

## CHOICE OF SIXTH FORM STUDIES

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## FOREWORD BY THE HEADMASTER

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The decision about the A Levels to be studied is one of the most important that confronts a boy or girl. Bloxham has always believed that every pupil should aim to achieve his or her personal best intellectual level, and I am sure that this is a view that parents will share. The increasing numbers in Higher Education have made it possible to secure places on a degree course with comparatively modest A level grades, but many courses and many careers remain highly competitive. While there is a great deal more to education than the gaining of academic qualifications, there is still every incentive to aim for the best ones possible.

The process leading up to the A Level decision is therefore a very important one, and I hope that you will have the chance to read, digest and discuss with your son or daughter the information and advice in this booklet. The national Sixth Form curriculum came into force in September 2000, and this has made the decision process even more important than before.

The baseline qualification for the Sixth Form at Bloxham is three B grade and three C grade GCSEs. However, virtually all of our Sixth Formers achieve 8 - 10 GCSEs with at least a B grade in the subjects they wish to study at AS Level. It is normally expected that Sixth Form entrants have GCSE passes in English and Mathematics. In exceptional circumstances a pupil who does not have these grades in English and Mathematics may be accepted, but it is a condition of entry that they must re-take these subjects to obtain the necessary grades.

### **For present members of the School, the purposes of the Lent Term Parents' Meeting are:**

1. to enable parents to meet those who teach the pupils, and to discuss with them, and the Heads of Department as appropriate, their academic capabilities, their progress towards GCSE and their potential for A Level
2. to discuss with the Housemaster/Housemistress, probably by means of a later appointment, the possible options open to pupils in the future.

It is important to emphasise that these meetings are essentially to provide and exchange information. A **final** decision on the choice of AS level subjects will need to be made by the **end of the Lent Term**. Some changes to options **may** be possible after this date, but it must be understood that curricular decisions will be made on the basis of choices submitted and that not all combinations of subjects will subsequently be possible.

### **As far as prospective entrants at Sixth Form level are concerned:**

1. A Level courses have changed significantly, and there may have been alterations or new information since any meeting parents have already had with us, so please study the booklet carefully.
2. Parents or pupils may wish to discuss the courses further by appointment, and we will be very happy to do this. A **final** decision on AS choices needs to be made by the **end of the Lent Term**. Some changes to options **may** be possible after this date, but it must be understood that curricular decisions will be made on the basis of choices submitted and that not all combinations of subjects will subsequently be possible.

M. E. Allbrook

## THE CHOICES AVAILABLE

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The normal pattern is four AS Levels, one of which is then usually eliminated after examinations at the end of the Lower Sixth to provide three A2 Levels for examination at the end of the Upper Sixth. An A Level is made up of both AS and A2 with equal weighting. Three is the normal requirement for university entrance at degree level, two for HNDs which can provide a different route through university.

All timetables are arranged in blocks, and so all the subjects in a block run at the same time. This means that **only one subject per block may be chosen**. We aim to provide the widest possible range of options by keeping popular subjects apart, and in some cases offering subjects in more than one block.

No university subject is precluded by our A Level options. Schools cannot provide the range of courses available at university, but we make sure that the blocking system allows pupils to be eligible for every university course.

### TIMETABLE BLOCKS

Block 1	Block 2	Block 3	Block 4
Art	Business Studies	Chemistry	Art
Geography	English	Design Technology	Biology
Mathematics	German	French	Business Studies
Politics	History	Geography	Economics
Psychology	Music	Music Technology	English
Theatre Studies	Physics	P.E.	I.C.T.
	Spanish		Religious Studies
	Textiles		

**Choose four subjects.**

**You may only choose one subject per block.**

All pupils will undertake a course in preparation for Higher Education/Careers.

### University Entrance

Universities will make offers either in the form of grades or as a points score which may combine AS and A Levels. The relationship between grades and points is as follows:

A Level		AS Level	
Grade	Points	Grade	Points
A	120	A	60
B	100	B	50
C	80	C	40
D	60	D	30
E	40	E	20

## HOW TO CHOOSE A AND AS LEVEL SUBJECTS

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Some pupils will have a clear idea of the three subjects which they will take through to A Level; others will want to delay this choice until they have seen enough of their four AS Levels to know which three appeal most. In either case the criteria outlined below still apply. Not many university subjects require a specific combination of A Levels; the obvious exceptions are Medicine (Chemistry definitely, and at least 1 and probably 2 other sciences) and Engineering (Maths and Physics); and in subjects such as French and English where there is an A Level, universities will expect it to be part of the combination. Otherwise, there are obvious advantages in studying certain A Levels in order to pursue new subjects at university (e.g. Art for Architecture). If there is a need to check please consult the Director of Sixth Form Studies.

**Interest** in a subject is the obvious place to start the process of choice. This should be taken to mean interest in a particular form of study, not an idea that a particular subject is 'a good bet for a job afterwards'. Remember that A Level courses in some subjects are markedly different from those for GCSE Level, even though they bear the same name, and that one or two subjects are studied beyond GCSE Level for the first time. Discussion with the relevant Head of Department is obviously sensible.

**Relevance to a possible career** is another starting point. Some subjects relate directly to a career, most to a Course in Higher Education which leads on to one. The selection of a career is a lengthy business involving frequent changes of decision and even direction for most people. Most students at this stage will not have narrowed their choice to a specific career but will have an idea of the general direction in which they are likely to go. This may exclude some subjects and indicate a set of three or four others to be studied.

**Ability** should be carefully weighed against interest and career-potential. You will often find that interest starts high but can reduce if the frontiers of your ability are reached. It may be sensible to consider the level of achievement eventually required: will you need only a pass in a particular A Level, or do you require an A grade?

**Coherence versus contrast** is a final consideration. Subjects complement each other most obviously when they appear in the same category, either Arts, Sciences or Social Sciences. Subjects within these categories share a tradition, methodology or subject matter and so study in one is often of use to another. This may affect the choice of the first three subjects. But you can usefully choose a fourth subject in a different area, for contrast and breadth.

Information about careers will also be available at the Parents' Meeting. Aim to gather as much information as possible from teachers, Heads of Department, tutors, Housemasters, Careers Advisers and the Director of Sixth Form Studies. Then weigh up the pros and cons. Remember that this is only the first stage in a decision-making process.

Finally, with so much talk of careers, it is easy to focus attention on education as a means to an end. Remember that education is an end in itself and that end is never reached. The point, therefore, is to travel as far and see as much as you can.

Pupils are prepared for university entrance by the Director of Sixth Form Studies in the Lower Sixth year. Careers advice has already started.

## ART

**Teaching staff:** M. Pye (Director of Art), L. E. King & R. Lehmann  
**Examination Board:** AQA

### Why choose this subject?

To develop personal expression, aesthetic pleasure, imagination, sensitivity, conceptual thinking, practical skills, analytical ability, historical and cultural awareness. To develop observational skills in Art and Design. To show evidence of sustained effort through sketch books, preparatory sheets and the production of completed pieces of work.

### With which subjects might it be combined?

The study of Art can be successfully combined with any other subjects.

### The nature of the course.

**AS/A2 A Level** will follow the Unendorsed (broad-based) approach which allows pupils to choose from:

Unendorsed (broad-based)  
Fine Art  
Three-Dimensional Design  
Graphics  
Photography

### (AS - first year)

Unit 1 1st project 30% of the total AS, 15% of total A Level  
Unit 2 2<sup>nd</sup> project 30% of the total AS, 15% of total A Level  
Unit 3 5 hr Exam 40% of the total AS, 20% of total A Level

### (A2 - Second year)

Unit 4 one major project 15% of the total A Level marks  
**either** Unit 5 Illustrated written Personal Study 15% of the total A Level marks  
**or** Unit 6 2<sup>nd</sup> unit of Coursework 15% of the total A level marks  
Unit 7 15 hrs Exam in May / June, visiting Moderator in June, 20% of the total A Level marks

### Higher Education and careers

The range of options open to Art students can be very wide and they are readily employed in professions such as Design, Fashion, Advertising, Film & Television, Education, and General Business. Those who wish to apply for Art Foundation courses and Art degree Courses at Art School should compile a portfolio of work as part of their course.

## BIOLOGY

**Teaching Staff:** M. G. Noone (Head of Department), C. N. Boyns & J. L. Ekers  
**Examination Board:** AQA Specification A

### **Why choose this subject?**

Possibly in order to get into higher education or to pursue a particular career, but above all because you are interested in studying this challenging, innovative, practical science and because you enjoy it. Pupils who have previously studied Biology as part of a co-ordinated, integrated or combined science course or as a separate science at GCSE are equally acceptable as A Level candidates, but they should be aware that they are likely to find the course difficult unless they have achieved a B grade (BB) or above at GCSE.

### **With which subjects might it be combined?**

Biology is most frequently combined with one or more of the following: Chemistry, Physical Education, Mathematics, Physics and Geography. However, other combinations are possible, although some candidates will find parts of the course very taxing when studied without the support of at least one other science. Candidates hoping to take a degree in a biological science would normally be expected to have studied Chemistry at A Level.

### **What do we expect from candidates?**

Enthusiasm, hard work, determination and initiative and the willingness to complete the work set and submit it on time.

### **The nature of the course**

The AS course in the Lower Sixth consists of two theory modules and one of coursework based on practical work and investigation. This is internally assessed and externally moderated and constitutes 30% of the AS Level. A one and a half hour exam is set for each of the theory modules. As in previous years, great emphasis is placed on Biology being a practical subject, and the relevant practical work is carried out as the course progresses. Since the A2 work is more demanding, it is envisaged that at least a C grade in the AS course would be expected if a candidate is to cope with and pass the A2 modules.

At the end of the L6th year all AS Biology pupils will go on a three-day field course for which there will be an all-inclusive charge of around £175.

The A2 course, which is followed in the Upper Sixth, also consists of two theory modules and one of assessed practical work plus a one and three quarter hour synoptic paper. Again the two theory modules are examined by means of a one and a half hour paper. Exams for both AS and A2 units are set in June. In common with most modular courses, it is possible to resit a unit exam, and the highest mark obtained counts towards the relevant award at AS or A Level. Resit papers may be taken in January or June. Human Biology may be available but, as the first module is common to both Biology and Human Biology, any choice would only be made at Christmas of the AS year, in consultation with teaching staff.

### **Higher Education and Careers**

Whilst it is accepted that many Fifth Formers will not yet have made firm decisions about their future careers, the following list shows the variety of job opportunities for which A Level Biology is strongly recommended: Medicine, Biomedical Science, Veterinary Science, Agriculture and Horticulture, Forestry and Fisheries, the Scientific Civil Service, Conservation, Environmental Health, the Pharmaceutical, Food and Drink and Agrochemical and Fertilizer Industries, Technical and Medical Sales and Marketing. In addition, there are exciting new opportunities in the expanding fields of Food Science, Biotechnology and Genetic Engineering. There will always be a requirement for good biologists. What is needed in today's biologists is a flexibility of approach coupled with the basic skills which will allow them to adapt to changing situations. However, it is also hoped that many pupils will appreciate the wider benefits of their biological education in employment not directly related to their studies.

## BUSINESS STUDIES

**Teaching Staff:** A. L. Cooper (Head of Department), C. D. Stewart & R. J. Thompson  
**Examination Board:** AQA

### **Why choose this subject?**

Business activity affects us all, whether as consumers, employees, shareholders, savers, borrowers or entrepreneurs. The importance of its influence on our lives is ever-growing and changing. All students, whatever career they choose to pursue, will be affected by what is studied in Business Studies. The subject prepares students for the world of work in general and for a variety of business-related careers or higher education courses. Students are given the opportunity to develop creative and analytical thinking through investigating businesses and markets, analysing business systems, proposing improvements to business activities, investigating the importance of financial forecasting and investigating the external environment and its effects on business.

### **With which subjects might it be combined?**

The subject could be studied alongside a wide range of other A Level choices. It most naturally complements Geography, Economics, Politics and D.T, but would offer variety and work-related skills to any student.

### **What do we expect from candidates?**

This is a demanding and yet accessible A Level subject. It requires a genuine interest in business and the economy, an enquiring mind and the ability to develop analytical arguments based on theory and real world examples. A good standard of written English is of benefit and a sound level of numeracy is highly desirable. These abilities are more important than previous study of business at GCSE Level.

### **The nature of the course, its content and the method of examination**

Throughout the course students will have the opportunity to visit real businesses in order to gain an insight into how theory is used in practice.

During the first year three exams are taken, together comprising the AS Level, assessing the study of:

Marketing / Accounting and Finance  
Operations Management / People  
External Influences / Objectives & Strategy

Each exam lasts around one hour and is based upon stimulus-response or case-study questions.

In the second year, all of the areas of content are further developed and three more exams undertaken in order to achieve the full A Level. Each exam lasts one hour and thirty minutes and is composed of case study, report-writing and essay questions.

Two GCE A Level Business Studies sets will be run in Block 2 and one set in Block 4.

### **Higher Education and Careers**

The subject offers access to a wide range of higher education courses in business, finance or management and for many courses that have a business or vocational element. This is also true if the subject is studied as a one year AS Level course.

# CHEMISTRY

Teaching Staff: N. E. C. Evans (Head of Department), D. A. Cooper & M. H. Bishop  
Examination Board: OCR Specification A

## Why choose this subject?

Chemistry is a core science, a fascinating and diverse subject which stimulates students having a wide range of talents and interests. Chemistry is central to civilised life as we know it. The products of the chemicals industry clothe us, warm us, transport us, restore our health when we are ill, and provide us with the thousands of materials which we use at work and at play. It is a service subject to those hoping to study Medicine, Veterinary Science, Pharmacology and many Biology-based subjects. It is necessary also for those interested in research in Chemistry itself, Molecular Science and in Chemical Engineering. It is valued as an intellectual training for some other groups such as accountants

## With which subjects might it be combined?

Chemistry is most frequently combined with Maths and/or Biology and/or Physics.

## What do we expect from candidates?

Whilst it is normally expected that a pupil starting AS level Chemistry will have passed GCSE Maths, the Maths content of the course is minimal and not overly demanding. Those offering Combined Science (Double Award) at GCSE will be expected to have grade AA and would be disadvantaged with a CC grade.

## The nature of the course

The aims of the course are to encourage students 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;
- develop an understanding of the link between theory and experiment;
- be aware of how advances in information technology and instrumentation are used in Chemistry;
- appreciate the contributions of Chemistry to society and the responsible use of scientific knowledge and evidence;
- sustain and develop their enjoyment of, and interest in, Chemistry.

## AS Level

There are three units.

Foundation Chemistry, Chains & Rings (organic chemistry), How Far, How Fast/Practical Examination 1.

## A2 Level

There are three units.

Chains, Rings & Spectroscopy (further organic chemistry and analysis methods), Trends & Patterns/Options in Chemistry, Unifying Concepts/Practical Examination 2.

## Higher Education and Careers

Most universities offer Chemistry both as a main and a joint subject of study. Increasingly, a Chemistry degree is in demand in its own right in the medical, dental and veterinary fields, especially for Forensic Science, Pathology, Occupational Science and medical research.

For pupils intending to become doctors, dentists, pharmacists or vets, A Level Chemistry is an essential requirement. For Engineering of various types, for Mining and Mineral Science courses and for many Agricultural and related courses, it is advantageous to have studied Chemistry at A Level.

## DESIGN and TECHNOLOGY

Teaching Staff T.M. Skevington (Head of Department)  
Examination board OCR

### Why choose this subject?

DT should be chosen if you studied and enjoyed Design & Technology at GCSE (Resistant Materials, Graphic Products or Textile Technology) and are good at practical problem solving, or if you are interested in design or want to follow a career in any form of design. If you will get a good grade and/or it will support your other subjects and help you gain entry to a higher education course, then this subject would be an ideal choice for you.

### With which subjects might it be combined?

The majority of students combine Design and Technology with three of the following subjects: Maths, Physics, Art, ICT, Theatre Studies or Business Studies. Other successful combinations have included Biology and Geography.

### What do we expect from candidates?

Pupils should have studied a design-based course before. The D&T subjects mentioned above would be ideal. Those choosing to do this subject must be prepared to work hard on the various coursework units that start in the first term and which incorporate a significant amount of ICT including CAD.

### The nature of the course

<b>AS</b>			
Unit	Term & Duration	%AS Weighting	%A2 Weighting
Product Study - A project focusing on designing and modelling improvements to an existing product	Term 1 & 2 30 hours	40	20
Case Study – A word-processed report about the study of a system with recommendations for improvements	Term 1 & 2 20 hours	30	15
Theory Exam	Term 3	30	15
<b>A2</b>			
Designing – A problem is identified and a practical solution is researched and designed	Term 3 & 4		15
Making – The chosen design from the previous unit is made, tested and evaluated	Term 5		15
Product Design Exam	Term 6		20

### Higher Education and Careers

DT is suitable and recommended in combination with the subjects mentioned above for careers in Design and Engineering. It also suits Agriculture, Architecture, Business Media and Surveying. These are just some of the more obvious broad areas that give a hint of the range of opportunities available. It is also a suitable qualification for many other careers.

## DRAMA AND THEATRE STUDIES

**Teaching Staff:** C. V. Atkinson (Head of Department), A. G. Whiffin  
**Examination Board:** Edexcel

### **Why choose this subject?**

This is an appropriate course for anyone with an enthusiasm for the practical aspects of drama. It aims to promote an enjoyment of - and interest in - drama and theatre, both for a participant and for an informed audience member. It will extend the skills, knowledge and understanding needed to communicate through drama and theatre, encouraging life-long learning and providing access to drama, theatre and related careers. The subject will provide a worthwhile, satisfying and complete course of study that broadens experience, develops imagination, fosters creativity and promotes personal and social development.

### **With which subjects might it be combined?**

This subject can profitably and successfully be combined with English but will fit happily with any subject, provided that the student has some aptitude for drama.

### **What do we expect from candidates?**

In addition to an aptitude for drama it requires a willingness to work as a member of a group and the ability to develop teamwork skills.

### **The nature of the course**

AS units are taken at the end of the first year of study.

Unit 1	Exploration of drama and theatre (exploration of two plays). Internally assessed and externally moderated coursework.	15%
Unit 2	Text in performance 1 (A practical examination of acting or design skills in a directed production of a play). Externally assessed.	20%
Unit 3	Text in context 1 (Two examination questions, 1 based on the context of the play performed in Unit 2 and 1 question on a play seen in performance.	15%

A2 units extend the skills, knowledge and understanding developed in the AS.

Unit 4	Devising (Teacher assessment of the making and performing of a devised piece of theatre. Internally assessed and externally moderated coursework.	20%
Unit 5 (synoptic)	Text in performance II Workshop presentation of a student directed play. Externally assessed.	15%
Unit 6 (synoptic)	Text in context II 3 examination questions based on the study of 2 plays. Section A is based on a director's approach to a play and Section B is based on performance analysis and research. Externally assessed written paper of 2 hours 30 minutes.	15%

### **Higher Education and Careers**

The course is valuable for those who wish to read Drama and/or English. In addition, its study helps to develop teamwork, confidence and self-expression, all of which are important in many careers.

## ECONOMICS

**Teaching Staff:** A. L. Cooper (Head of Department) & C. D. Stewart  
**Examination Board:** Edexcel

### **Why choose this subject?**

The subject helps to develop a logical, analytical approach to the complex problems arising from economic activity at a personal, business and national level. It encourages an interest in and understanding of current economic issues and institutions.

### **With which subjects might it be combined?**

As a genuine social science, Economics is compatible with both humanities and science A Levels. The most closely related subjects are Maths, History, Politics, Business Studies and Geography.

### **What do we expect from candidates?**

A readiness to keep abreast of economic issues is expected, through reading newspapers and watching news and current affairs programmes. An ability to handle simple calculation and to express oneself simply but accurately on paper are vital skills for success in Economics.

### **The nature of the course,**

The AS Level provides a broad overview of both micro and macro economics, covering areas such as:

- how markets work
- why markets fail and the possible policy remedies
- the key measures of economic performance
- the main objectives and instruments of government policy

These topics will be assessed through two data response papers of 1 hour and a third exam of 1 hour that includes both data response and multiple choice questions.

The second year of the course, leading to the full A Level, is more specialised and requires more searching analysis and evaluation. Topics for study include:

- the nature of competition and pricing in markets
- analysis of labour markets and the distribution of income and wealth
- the position of the UK in the world economy
- the role of international trade and exchange rates

Assessment is through the same combination of papers and methods as with the AS Level but two exams are 1 hr 15 mins. and the final unit is 1 hr 45 mins.

### **Higher Education and Careers**

Economics is without doubt a valid qualification and subject for Higher Education. It is recognised as an 'academic' A Level, indicating skills that combine scientific analysis and the ability to express oneself fluently and effectively on paper. It is particularly relevant to careers in business, finance and the public services.

## ENGLISH LITERATURE

**Teaching Staff:** A. G. Whiffin (Head of Department), H. J. Alexander, C. V. Atkinson,  
A. C. Benn, E. C. Jeffrey & R. W. F. Hastings

**Examination Board:** WJEC

### Why choose this subject?

The pleasure that most people find in intelligent reading is based upon the recognition in it of aspects of our own existence, made more vivid to us by the perception of the artist. But the study of literature is not merely pleasurable. It trains us to feel compassionately, and to think clearly about our feelings – as serious and valuable a preparation for life as one could imagine.

### With which subjects might it be combined?

Subjects which might be found to be particularly compatible with English are History, which can inform our awareness of the context in which texts were written, Modern Languages, which often benefit from the training which we provide in literary criticism, and Theatre Studies, which properly encourages students to see plays as texts for performance.

### What do we expect from candidates?

English is not an easy option; it requires a great deal of reading and the painstaking preparation of essays. It is an appropriate choice for anyone who is not lazy, and this is the only requirement we make of those who wish to adopt it.

### The nature of the course

Each set will have two teachers, dividing the syllabus between them.

### AS Level (taken at the end of the Lower Sixth)

Paper 1	Shakespeare One play for close analysis (closed text)	EXAM: 1 hour (15%)
Paper 2	Modern text Play, poet or novel (open text)	EXAM: 1 hour 30 mins (15%)
Paper 3	20 <sup>th</sup> C poetry and pre-1900 novel Two texts (open text)	EXAM: 2 hours (20%)

### A2 Level (taken at the end of the Upper Sixth)

Paper 4	Pre-1900 Poetry One text (open text)	EXAM: 1 hour 30 mins (15%)
Paper 5	Comparison between texts Two texts (open text)	EXAM: 1 hour 30 mins (15%)
Paper 6	Pre-1770 Drama & linked material One text & unseen passage (closed text)	EXAM: 2 hours 30 mins (20%)

### Higher Education and careers

It should be made clear that English is not to be discarded, either at A Level or as a degree subject, on the mistaken assumption that it will not qualify you for a job. Approximately half of the graduates of Britain's universities have Arts degrees, and such people are readily employed in all walks of business and professional life.

## GEOGRAPHY

**Teaching Staff:** N. St. J. D. Pigott (Head of Department), Dr C. E. Evans & N. R. A. Park  
**Examination Board:** OCR

### **Why choose the subject?**

Whether you are walking the dog, watching the television or lying on an exotic foreign beach, Geography is always around you and it addresses some of the major issues of the day, from global warming to planning for additional housing.

The considerable range of topics covered, encompassing both the Humanities and the Sciences, is one reason for the popularity of the subject. A whole range of resources is used: slides, census data, satellite images, etc. Pupils are encouraged to find out for themselves and a particular emphasis is placed on fieldwork.

Geography also teaches a wide variety of essential skills. Candidates learn to solve problems, present arguments and write reports. They research issues, analyse data, and use a wide range of ICT skills.

### **With which subjects might it be combined?**

There is some advantage as far as content is concerned in combining A Level Geography with Biology, Business Studies or Economics. Such subjects as History and English also develop similar skills.

### **What do we expect from candidates?**

The most important requirement is an enthusiasm for the subject. Willingness to enter into discussion is immensely helpful whilst commitment to conscientious reading and written work is clearly essential. Candidates attend a five-day field course in South Wales at Easter in the Lower Sixth, a stimulating and enjoyable experience, as previous participants will confirm.

### **The nature of the course**

In the Lower Sixth the candidates prepare for three AS modules. Each is tested with short answers to structured questions based on a resource such as a map or graph. The Physical Geography module covers such topics as plates, rivers, ecology and weather while the Human Geography module considers population, cities and settlement. The third module targets graphical skills from data collection techniques to computerised map drawing.

In the Upper Sixth a more analytical approach is taken to the subject. It is largely tested by extended essays, and so coaching in essay-writing skills forms an important part of the A2 courses. The topics covered embrace both Human and Physical Geography and specifically target the interaction between the two. Thus the Problems of Urban areas include pollution and Problems of Rural areas soil erosion. In studying Coastal Processes the role of human intervention becomes clear whilst Tourism and Recreation is clearly heavily influenced by environmental considerations. A project of 2,500 words on a subject entirely of the candidate's choice is also produced in the Upper Sixth, largely in lesson time.

### **Higher Education and Careers**

A Geography A Level is, of course, highly desirable for candidates seeking to study Geography at University. It will also be advantageous for such courses as Environmental Science, Agriculture and Leisure Management.

There are a remarkable number of careers which involve Geography: town planning, environmental agencies, marketing and leisure management and the production of computerised maps of many kinds. However, most of those who study Geography will choose careers in finance, management or some other unrelated area. The wide range of skills acquired in the subject, together with the overall 'roundedness' of the student, will always be an attraction to a potential employer.

## GOVERNMENT AND POLITICS

**Teaching Staff:** D. N. Perrin (Head of Department)  
**Examination Board:** Edexcel

### **Why choose this subject?**

The main reason for taking the AS and A Level courses in Government and Politics is likely to be a genuine interest in modern day politics. The subject will appeal to those who enjoy discussing and debating current affairs and will both broaden and deepen pupils' understanding of political events, issues and institutions. The course will also serve to develop the skills required to communicate effectively and to argue a case with relevance, clarity and coherence. Above all, Government and Politics makes an excellent choice of subject because it is challenging and absorbing, whilst at the same time relevant and accessible.

### **With which subjects might it be combined?**

Government and Politics goes well with any combination of subjects, serving as it does to broaden and enrich the curriculum. It has clear links with subjects such as History and Economics, whilst demanding similar skills of self-expression and analysis to a subject such as English. At the same time, adding Government and Politics to a choice of science or modern language subjects adds valuable diversity.

### **What do we expect from candidates?**

It is important that candidates have lively and enquiring minds, an interest in politics and current affairs, a desire to explore new ideas and an ability to communicate their ideas effectively.

### **The nature of the course**

The AS Level provides broad coverage of the politics of the United Kingdom, including its local, national and European dimensions. It considers:

- the central ideas of citizenship, democracy and participation
- the role of elections, parties and pressure groups in the UK
- the major institutions of UK government and their effectiveness
- the key issues affecting the development of the UK political system and the desirability of constitutional change.

The units that comprise the AS Level are each assessed through the use of structured questions and stimulus material in three examinations, each of one hour.

The second year of the course develops a deeper understanding of aspects of the subject, broadening out to a comparative study of politics and government of the USA. It examines:

- the adequacy of US elections, parties and pressure groups in terms of popular participation and full democracy
- the institutions of US government and the interrelationship between its legislative, executive and judicial processes.
- the similarities and contrasts between the UK and US political systems, drawing together the understanding developed in the rest of the course.

Three further units are assessed through a combination of short-answer and essay questions, providing the second 50% of the full A Level qualification.

### **Higher Education and Careers**

Government and Politics is a recognised and valued qualification for Higher Education, indicating an ability to analyse, evaluate and communicate effectively. It is a valuable foundation for a career in law, business or public service.

## HISTORY

**Teaching Staff:** T. I. Hatton (Head of Department) & S. J. Batten  
**Examination Board:** AQA

### **Why choose this subject?**

There are three main reasons. History is an appropriate subject for anyone who is interested in studying the past for its own sake or in finding out what influence the past has had on the present. It is a useful training in the skills of argument, critical judgement, assessment and summary. It is an accessible area of study because it is jargon-free.

### **With which subjects might it be combined?**

History is both an Arts/Humanity and a Social Science subject, and so it combines well with Languages, Politics, Economics and Geography. But its methodology involves the sort of logical and objective analysis (aka the scientific method) which characterises most subjects, and so it would not be out of place in any combination.

### **What do we expect from candidates?**

Sensitivity to language, an interest in ideas and the ability to argue sensibly are the main requirements. There is no major difference between GCSE History and AS or A2 in terms of the necessary skills, and so anyone who can cope with GCSE History can manage the A Level. But it can also be started without a GCSE background.

### **The nature of the course**

We study C17th - 18th European History and Tudor (English) History. The Examination tests factual knowledge, historiographical interpretation and the assessment of original sources/documents mainly through short- or paragraph-answers and, later, essays.

### **AS Level (taken at the end of the Lower Sixth)**

Paper 1	Absolutist Monarchy 1660-1725	Examination 1 hour 30 minutes
Paper 2	Henry VII 1485-1509	Examination 1 hour 30 minutes
Paper 3	2 Course Essays (taken from the above)	Examinations 2 x 1 hour (notes allowed)

### **A Level (taken at the end of the Upper Sixth)**

Paper 4	The Age of Enlightenment to 1790	Examination 1 hour 30 minutes
Paper 5	The Tudors 1525-1566	Examination 1 hour 30 minutes
Paper 6	A Personal Study	3,000 words, open choice

### **Higher Education and Careers**

History is a popular degree course. A Level History is also a useful preparation for Law, History of Art, Politics, Philosophy and Psychology. Employment rates are very good for History graduates in all areas of commerce, administration and education.

## INFORMATION AND COMMUNICATION TECHNOLOGY

**Teaching Staff:** P. A. Schonken (Head of Department)  
**Examination Board:** AQA

### **Why choose this subject?**

Computers are transforming the way in which we learn, communicate, do business, enjoy our leisure and live our everyday lives. Whatever career you pursue, knowledge of computer skills and concepts is likely to be beneficial or even essential.

### **What do we expect from candidates?**

The syllabus requires both personal commitment and the ability to solve, often quite complex, problems. The coursework will require pupils to spend a good deal of their time using the School's computer network whilst they are not being directly supervised. There are no prior academic requirements and the subject would be of use to all pupils.

### **The nature of the course**

The syllabus is modular, with two of the six units being examined solely through coursework while the rest involve written theory papers.

#### **AS Level Units**

Unit 1 - Information: Nature Role and Context (30% of the AS mark)

Unit 2 - Information: Management and Manipulation (30% of the AS mark)

Unit 3 - Coursework - (one project) - spreadsheet or web site (40% of the AS mark)

The approach to the teaching and learning for Modules 1 and 2 is aimed to produce developers of ICT solutions rather than just users of ICT. Pupils learn how a given ICT solution achieves a given end result and why the solution is the most appropriate. Knowledge is at an operational level rather than managerial/strategic.

#### **A2 Level Modules**

Unit 4 - Information Systems within Organizations (30% of the A2 mark)

Unit 5 - Information: Policy, Strategy and Systems (30% of the A2 mark)

Unit 6 - Coursework: Use of Information Systems for Problem Solving (one major project)  
– database (40% of the A2 mark)

The approach to the teaching and learning for units 4 and 5 is aimed to create understanding similar with a competent user of ICT or manager rather than a programmer or technician. Much of the work on communications and networks is based initially on experience of the school network and codes of practice.

### **Higher Education and Careers**

Information and Communications Technology skills are very valuable in the job marketplace. As an ICT specialist, graduates could be involved in applications in, for example, business, finance, manufacturing or the media. With the explosion of interest in the Internet and multimedia techniques supplementing the existing high demand for people with skills in software design, networking and client/server technology, the future for graduates with the appropriate qualifications is extremely bright.

## MATHEMATICS

**Teaching Staff:** J. F. Berry (Head of Department), D. R. Best, M. J. M. Moir & A. M. Goldsmith

**Examination Board:** Edexcel

### **Why choose this subject?**

The mental powers which the study of mathematics is intended to promote, such as abstract logical reasoning, analysis and synthesis, and above all, clarity of thought and expression, make Mathematics a suitable subject for the student who wishes to take a broad rather than specialised A Level course, whatever the other subjects chosen may be.

### **With which subjects might it be combined?**

Traditionally, Mathematics as an A Level subject has been most often combined with Physics and Chemistry, but now most students choose to combine it with any subject.

### **What do we expect from candidates?**

Mathematics is a popular Sixth Form subject, both nationally and at Bloxham. However, it is not advisable for the student who finds the subject difficult, to embark on the A2 or AS Level course. Although determination and hard work can play a large part in achieving success, a measure of mathematical ability is essential. As a rule, a pupil should have achieved an A grade at GCSE Higher Tier.

### **The nature of the course**

The course develops and extends the methods introduced at GCSE Higher Level. After starting with a thorough revision and extension of the basic algebraic techniques, the Edexcel Specification is followed. This is both versatile and flexible. Each unit represents one sixth of an A Level and is examined by a written paper (90 minutes). There are various possibilities:

- The successful completion of three units at the end of the Lower Sixth year leads to an AS Level.
- In order to gain A Level Mathematics, six units must be taken: four in Pure Mathematics and two in Applied Mathematics, either mechanics or statistics. Three units are taken at the end of the Lower Sixth year and three at the end of the Upper Sixth year.
- Pupils in the top set take twelve units in total and this leads to A Levels in both *Mathematics* and *Further Mathematics* at the end of the Upper Sixth year.

### **Higher Education and Careers**

A Mathematics A or AS Level is a very useful and, in many cases, an essential qualification in a wide variety of careers and degrees. For the scientist, the study of Mathematics beyond GCSE Level remains highly desirable, and the undergraduate scientist who does not have an understanding of the Mathematics specification finds this a considerable disadvantage when embarking on a university course.

**MODERN LANGUAGES**  
**French, German and Spanish**

<b>Teaching Staff:</b>	<b>French</b>	D. F. McLellan (Head of Department), G. P. Cruden & C. M. McCaffrey
	<b>German</b>	B. M. Whitehead
	<b>Spanish</b>	M. P. Chaparro-Rincon
<b>Examination Board:</b>	Edexcel	

**Why choose to study a Modern Language?**

If pupils are considering continuing their language studies they should in the first instance enjoy communicating with people and feel the need to improve their competence from the purely functional language of GCSE to the more interesting and challenging language of opinion, argument and explanation.

**With which subjects might it be combined?**

The study of French, French and German or French and Spanish can be usefully combined with any subject at A Level.

**What do we expect from candidates?**

The courses are designed to lead pupils to a greater competence without allowing them to feel overwhelmed or lost in the first few weeks. However, they must be prepared to work hard, to be enthusiastic and to make use of the varied opportunities which are offered to them during the course, whether it be a trip to Paris for four days for a series of lectures and seminars in French, a French/Spanish/German exchange, acting in a play in the target language, or watching the news on the department's satellite system during the lunch hour. Almost all business within the department is conducted in the target language and they must be willing at least to try to speak the foreign language at all times in the classroom.

**The nature of the course**

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

**AS Level**

Unit 1: Listening and Writing	(1 hour)	30%
Unit 2: Reading and Writing	(2 hours)	40%
Unit 3: Prepared Oral Topic	(12 – 14 minutes)	30%

**The A Level** comprises a further three A2 units of assessment. Taken together with the three AS units, it leads to a full A Level qualification ( AS equals 50% of the total marks).

Unit 4 : Oral discussion of Issues	(15 minutes)	15%
Unit 5 : Text and Topics or Coursework	(1 hour 30 minutes)	15%
Unit 6 ; Listening, Reading and Writing in Registers	(2 hours 45 minutes)	20%

**Higher Education and Careers**

With unemployment rates among language graduates the third lowest of any discipline (only Law and Teacher Training have a better record), it is obvious that language skills are regarded increasingly by employers as useful, not to say essential, in many fields.

## MUSIC

**Teaching Staff:** R. J. Longman (Director of Music) and visiting instrumental teachers  
**Examination Board:** Edexcel

### **Why choose this subject?**

The benefits which this course offers are surprisingly widely applicable, and shared with other fields of study: heightened aesthetic awareness and critical assessment, transference of technical and practical skills between different aspects of similar mental tasks, enhanced self-confidence through public performance, development of historical and cultural perspectives, as well as specifically musical abilities such as aural perception. Opportunities to practise key skills are widespread.

### **With which subjects might it be combined?**

Music can be combined with a wide variety of subjects.

### **What do we expect from candidates?**

The only two pre-requisites are the ability to read conventional music notation and to play an instrument. Previous experience of the theoretical aspects of the subject, for instance through a GCSE Music course, is helpful but not essential. Students are expected to take an active part in the school's extra-curricular musical activities (orchestra, band, ensembles, choral groups) and are encouraged to undertake responsibilities commensurate with their abilities (for instance in running the Music Society, organising House concerts etc.)

### **The nature of the course**

The course is based on enhancement of the three GCSE skills of Listening, Composing and Performing. It is structured in 6 units: units 1-3 comprise AS in the first year, units 4-6 A2 in the second year. There is equal weighting between AS and A2 units in the assessment of the whole A Level. All units are examined in June of the relevant year.

1. Performing: any instrument: externally assessed solo, 1 or 2 pieces lasting 6 minutes at grade 5 standard; internally assessed coursework, to include ensemble playing and performance of own composition.
2. Developing Musical Ideas: original composition (3 minutes) and technical exercises in styles chosen from traditional 'art' music or from Popular Song, Club Dance, Film and TV music, and Electro-acoustic.
3. Listening and Understanding: a) listening tests on a variety of extracts, similar to GCSE; b) structured questions based on two Areas of Study chosen from: Keyboard, Popular & Jazz, Film & Television, World Music, Vocal Music (Sacred or Secular), Ensemble Music (large or small), C20-21 'art' music.
4. Either 2 compositions lasting 6+ minutes in 2 styles chosen from those in unit 2, or 20-minute recital.
5. Performing – solo & ensemble during the course – and Composing – techniques paper extending unit 2.
6. Analysis: more advanced version of unit 3a, plus extended study of one Area of Study from 3b

### **Higher Education and Careers**

A Level Music is accepted for full credit for entrance to Higher education. Those considering applying to read Music at University, or for entrance to a music college/conservatoire, will normally be expected to have gained a creditable grade at A Level.

## MUSIC TECHNOLOGY

**Teaching Staff:** J. Seagroatt  
**Examination Board:** Edexcel

### Why choose this subject?

This course is designed to allow pupils to study music through technology. It recognises technology in music as a way of music making in its own right that requires a high level of skills acquisition and application, as well as a high level of knowledge and understanding. The course is designed for musicians to give them a contextual understanding of the impact of technology on a range of music. The majority of music produced today is brought to the listener via technology and this course is aimed equally at musicians who wish to use technology to realise traditional music and/or exploit its potential for realising new. During the course pupils will learn to use a range of professional level technology including mixing desks, computer based recording, sampling, sequencer and notation programs, synthesisers, studio control room monitors and talkback systems, microphones and audio processors

### What do we expect from candidates?

The only pre-requisite for the course is the ability to read conventional music notation and to use a piano style keyboard to input music notation into a computer based sequencer program. The ability to perform on an instrument or voice is very useful, as is an understanding of music theory to about grade 3 standard. Turntablists and DJs are welcome on the course, **but they must also have the conventional skills outlined above.** Music technology pupils can expect to be called upon to record school musical events as their skills develop.

### The nature of the course

The course is structured in 2 units: the AS taken in the first year; and the A2 in the second year. There is equal weighting between the AS and A2 units in the assessment of the whole A level.

There are four Areas of Study. 1 - *The Development of Music technology.* 2 - *Music from the Western Classical tradition.* 3 - *Popular Music and Jazz.* 4 - *Music for the Moving Image or Words and Music.* The first three of these are studied throughout the two years, the fourth is introduced at A2.

**Unit 1 (AS)** comprises two parts, practical and written. The practical part is sub-divided into two components: *Recording* and *Arranging and improvising using technology.* The written part is the *Listening and analysis 1* paper. For the *Recording* component the pupil will make two contrasting recordings lasting 2 to 3 minutes using complementary techniques. The first will be a direct to stereo recording of a piece of music from the western classical tradition. The second will be a multi-track recording of a pop, rock or jazz piece using close miking and 'Direct Inject' recording. A minimum of four tracks must be recorded. For the *Arranging and improvising using technology* component the pupil will make two arrangements lasting 2 to 3 minutes. The first will be an arrangement of a pop, rock, jazz or classical melody for a minimum of four instruments. From this arrangement the pupil must produce a high quality score and set of parts. The second arrangement will be an improvisation based upon a pop, rock or jazz piece, using computer sequencing. For the *Listening and Analysis 1* paper the pupil will be expected to listen to and analyse musical, technical and stylistic features of unfamiliar music drawn from Area of Study 1 (The development of Music Technology) and Area of Study 3 (Popular music and jazz).

**Unit 2 (A2)** again comprises two parts, practical and written. The practical part is sub-divided into two components: *Sequencing, recording and producing* and *Composing using technology.* The written part is the *Listening and analysis 2* paper. For the *Sequencing, recording and producing* component the pupil will complete three tasks: a close miked multitrack recording of at least 8 live tracks; a computer sequenced backing track using a minimum of 6 tracks; an addition of at least 2 live tracks to the previous, sequenced backing track. For the *Composing using technology* component the pupil will compose two pieces: the first to a brief determined by the course teacher and the second to a brief determined by Edexcel. In the *Listening and analysis 2* paper skills and knowledge of music technology will be tested through a practical exercise - *Controlling and interpreting MIDI data.* A second paper - *Music technology in context* - tests the pupil's knowledge and understanding of a range of music related to Area of Study 4 (*Music for the moving image or Words and music*).

## PHYSICS

**Teaching Staff:** C. Newbould (Head of Department), G. A. Stindt & G. T. Barbour  
**Examination Board:** OCR Advancing Physics B

### **Why choose this subject?**

The AS course will provide a satisfying experience for the student who chooses to take it as part of a broad post 16 curriculum. At the same time it will provide a sound foundation for the second year A Level examinations. There will be opportunities to: develop practical skills; practise data-handling skills; increase understanding of the part that mathematics plays in physics; use imagination; place physics in a social or historical context and argue about issues that arise; be rewarded for initiative and interest in learning; use information and communication technology.

### **With which subjects might it be combined?**

Physics is often and successfully combined with Maths, DT and other sciences.

### **What do we expect from candidates?**

The course will be best suited to those who have a grade B or higher in GCSE Double Award Science (or Physics) and GCSE Maths. A willingness to work independently, together with a healthy curiosity will be essential attributes.

### **The nature of the course**

The AS course in the Lower Sixth forms 50% of the assessment weighting of the full A Level course, and is in two parts, each part being further divided into two sections. The internally assessed coursework is carried out as an integral part of this work.

*Physics in Action* provides a graduated path from GCSE into AS Level, showing a wide variety of ways in which physics is currently being put to use through communication and designer materials.

*Understanding Processes* is organised around different ways of understanding processes of change, the focus is on 'curiosity-driven' physics. *Waves and Quanta* is mainly about superposition phenomena of waves with a brief account of the quantum behaviour of photons. *Space and time* develops classical mechanics, including vectors and introduces some modern cosmology.

The first two parts of the A2 course are again each in two sections, and they deliver the new physics in the second year. The two internally assessed coursework elements are less closely tied to the content of the course, allowing students to choose their own context for further study. The final part of the A2 course uses a variety of aspects of physics.

*Rise and fall of the Clockwork Universe* develops the grand conception of the world as a mathematical machine, which transformed western culture. But we will show some of its limits too.

*Field and particle physics* introduces the modern picture of fields and particle interactions as fundamental mechanisms of nature.

*Advances in Physics* consolidates, puts together and uses physics ideas from the whole course. A number of case studies show how different aspects of the physics in the course are used to tackle problems.

### **Higher Education and Careers**

The A Level qualification will enable the student to go on to degree level studies at University, particularly in physics or engineering; at the same time it will provide a stimulating experience for the student who does not pursue the subject further.

## PHYSICAL EDUCATION

**Teaching Staff:** M. D. Bull (Head of P.E.), J. P. Horton (Director of Sport), J. H. White

**Examination Board:** OCR

### **Why choose this subject?**

This challenging course provides opportunities for the pupil to study a wide range of aspects of Physical Education, from the science of human movement to the impact of politics on sport. The course combines a good balance of practical and theoretical work; the scientific element of the course is physiology and so candidates should possess a sound background in biology at GCSE. Principally students should have a genuine interest in physical activity.

It is not an easy option but for anyone interested in the modern concepts of Physical Education, Sports Science and Sport, the course will provide a stimulating challenge. The course will appeal to those pupils who have a keen interest in sport and recreation and want to develop the theoretical aspects through practical involvement.

### **With which subjects might it be combined?**

The study of Physical Education can be combined with any subjects.

### **What do we expect from candidates?**

A lively and enquiring mind.

An interest in physical education and sport.

A willingness to explore new ideas.

Commitment to a training plan.

The ability to communicate ideas effectively both verbally and on paper.

The ability to keep up to date with current developments in the subject, via the various forms of media coverage.

### **The nature of the course**

AS units are taken at the end of the first year.

Unit 2562 The application of Physiological and Psychological knowledge to improve performance.

Unit 2563 Contemporary Studies in Physical Education

Unit 2564 Performance and its improvement through critical analysis.

A Level units are taken at the end of the second year.

Unit 2565 Physical Education: Historical, comparative, biochemical and sport psychology options.

Unit 2566 Exercise and sport physiology and the integration of knowledge of principles and concepts across different areas of physical education.

Unit 2567 The improvement of effective performance and critical evaluation of practical activities with synoptic assessment.

### **Higher Education and Careers**

The study of Physical Education is good preparation for higher education courses and careers in PE, Teaching, Recreation/Sport and Leisure Management, Marketing, Sports Development, Coaching, Sports Science, Journalism, Sports Product Design, Physiotherapy and Sports Therapy.

## PSYCHOLOGY

**Teaching Staff:** D. A. Cooper (Head of Department) and T. I. Hatton  
**Examination Board:** AQA Specification B

### **Why choose this subject?**

Have you ever wondered whether you were born with your personality? Whether aggressive behaviour can be eliminated in society? Why we soon forget facts we have memorised for a test? These, and many other questions about all aspects of human behaviour and experience, are studied by psychologists. Sometimes the answers are obvious, sometimes not and psychologists often disagree as to the correct explanation for a type of behaviour. If you choose this course then you will find out a great deal about yourself – about the ways you think, feel and behave, and about your interactions with other people. It is not always comfortable looking at human behaviour but it is interesting, stimulating and a great deal of fun.

### **With which subjects might it be combined?**

Psychology can be successfully combined with any combination of other subjects – it sits equally well with arts or science subjects.

### **What do we expect from candidates?**

It is important that the demands of this course are not underestimated – indeed B grades in GCSE Maths, English and Science are a minimum entrance requirement. A consistently high level of effort is required to complete the AS and A2 Psychology qualifications successfully.

### **The nature of the course**

The main aim of this course is to provide a general introduction to theory, research and applications in psychology. Topic areas within the syllabus are tackled in a variety of ways and students will experience a variety of teaching and learning styles. These will include discussion work, computer activities, experimental and observation work, class teaching and individual support. Pupils will also be encouraged to research and present their own ideas on particular issues, discuss the role of psychology in understanding controversial areas such as racism, and critically evaluate published research papers.

The AS qualification consists of three units:

**Unit 1** Introducing Psychology: the key approaches to the study of psychology, research methods and the psychology of gender;

**Unit 2** Social and Cognitive psychology: attitudes, social influence, social cognition, the social psychology of sport; perception and attention, remembering and forgetting, language and thinking, cognition and law;

**Unit 3** Practical Investigation - externally assessed

The A2 qualification consists of three additional units:

**Unit 4** Child development and the psychology of atypical behaviour: social, cognitive, moral and exceptional development; the definition and classification of behaviour, anxiety and eating disorders, mood disorders and schizophrenia and the treatment of atypical behaviour.

**Unit 5** Perspectives, debates and methods: Behaviourist, Cognitive, Psychoanalytic and Humanistic Perspectives; the scientific approach and debates in psychology; inferential statistics and issues in psychological research.

**Unit 6** Practical Investigation

### **Higher Education and Careers**

Psychology is recognised as a valuable qualification in its own right and for University entrance in all subjects. This is because there is hardly a walk of life in which psychology is not useful. The emphasis on normal behaviour gives valuable insights for those working with other people, while the study of abnormal behaviour allows us to be more sensitive to the difficulties which can arise in our own and others' lives. The study of psychology is particularly valued in the caring professions, personnel work, management, the media, law, marketing, teaching and the police force: indeed any 'people' orientated career.

## RELIGIOUS STUDIES

**Teaching Staff:** Reverend M. G. Price (Head of Department) & S. E. Heaney  
**Examination Board:** AQA

### **Why choose this subject?**

This A level course in Religious Studies is a valuable course to undertake in its own right, offering a highly respected, academic discipline. It encourages students to think about the biggest questions in life within a religious and philosophical framework. It is a subject whose breadth and fascination are likely to stimulate a real enjoyment in intellectual pursuits, whilst developing critical and analytical skills.

### **With what subjects might it be combined?**

This is a useful subject for students to combine with any others.

### **What do we expect from candidates?**

The course demands an interest in the impact of the Christian religion upon human experience, and a desire to explore ethical and philosophical issues. The course will demand a readiness to think logically and to analyse and evaluate arguments carefully. It will involve open discussion, essay writing and a lot of background reading. It will utilise some of the work covered in GCSE Short and Full courses, though can be approached without previous examination in the subject.

### **The nature of the course, its content and the method of examination.**

The AS half of the course has three modules examined in the summer term of the Lower Sixth:

1. An introduction to Religion and Human Experience: This involves study of subjective religious experiences, such as conversions, visions and mysticism, and objective religious authorities such as sacred writings.
2. An introduction to the New Testament: This involves study of New Testament texts focusing on reflections about Jesus. Students will study critical approaches to the texts, including form, source, redactional and narrative criticisms. This module involves a study of the person of Jesus and examines the main themes within the concepts of Messiahship and the Kingdom of God.
3. An introduction to Religion and Science: This involves an examination of the interaction of religion and science. It will build upon the GCSE syllabus considering religious and non-religious views of the origin and nature of the universe. It also includes a reflection upon the arguments from Design. The course includes a study of miracles and the main challenges to their veracity.

The A2 half of the course has three modules examined in the summer term of the Upper Sixth:

4. Studies in Religion and Culture: In this module students make an in-depth study of certain features of modern Christian life. They examine understandings of vocation and service within both church and community, they make a study of two important aspects of religious thought (the Christological debate and the rise of feminist theology) and they examine the Christian witness for peace and justice in modern cities and in divided communities.
5. Studies in the Philosophy of Religion: This module will build upon the AS religion and science module examining formulations of the cosmological and ontological arguments for the existence of God. It will involve a study of inductive and deductive reasoning and examine the challenge to religious beliefs raised by the problem of evil. It will consider the authenticity of some forms of religious experience.
6. Studies in Religion and Human experience: This module is a synoptic one which will draw upon material from the previous five modules to enable candidates to formulate an in-depth study of the nature of religious experience from a number of different perspectives. To broaden this study further we also engage in ethical debates considering the ethical viewpoints of Utilitarianism, Kantian ethics, Virtue ethics, freewill and determinism.

### **Higher Education and Careers.**

RE offers preparation for a wide range of further studies. Universities welcome both the content and the intellectual rigour that this course offers.

## TEXTILES

**Teaching staff:** ██████████A. Hickling (Head of Department)

**Examination Board:** ███AQA

### **Why choose this subject?**

This would be an ideal subject for anyone who has a keen interest in exploring fabric and fibres within a functional or decorative context. It provides the opportunity to develop a range of artistic skills with a more specialist (endorsed) approach, where success is not dependent on previous Fine Art ability or background. It could include surface pattern, printing and dying, construction and fashion. The course will extend creative development by experiencing a range of ideas, skills, and materials essential to broadening the knowledge and understanding required for textile related careers.

### **With which subject might it be combined?**

This subject blends particularly well with Design and Technology, Theatre Studies and Art, but has also worked well as the only creative subject within an otherwise academic choice of subjects, e.g. sciences.

### **What do we expect from candidates?**

It would be advantageous if pupils had some experience in either Textiles, Design and Technology or Art at GCSE level. They should be prepared to work consistently hard throughout the course and demonstrate a keen interest in the subject, with a willingness to look at the work of other textile artists by visiting galleries and exhibitions.

### **The nature of the course**

**AS units:** taken at the end of the first year of study.

#### **Unit 1 Coursework 15%**

Candidates are required to submit a final piece or pieces which must be accompanied by preliminary/supporting studies. The sketch book is viewed as a visual diary in which candidates record both visual and text-based observations. It will address all four assessment objectives.

#### **Unit 2 Coursework 15%**

This module will be based on skills associated with researching and developing ideas in preparation for unit 3. Candidates are required to submit a final piece or pieces which must be accompanied by preliminary/supporting studies. It will address all four assessment objectives.

#### **Unit 3 Controlled Test 20%**

The test is in two parts: a preparatory period of four weeks for initial research and investigations, followed by a timed 5 hour unaided test when candidates are required to respond to their initial investigations and plan further developments.

**A2 units:** extend the skills, knowledge and understanding attained in AS.

#### **Unit 4 Coursework 15%**

Candidates are required to submit a final piece or pieces which must be accompanied by preliminary/supporting studies. The emphasis of this unit should be on self directed study based on a personal issue, interest or concern. Candidates must demonstrate evidence of greater maturity and depth in the skills, knowledge and understanding gained at AS. Evidence of more advanced skills and techniques is required.

#### **Unit 6 Coursework 15%**

Candidates are required to submit a second unit of practical coursework, a final piece or pieces which must be accompanied by preliminary/supporting studies. In addition, candidates are required to submit written work in support of their practical work of approximately 1000 words. Quality of written communication will be assessed in this unit. The research and analytical skills, the ability to reflect on their own work and to identify connections with the work of others will build on skills done in all other units.

#### **Unit 7 Controlled Test 20%**

The test is in two parts: a preparatory period of four weeks for initial research and investigations to identify artists and designers whose work they wish to make connections with. This is followed by a timed 15 hour unaided test when candidates are required to produce a final realisation.

### **Higher Education and Careers**

Those who are unsure of the specific art/design route they wish to take may wish to apply for Art Foundation rather than proceed directly onto a Degree Course from A level. The range of career opportunities available to Textiles students is broad. It can include Theatre, Product Design, Fashion, Textilemanufacture/design, Advertising and Teaching.

## **PREPARATION FOR HIGHER EDUCATION/CAREERS**

Almost all Sixth Form pupils will make an application to higher education, mainly universities. The aim of this course is to introduce them to the huge variety of institutions and degree subjects available. We shall prepare a draft application so that we can submit a UCAS form as early as possible in the Upper Sixth year. Part of the course will be devoted to consideration of the financial implications of university life. For those who are not intending university the course will offer information on alternative destinations including Art Foundation, years abroad and careers. A Personal Statement/Curriculum Vitae will also be written for general use in educational or job applications.