range of transferable skills which can be applied far beyond the study of Philosophy
- acquire knowledge and understanding of major debates and questions in philosophy and in ethics
- interpret and critically evaluate philosophical concepts and ethical issues and engage with the original philosophical texts
- examine the relevance of certain arguments of scholars and develop your own philosophical position

The course is academically challenging but it will reward those who are able to respond positively to a range of values and beliefs which may be very different from their own. It offers an opportunity to learn and analyse some of the most influential ideas ever conceived.

In addition to supporting Humanities subjects, it is also valuable for those considering careers in a variety of fields, in particular those related to medicine, law, social work, psychology and business. The course will develop your ability to understand difficult concepts and clear, logical argument which is a skill Colleges and Universities identify as essential for further academic study.

**The Course at a Glance:**

<b>AS Examination</b>
<p><b>Unit 1</b></p> <p><b>Introduction to Philosophy 1:</b></p> <ul style="list-style-type: none"> <li>• Reason and experience</li> <li>• Why should I be governed?</li> <li>• Why should I be moral?</li> <li>• The idea of God</li> <li>• Persons</li> </ul> <p><b>Unit 2</b></p> <p><b>Introduction to Philosophy 2:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the external world</li> <li>• Tolerance</li> <li>• The value of art</li> <li>• God and the world</li> <li>• The debate over free will and determinism</li> </ul> <p style="text-align: center;"><i>Assessment by two 1.5 hour written examinations only</i></p>

<b>A2 Examination</b>
<p><b>Unit 3</b></p> <p><b>Key Themes in Philosophy:</b></p> <ul style="list-style-type: none"> <li>• Philosophy of mind</li> <li>• Political philosophy</li> <li>• Epistemology and metaphysics</li> <li>• Moral philosophy</li> <li>• Philosophy of religion</li> </ul> <p><b>Unit 4</b></p> <p><b>Philosophical Problems (original texts):</b></p> <ul style="list-style-type: none"> <li>• Hume</li> <li>• Plato</li> <li>• Mill</li> <li>• Descartes</li> <li>• Nietzsche</li> </ul> <p style="text-align: center;"><i>Assessment by one 2 hour and one 1.5 hour written examinations only</i></p>



# Photography\* (Art and Design)

Number of places  
per class is limited

Exam board: **AQA**

**Entry requirements:** For students who have taken GCSE Photography an A or A\*. If students have not completed GCSE Photography, they require a C grade in Additional and Core Science and a B grade in either Graphics, Product Design, Textiles or Art.

## Aims:

The practical work is based on silver based black and white photography for the following reasons:

- It allows full manual control of the image at exposure, the 'taking' stage.
- This form of photography that has the longest history allowing for a deeper understanding of photography's development and its contextual issues.
- The skills acquired are fundamental to both colour and digital photography

## Description of course:

The course is a combination of practical and theoretical work during which the students take, process, print and mount work to a very high standard. The practical work is supported by written submission which cover historical, contextual and technical issues raised by the work. In A2 there is one unit supported by a 1000 to 3000 word essay.

Photography draws heavily on students' cross-curricular knowledge. The students can direct their work into areas in which they have particular interests. With few exceptions the students choose the subject areas they wish their modules to be based on.

The students have access to a library of over 3,000 photography books plus thousands of periodicals on which to base their research, and access to a wide range of photographic equipment (including large format cameras) that allows them to produce work to professional standards.

About 3,500 candidates take "A" level Photography with the AQA and every year the examination board names the top five candidates. Over the last three years six of the top 15 candidates were taught at Rickmansworth School.

## The Course at a Glance:

AS Examination	A2 Examination
<p style="text-align: center;"><b>Unit 1</b></p> <p style="text-align: center;">Combined practical and theoretical units each worth 60% of the AS marks.</p> <p style="text-align: center;"><b>Unit 2</b></p> <p style="text-align: center;">Combined practical and theoretical the examination unit. There is a choice of topics set by the AQA. It is worth the remaining 40%.</p>	<p style="text-align: center;"><b>Unit 3</b></p> <p style="text-align: center;">Combined practical and theoretical unit (which includes a 1000 to 3000 word essay) worth 60% of the A2 marks.</p> <p style="text-align: center;"><b>Unit 4</b></p> <p style="text-align: center;">Combined practical and theoretical the examination unit. There is a choice of topics set by the AQA. It is worth the remaining 40%.</p>



# Physical Education

Number of places per class is 20

Exam board: **AQA**

**Entry requirements:** B or above in the written GCSE exam paper. Students who have not yet taken GCSE PE require a B or above in GCSE Science (Core and Additional).

### Aims for AS:

- to develop knowledge and skills to help understand the opportunities for and effects of leading a healthy lifestyle
- to develop personal skills/techniques across a variety of roles as part of their choice to improve performance

### Aims for A2:

- to further understanding of physiological, psychological and biomechanical aspects that optimise performance
- to explore and evaluate the impact of contemporary issues such as technology and sport
- to utilise own knowledge and understanding developed during the course to improve personal performance, as a practical performer, coach/leader or official

We aim to deliver lessons with a variety of teaching styles and will use practical sessions as much as possible throughout the course.

Units 2 and 4 will give the student chance to be assessed as a practical performer and in an adopted role (coach/leader/official) or two adopted roles.

## The Course at a Glance:

<b>AS Examination</b>
<b>Unit 1</b>
<b>Opportunities for and the effects of leading a healthy lifestyle</b>
Written Paper 2 hrs
60% of total AS marks, 30% of total A Level
<b>Section A:</b> Applied physiology/ effects of training on performance. Analysis of movement. Skill acquisition/impact of psychological factors Opportunities for participation in physical activity. Benefits / Barriers to society
<b>Section B:</b> Application of theory to a practical situation.
<b>Unit 2 (Coursework)</b>
<b>Analysis and evaluation of physical of physical activity as performer and/or in an adopted role/s</b>
40% of total AS marks, 20% of total A level
Assessment of student's ability to perform, analyse and evaluate the execution of core skills/techniques in isolation and a structured practice.
<i>Internal Assessment with external moderation</i>

<b>A2 Examination</b>
<b>Unit 3</b>
<b>Optimising performance and evaluating contemporary issues within sport</b>
Written Paper 2 hrs
30% of total A Level
<b>Section A:</b> Energy sources/systems. Specialised training and sports injuries.
<b>Section B:</b> Psychological factors optimising performance.
<b>Section C:</b> World Games. Development of rational recreation to modern day and sports technology
<b>Unit 4 (Coursework)</b>
<b>Optimising practical performance in a competitive situation</b>
20% of total A Level
Assessment of student's ability to perform, analyse and evaluate their own performance in a competitive situation as a performer or in an adopted role. They will identify weaknesses and causes then suggest appropriate corrective measures.
<i>Internal Assessment with external moderation</i>



# Physics

Number of places  
per class is 20

**Exam board: OCR**

**Entry requirements:** BB or above in GCSE Science (Higher Core and Additional) and B or above in GCSE Mathematics (Higher).

## Aims:

- up to date Physics: modern ideas and applications, important trends
- help with Mathematics: how to do the Mathematics and what it means ?
- variety: something for everyone; fundamentals, applications, connections
- involvement - you choose things to study in depth
- people and ideas: stories about where ideas came from and where they are going
- real practical work: learning skills, investigating for yourself
- using computers: tools, models, information
- Physics at work: medical and other applications, jobs Physics can lead to

This is a new and exciting Physics course, introducing ideas through real, up to date applications. The course is based around a textbook and a CDROM, containing lots of activities, extra reading material, images and modelling programmes.

## AS Assessment

Physics in Action (30%) *60 minute written exam*

Understanding Processes and Experimentation and Data Handling (50%) *105 minute written exam*

Physics in Practice (20%) *coursework*

## A2 Assessment

Rise & Fall of the clockwork Universe (30%) *75 minute written exam*

Field & Particle and Advances in Physics (50%) *120 minute written exam*

Researching Physics (20%) *coursework*

## The Course at a Glance:

AS Examination	A2 Examination
<p><b>Communications</b></p> <p>1 Imaging 2 Sensing 3 Signalling</p> <p><b>Designer Materials</b></p> <p>4 Materials on test 5 Looking inside materials</p> <p><b>Wave &amp; Quantum behaviour</b></p> <p>6 Wave behaviour 7 Quantum behaviour</p> <p><b>Space and time</b></p> <p>8 Mapping space and time 9 Computing the next move</p> <p><b>Coursework</b></p> <p>Materials presentation Quality of measurement</p>	<p><b>Models and rules</b></p> <p>10 Creating models 11 Out into space 12 Our place in the universe</p> <p><b>Matter in extremes</b></p> <p>13 Matter: very simple 14 Matter: very hot and cold</p> <p><b>Fields</b></p> <p>15 Electromagnetic machines 16 Charge and field</p> <p><b>Fundamental particles of matter</b></p> <p>17 Probing deep into matter 18 Ionising radiation and risk</p> <p><b>Case Studies</b></p> <p>Advances in Physics</p> <p><b>Coursework</b></p> <p>Practical investigation Research briefing</p>



# Product Design

Number of places  
per class is 18

Exam board: **AQA**

**Entry requirements:** B or above in GCSE D&T (Graphics, Product Design, Materials, Textiles or Food) or B or above in GCSE Art.

### Aims:

- Develop and sustain innovation, creativity and design and technology capability, to recognise constraints and to produce high quality products.
- Develop critical understanding of the influences of the processes and products of design and technology activity from a historical perspective and in current practice.
- Apply essential knowledge, understanding and skills of design production processes to a range of activities and develop an understanding of industrial practices.
- Use ICT to enhance design and technology capability

This subject is suitable for any student with a background/interest in product design and the development of new products, model making and CAD design. The course will allow students to continue their studies at University following any Design related degree. It will also give students a broad knowledge of industrial practice, giving real opportunity to many who prefer to seek employment in the Design and Manufacturing industry.

**AS** - Students are given the opportunity to develop their creative, technical and practical skills through a series of product investigation, design and manufacturing activities. Students produce **one** portfolio which will demonstrate their creativity and flair when researching, designing and making products.

**A2** - Students are given the chance to apply skills they have acquired and developed throughout the AS course to design and make a product of their choice. The design problem should have a real commercial use, it should be useful to a wide range of users. A key feature of this unit is that the students must consider issues related to the environment and sustainability.

### The Course at a Glance:

AS Examination
<p align="center"><b>Unit 1</b> <b>Materials, Components and Application</b></p> <p align="center">Written paper 50% of the total AS marks 25% of the total A level marks 2 hrs</p> <p align="center">This paper is based primarily on Materials and Components</p> <p align="center"><b>Unit 2</b> <b>Learning through Designing and Making</b></p> <p align="center">Coursework 50% of the total AS marks 25% of the total A level marks Approx 50 hrs</p> <ul style="list-style-type: none"> <li>• Written (or electronic) design portfolio</li> <li>• Manufactured outcome(s)</li> <li>• Coursework may take a number of forms; a single design-and-make project, two smaller projects and/or a portfolio of work</li> <li>• 80 marks for Unit 2</li> </ul>

A2 Examination
<p align="center"><b>Unit 3</b> <b>Design and Manufacture</b></p> <p align="center">Written paper 25% of the total A level marks 2 hrs</p> <p align="center">This paper is based primarily on Design and Manufacture</p> <p align="center"><b>Unit 4</b> <b>Design and Making Practice</b></p> <p align="center">Coursework 25% of the total A level marks Approx 60 hrs</p> <ul style="list-style-type: none"> <li>• Written (or electronic) design folder</li> <li>• Manufactured outcome</li> <li>• Candidates submit evidence of a single, substantial designing and making activity</li> <li>• 85 marks for Unit 4</li> </ul>



# Psychology

Number of places  
per class is 20

**Exam board: AQA**

**Entry requirements:** Students require a B in GCSE Additional Science or Biology, and a B grade in GCSE English and C or above in GCSE Mathematics.

## Aims:

- to study research into the human mind and our behaviour
- to be aware of the various theoretical approaches in Psychology
- to understand and evaluate the methods used in psychological experimentation
- to be able to interpret and analyse the findings and conclusions of theory and research
- to apply the findings of psychological research to the real world

As Psychology is classified as a Science, students will need to possess an awareness of the value of a scientific approach to enquiry. Students also need a genuine interest in the human mind and our behaviour to fully appreciate this course. Psychology is a valuable subject for entry into a number of career areas. In particular Psychology may be of use in business, health-related careers, education and professions where interaction with others is a key feature. Skills developed in this course, such as the ability to think critically and create a well reasoned argument, can also be applied to many further study options and career choices.

## Additional Information:

There is no coursework in A level Psychology. The examination in this subject consists of *extended* writing tasks including essays.

## The Course at a Glance:

AS Examination
<p align="center"><b>Unit 1</b></p> <p align="center"><b>Cognitive Psychology, Development Psychology and Research Methods</b></p> <p align="center">Written Paper : 1 hr 30 mins exam (50% of AS, 25% of A Level)</p> <p align="center">Cognitive psychology, including memory and eyewitness testimony Development psychology, including early social development, attachment and the effects of day care Research methods, in the context of the topic areas.</p> <p align="center"><b>Unit 2</b></p> <p align="center"><b>Biological Psychology, Social Psychology and Individual Differences</b></p> <p align="center">Written Paper : 1 hr 30 mins exam (50% of AS, 25% of A Level)</p> <p align="center">Biological psychology, including stress, coping with stress and managing stress Social psychology, including majority and minority influence, obedience and independent behaviour Individual differences, including definitions of abnormality, approaches and therapies.</p>

A2 Examination
<p align="center"><b>Unit 3</b></p> <p align="center"><b>Topics in Psychology</b></p> <p align="center">Written Paper : 1 hr 30 mins exam (25% of A Level)</p> <p align="center">Perception, relationships, aggression, eating behaviour, gender, intelligence and learning, cognition and development Three essay style questions chosen from the above seven topics</p> <p align="center"><b>Unit 4</b></p> <p align="center"><b>Psychopathology, Psychology in Action and Research Methods</b></p> <p align="center">Written Paper : 2 hr exam (25% of A Level)</p> <p align="center">Biological approach, behaviourism, social learning theory, cognitive, psychodynamic and humanistic approaches Comparison of approaches, Debates in psychology Methods in psychology, inferential statistics, issues in research</p>



# Spanish

Number of places  
per class is 20

Exam board: **AQA**

**Entry requirements:** B or above in GCSE Spanish (all from Higher Tier papers).

**Aims:**

- develop an interest in, and enthusiasm for, language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- consider their study of the language in a broader context
- derive enjoyment and benefit from language learning
- acquire knowledge, skills and understanding for practical use, further study and/or employment
- communicate with speakers of the language
- take their place in a multilingual global society
- provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject
- provide a sufficient basis for further study of languages at degree level or equivalent

Work Experience in Spain is a compulsory part of the course and normally takes place in February for approximately ten days. Students who take up a language at A level must consider this and other subjects' coursework deadlines. The latter will not serve as a reason for not going abroad.

Both AS and the full A level offer evidence to prospective employers of a significant level of achievement in all language skills, together with evidence of critical insight and a knowledge and understanding of another culture and the place of that culture within European development. Students leaving school to enter employment after gaining one of these AS qualifications will be able to show some evidence of language skills relating to the World of Work.

The gap between GCSE language and the expectations at AS are significant. Students who choose to follow a modern language at A level will be assessed and informed by staff as to whether they will sit written exams in May of Year 12 or January of Year 13. All students, however, will do their AS oral exam in April of Year 12.

**The Course at a Glance:**

<b>AS Examination</b>
<p><b>Unit 1</b></p> <p><b>Listening, Reading and Writing</b></p> <p>2 hr written exam (110 marks)</p> <p>70% of AS, 35% of A Level</p> <p><b>Unit 2</b></p> <p><b>Speaking Test</b></p> <p>35 minute speaking test, including 20 minutes preparation (50 marks)</p> <p>30% of AS, 15% of A Level</p>

<b>A2 Examination</b>
<p><b>Unit 3</b></p> <p><b>Listening, Reading and Writing</b></p> <p>2 hr 30 mins written exam (110 marks)</p> <p>35% of A Level</p> <p><b>Unit 4</b></p> <p><b>Speaking Test</b></p> <p>35 minute speaking test, including 20 minutes preparation (50 marks)</p> <p>15% of A Level</p>



# Textiles

Number of places  
per class is 18

Exam board: **AQA**

**Entry requirements:** B or above in GCSE D&T (Graphics, Product Design, Materials, Textiles or Food) or B or above in GCSE Art.

## Aims:

- Develop and sustain innovation, creativity and design and technology capability, to recognise constraints and to produce high quality products.
- Develop understanding of the influences of history on current design practice.
- Apply essential knowledge, understanding and skills of design production processes to a range of activities and develop an understanding of industrial practices.
- Use ICT to enhance design and technology capability
- Recognise the social, moral, spiritual, and cultural values inherent in design and technological activity, and develop critical evaluation skills.
- Develop as discerning consumers able to make informed choices.

This subject is suitable for any student with a background/interest in Textile design, interior design, fashion and costume design. It is also relevant for students interested in retail buying, merchandising and fashion journalism. The course will allow students to continue their studies at University following any Design related degree. It will also give students a broad knowledge of industrial practice, giving real opportunity to many who prefer to seek employment in the Design and Manufacturing industry.

This subject allows students to develop skills in creative design and decorative textiles and AS level follows closely on from GCSE.

## The Course at a Glance:

AS Examination
<p style="text-align: center;"><b>Unit 1</b> <b>Materials, Components and Application</b></p> <p style="text-align: center;">Written paper 50% of the total AS marks 25% of the total A level marks 2 hrs</p> <p style="text-align: center;">This paper is based primarily on Materials and Components</p> <p style="text-align: center;"><b>Unit 2</b> <b>Learning through Designing and Making</b></p> <p style="text-align: center;">Coursework 50% of the total AS marks 25% of the total A level marks Approx 50 hrs</p> <ul style="list-style-type: none"> <li>• Written (or electronic) design portfolio</li> <li>• Manufactured outcome(s)</li> <li>• Coursework may take a number of forms; a single design-and-make project, two smaller projects and/or a portfolio of work</li> <li>• 80 marks for Unit 2</li> </ul>

A2 Examination
<p style="text-align: center;"><b>Unit 3</b> <b>Design and Manufacture</b></p> <p style="text-align: center;">Written paper 25% of the total A level marks 2 hrs</p> <p style="text-align: center;">This paper is based primarily on Design and Manufacture</p> <p style="text-align: center;"><b>Unit 4</b> <b>Design and Making Practice</b></p> <p style="text-align: center;">Coursework 25% of the total A level marks Approx 60 hrs</p> <ul style="list-style-type: none"> <li>• Written (or electronic) design folder</li> <li>• Manufactured outcome</li> <li>• Candidates submit evidence of a single, substantial designing and making activity</li> <li>• 85 marks for Unit 4</li> </ul>





# Engineering

Number of places  
per class is limited

**Exam board: AQA/City & Guilds Level 2 Higher: Year 12 Course**

**Entry requirements:** 3 A\* - C GCSE passes which include a C or above in GCSE English or Mathematics and a C or above in Core & Additional Science.

## Aims:

The Diploma in Engineering is an innovative and groundbreaking qualification for all young people which has been designed and developed in collaboration with employers. It provides a taster for a particular sector of industry but also prepares you for a range of careers and further education pathways. The courses will create a generation of individuals with the skills that employers need in their new recruits, and be taught by a local consortia of schools, colleges and work placements.

The Diploma offers young learners:

- An alternative to traditional styles of learning
- A combination of the essential knowledge and skills that employers and universities look for
- Opportunities to experience different styles of learning in different environments such as school, college and the workplace, with an emphasis on practical activities and an integrated curriculum
- Opportunities to experience work in one of the UK's main employment sectors
- Flexibility and choice with options to pursue their interests, whether this is further study or a job
- An insight into what work is really like without committing them to a career in a particular area
- Progression onto subsequent As / A2 or Diploma courses

## Learning:

With the Diploma you'll enjoy hands-on practical learning in subjects that interest you. The course will result in a range of skills including planning, research, communication and presentations. These will equip you with the knowledge and experience not only for engineering but a range of options at college, university or work.

Employers and higher education institutions favour applicants that possess these core skills and hence diplomas provide you with the opportunities to show what you can achieve irrespective of your future goals.

The approach of this Diploma is fresh and original. By immersing young people in the excitement and potential of working in the world of engineering it blends together academic and applied learning.

## Areas of study:

Learners will have the opportunity to develop knowledge and interest from a range of engineering sectors which could include:

- |                 |              |                |           |
|-----------------|--------------|----------------|-----------|
| • Aerospace     | • Genetic    | • Agricultural | • Marine  |
| • Automotive    | • Mechanical | • Design       | • Medical |
| • Environmental | • Robotic    | • Forensic     | • Sound   |

The Engineering Diploma introduces a range of ideas and concepts and how these impact on the modern world. Learners will explore what makes some innovations succeed and others fail, how new materials contribute to design and how to develop and launch ideas.

## Resources:

A newly equipped computer suite/work area with state of the art equipment will be available for learners to develop their skills and allow them to learn in an independent and innovative way. This is supplemented by access to high quality resources and engineering equipment at West Herts. College.

## Areas of study:

- |  |                                  |
|--|----------------------------------|
| • Principle learning                     | • Additional/Specialist learning |
| • Generic learning (including a project) | • Experience of work             |

## Principal learning:

This consists of eight compulsory units of which one is externally assessed. The other seven units are internally set and marked.

They consist of:

- |  |  |
|--|--|
| • The engineered world (externally assessed) | • Construct electronic and electrical systems*     |
| • Engineering design                         | • Manufacturing engineering                        |
| • Engineering applications of computers      | • Maintenance*                                     |
| • Producing engineering solutions            | • Innovation, enterprise and technological advance |



**Additional/specialist learning:**

This will enable learners to choose other additional or specialist learning options to meet their personal interests and career goals. Specialist learning could be automotive engineering at West Herts. College or they can widen their learning by studying another subject such as a language or business. Learners will also complete a project of their choice which will demonstrate the skills and knowledge they have acquired such as the role engineering could play in reducing energy bills.

**Generic learning:**

This includes functional skills such as Maths, English and ICT taught with an engineering focus. Students will learn to work in a team, develop self-management skills, learn how to express themselves confidently and how to apply their knowledge and skills creatively in a business environment.

**Experience of work:**

A key element of the course is the chance to attend work placements that offer the students an opportunity to develop skills in the context of employment. Major national companies are committed to Diploma education and the school will seek to establish placements across a wide range of activity in accordance with specific student interests.

**Progression:**

Successful completion of the Higher Diploma will enable each student to progress onto the Advanced Diploma or access a range AS / A2 courses. The Advanced Diploma would be studied over a two year period and access to further AS / A2 courses would follow a routine time span.

**Further information:**

- Please see staff this evening in the Technology Area
- There will be a meeting held at school for those interested on Tuesday 3rd March at 7pm

For further information visit: [www.diplomainfo.org.uk](http://www.diplomainfo.org.uk) or [www.direct.gov.uk/diplomas](http://www.direct.gov.uk/diplomas)

**The Course at a Glance:**

<b>Level 2 Higher Diploma</b>
Principle Learning – there are 8 compulsory units of which unit 1 is externally assessed
<b>Unit 1</b>
The engineered world (externally assessed exam)
<b>Unit 2</b>
Engineering design
<b>Unit 3</b>
Engineering applications of computers
<b>Unit 4</b>
Producing engineering solutions
<b>Unit 5</b>
Construct electronic and electrical systems
<b>Unit 6</b>
Manufacturing engineering
<b>Unit 7</b>
Maintenance
<b>Unit 8</b>
Innovation, enterprise and technological advance
<i>Length of exam: 90 minutes</i>
<i>Assessment type: Short answers</i>
<i>Marks: 48</i>



**APPLICATION TO YEAR 12 FOR THE ACADEMIC YEAR 2009-2010**

*Please complete both sides of the form*

**Entry for all students is dependent on GCSE exam grades.**

**Meetings will be held with each *external* applicant on August 27<sup>th</sup>, 28<sup>th</sup> and September 1<sup>st</sup> 2009.**

**Meetings can be arranged for internal students to discuss their results where necessary.**

Forename(s).....Surname .....

Date of Birth..... Male  Female

Address.....

.....

.....Postcode .....

Home Telephone Number..... Student Mobile.....

Student Email Address.....

Parent(s)/Guardians Name.....

Parent(s) Email Address.....

Address *(if different from above)*.....

.....

.....Postcode .....

**External Applicants only**

Name of present School.....

School Address.....

.....

.....Postcode .....

School Telephone Number.....

School Email Address.....

School Contact Name.....

**Sibling Connection** (Please tick) Yes  No  (If yes, please complete the following)

Full name:.....

Dates of attendance: From:..... To: .....

Tutor Group if still at St Clement Danes School:.....

**RETURN THIS FORM BY 13<sup>th</sup> MARCH 2009**

