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Abbreviations

A Level	Advanced Level
AS Level (AS)	Advanced Subsidiary Level
GCSE	General Certificate of Secondary Education
OCR	Oxford and Cambridge Examinations Board
EDEXCEL	University of London Examinations Board
AQA	Assessment & Qualifications Alliance

Foreword

Although some uncertainties remain about the long term future of AS/A2 examinations, we are confident they will continue to be the dominant common currency of the Sixth Form curriculum both here and elsewhere for some time yet. The decision to introduce an A* grade, first awarded in 2010, and to reduce the number of modules has been widely recognised as a positive step.

Every year in your career at Bradford Grammar School is important, but the Sixth Form years are the most important of all. Please read this Guide carefully and discuss your choices with your teachers, parents and the careers staff. Do not hesitate to come and talk either to me, the Head of Sixth Form or the Assistant Head Academic, if you think we can help in any way.

In particular, if you have any concerns about the procedures surrounding the internal assessment of coursework, you should contact the Deputy Headmaster, who is also the Examinations Officer. If your concern persists, an appeals process is available but must be completed before the last written examination in the series.

For each Advanced Level subject, this booklet sets out:

- the pre-conditions for starting the subject,
- a description of the course content,
- the method of examination (where possible),
- advice on subject combinations, and
- ideas for higher education and future careers.

You can change your choice of subjects during the Sixth Form but this becomes increasingly difficult as time passes; it is much better to make firm and well-founded decisions from the start. I hope this booklet will help you to do so.

S R Davidson
Headmaster

Introduction

All pupils will embark upon four AS Levels in the Lower Sixth Form. In the Upper Sixth Form students will choose one of the following options:-

- to continue all four AS Levels to A Level,
- to continue three of their four AS Levels to A Level and to start a new AS Level in the Upper Sixth Form, or
- to continue three of their four AS Levels to A Level.

AS Levels will be examined at the end of the Lower Sixth Form.

Most A Levels will be assessed by four modules or coursework components, two for AS Level and two for A2 Level. Some subjects will still be examined with six modules for A Level with 3 for AS and 3 for A2.

Pupils in their Fifth Year should be aware of a timetable of events which leads them to a firm choice of A Level subjects. In the period October to February, pupils are asked to complete a careers questionnaire and to give preliminary choices. These choices are discussed at a subsequent interview with one of the careers staff and some initial advice is given. Careers Evenings are held every two years and there is a regular programme of careers videos and lectures throughout the year. The Careers Room is situated on the History corridor opposite room 35, is staffed every lunchtime and it contains reference materials and videos. Senior pupils are allowed free access to the Careers Room.

In January, I will ask you to make some provisional choices and I will try to arrange the curriculum in a way that best fits the requirements of the greatest number. Whilst no one is making binding decisions at this stage, it becomes increasingly difficult to introduce new subject combinations because the column structure is fixed by the end of the Easter Term. If you wish to change your choices after Results Day, you must see me well before the start of term. At this stage it is quite possible that some courses will no longer have any vacancies and that some combinations will no longer be available.

Once in the Lower Sixth, the week is divided between 4 AS Level subjects and General Studies. In addition you will also have, the Visiting Speaker, a form period and a free period allocation. The provisional curriculum for next year is given in Appendix A. Provided there is sufficient demand, all of the courses listed in this booklet will be offered to both AS Level and A Level. Students should note that entry onto an A Level course will depend on suitable results in the AS examinations taken at the end of the Lower Sixth Form.

R I Page
Assistant Head (Academic)

Advice and Information

Form teachers may be able to advise pupils on some of the career implications of their A Level choices. In addition each Fifth Year pupil will receive an individual consultation with a member of the Careers Department to discuss their choices in the Autumn term. However, pupils are expected to show initiative and to do their own research using the Internet and our excellent Careers Room in the main school building.

The Careers and Higher Education Staff - Mrs Harvey, Mr Schofield, Mr Bateson and Miss Morgan are always willing to discuss any problems and help pupils find the information they are seeking.

Some Specific Questions

What A Level subjects do I need for a particular course or career?

A Level subjects required for any degree course at any university can be researched online at www.ucas.com. Click on Course Search to find a degree course that interests you and then check the Entry Requirements for that course. Most courses only specify one or two subjects at A Level and you can choose any third or fourth subject that you enjoy or interests you.

What A Level grades would I need for a particular course?

These vary a little from year to year, but the current position can be found in *Degree Course Offers* (Brian Heap), several copies of this book are kept for reference in the Careers Room for you to consult. Universities also publish this information in their prospectus, which can be found online or in the Higher Education Department.

What careers would be open to me if I took A Levels in ...?

This will be discussed with you at your Careers Consultation.

There are a large number of other careers books, covering a wide range of professions, available for reference or loan in the Careers Room. The Careers Room is open access to all year groups every lunchtime and after school, for pupils to conduct their own research. A member of the Careers Department can always be contacted by email at careers@bradfordgrammar.com to answer questions or to make an appointment.

Work Experience Programme

The aim is to give senior pupils some practical experience of the world of work and of the opportunities open to them.

It is possible to provide such work experience at the following times:

- After GCSE exams, during the last two weeks of study leave.
- In the summer holidays before the Sixth Form.
- In all the school holidays during the Lower Sixth and Upper Sixth.
- After A Levels.

At the earliest of these opportunities, short attachments of one or two weeks might be most appropriate, aiming at observing professionals and learning about being in the workplace. On the other occasions, however, not only is more time available, but the pupils themselves, can engage in activities of a more useful nature. Once A Level studies have been completed the young people may be regarded as candidates for training or internships, with the possibility of sponsorship for higher education.

Details of this scheme may be obtained from Mrs Harvey (Head of Careers).

Art (Fine Art)

Pre-conditions

More than a general ability in the subject, A level requires the experience and maturity that should result from two years specialised activity in the Sixth Form. In addition a good GCSE pass is essential.

Course content

Candidates will have opportunities to explore the variety of formal elements such as the use of line, tone, coplanar pattern and texture through thematic enquiry, sequential development of ideas, focused observations and critical appraisal.

Method of examination

The assessment objectives of AS and A Level are the same. They are equally weighted and form the basis of the course. Students will have to enter two units for AS Level, two units for A2. Each second unit consists of a timed examination and preparation work connected to this.

Subject combinations

No particular combination is recommended; individuals should seek advice from the Careers staff and the Head of Art.

Higher education and careers

Besides requiring specific subjects for specific courses, British universities require all applicants to “matriculate” by obtaining a sufficient number of GCSE and A Level passes. Art is an acceptable subject for this purpose.

Biology

Pre-conditions

Pupils must have studied either Biology or science and Additional Science at GCSE and obtained A* or A grade. All pupils considering Medicine as a future career should be aware that an increasing number of Medical Schools now require a minimum of 6 A*/ A grades at GCSE as well as A grade passes in A Level Biology and Chemistry.

Course Content

OCR Examination Board

The AS course consist of two modules of study in addition to 3 Practical tasks.

Module 1 – Cells, Exchange and Transport. This 1 hour written paper is worth 30% of the overall AS GCE.

Module 2 – Molecules, Biodiversity, Food and Health. This 1hr 45min written paper contributes 50% towards the overall AS GCE performance. A lecture visit to Chester Zoo will form part of the delivery of aspects of Classification, Evolution and Biodiversity.

Both papers are sat in the May/June exam season.

The **Practical Skills** element is an ongoing part of the course and is assessed by OCR set internally marked assignments performed under exam conditions; worth 20% of final AS GCE mark. There are 3 strands to the Practical assessment; Qualitative, Quantitative and Evaluative tasks.

It is assumed that students opting to take AS Biology show an interest in all branches of the subject and actively pursue enhancing their knowledge through additional reading – books, journals, newspapers - and viewing of TV programmes. An overall appreciation of the impact that Biology has in everyday life is really central to both the enjoyment of and achievement in, this subject discipline. After the summer exams we will start to deliver the A2 course. The A2 course consists of 2 modules of study and practical tasks.

Module 1 – Communication, Homeostasis and Energy (15% total A Level). A 1hr15 min paper examined in January.

Module 2 - Control, Genomes and Environment (25% total A Level). Examined in June by a 2hr written paper.

Practical Skills in Biology 2 (10% total A Level)

The A* grade which is available for the full GCE course is only accessible if a score of 480 UMS is achieved, at least 270 UMS being awarded at A2 level (90%). To achieve this higher level evidence of extra reading will be essential.

All of our groups are taught by 2 members of staff. In addition individuals may be asked to give presentations to their fellow students at certain times; these may be directly linked to the curriculum or to wider areas of study.

Exam content is supported by OCR endorsed text books and CD Rom available to every student.

Subject Combinations

Many students support Biology by studying Chemistry and either Physics or Maths. Others elect to study Biology as their 4th AS choice along with subjects such as English, Art, Humanities or Languages but then move on to A2 Biology as well.

Higher Education and Careers

A' Level Biology is useful, and in some cases essential, as preparation for university courses such as Agriculture, Biochemistry, Biogeography, Biological Sciences, Dentistry, Food Science, Medical Physics, Medicine, Microbiology, Pharmacy, Physiology, Psychology, Vet. Science and Zoology. Anyone interested in pursuing a course /career in Medicine, Dentistry or Vet. Science, should try to ensure that some ongoing work experience is organised well in advance of UCAS applications in the Upper 6th form.

Business Studies

Pre-conditions

The course is open to pupils from all Fifth Forms and assumes no previous study of Economics or Business Studies. (The AS is the first half of a full A Level qualification and so it must be studied in the Lower Sixth if a pupil is to gain the full A Level at the end of the Upper Sixth). It is helpful if students have a keen interest in current affairs.

Course content

Business Studies encourages the practical application of business concepts by exploring events in the business world and relating these to theories and practice. Importantly, it also develops the transferable, academic skills required by higher education through using appropriate business tools and methods. At AS, the content is now reduced, yet retains a firm foundation of business concepts. This is achieved through the context of establishing a small business at start up and then managing its growth. At A2, these topics are logically extended to larger organisations, with the emphasis on Strategies for Business Success. The External Influences, in Unit 4, sets the scene for the central theme of Managing Change, including topics such as globalisation, leadership and corporate culture. There are structured data response questions at AS and more extended answers at A2, plus an independent research theme, examined in the Unit 4 module .

The specification is delivered in a real world context and with discussion of current business issues and strategies to consolidate understanding of relevant theory. There are many opportunities to participate in a variety of Business Games such as the Institute of Directors Exporting Initiative and The Financial Times Share Competition. Business Studies students are also in a strong position to lead Princes Trust student enterprises, taking on the key management roles.

AS outline

At AS Level, this specification introduces candidates to the challenges and issues of starting a business, including financial planning. It then explores the key internal functions of business and how the management of these functions can assist in improving the effectiveness and performance of a business.

The AS specification has 2 units:

Unit 1: Planning and Financing a Business

Topic list

- **Starting a Business** - The challenges and issues of starting a business; enterprise; entrepreneurs.
- **Finance Planning** - Key financial concepts needed to start a business including: sources of start up finance, planning cash flow, contribution and break even.

Assessment

Written Paper: 1 hour (60 marks)
Weighting: 40% of total AS marks/ 20% of total A Level marks

Unit 2: Managing a Business

Topic list

- **People** - Communication; motivation; recruitment; HR planning
- **Operations Management** - adding value; quality; customer service.
- **Finance** - improving cash flow, measuring profit, improving profitability.
- **Marketing and Competition** - planning; 4 'P's; analysing the competitive environment

Assessment

Written Paper: 1 hour 15 minutes (80 marks)
Weighting: 60% of total AS marks/ 30% of the total A Level marks

2 compulsory, multi-part data response questions.

Continued ...

Business Studies (continued)

A2 Outline

At A2, this specification considers strategies for larger businesses and how these strategies may change according to circumstances. Finally, it considers the effects that external factors can have on businesses and how a business can plan for and manage change, including leadership style and change in business culture.

The A2 Specification has 2 units:

Unit 3: Strategies for Success

Topic List

- **Financial Strategies and Accounts** - financial information, measuring performance, financial decisions
- **Marketing Strategies** - analysing markets, devising marketing strategies.
- **Operations Strategies** - location, R & D, improving operational efficiency
- **Human Resource Strategies** - workforce planning, measuring performance, adapting organisational structures, employee relations.

Assessment

Written Paper: 1 hour 45 minutes (80 marks)
Weighting: 25% of total A Level marks

5 questions focusing on measuring business performance and assessing appropriate functional strategies to achieve success.

Unseen case study with a range of numerical data.

Unit 4: The Business Environment and Change

Topic List

- **External Influences** - the effects of changes in the economic, political, legal, social and ethical; corporate culture; risk strategy; change management and responses of organisations.
- **Leadership, Corporate Culture, Ethics** - leadership styles, roles of leaders in responding to change, corporate culture.
- **Managing Change** - planning for change, corporate strategies, managing change, decision making.

Assessment

Written Paper: 1 hour 45 minutes (80 marks)
Weighting: 25% of total A Level marks

A two part paper - Section A will contain questions based upon prior research. Section B will be a section of three essay titles from which the candidate will select one. This is a synoptic paper and draw on all the specification.

Subject combinations

Both the AS and the A Level may be combined with any other three AS or two/three A Level subjects.

Higher education and careers

Many degree courses include aspects of Business Studies as this subject will always be of assistance to graduates in their future careers. You will find business perspectives in a range of courses, from Engineering to Modern Languages.

Chemistry

Pre-conditions

Advanced Level AQA Chemistry (2420) is an academically demanding subject and bears little relationship to the GCSE course that carries the same name. Pupils with a grade lower than A are likely to find the subject difficult but the important requirements are:

- (a) an interest in the subject,
- (b) a determination to work hard to master a host of new concepts,
- (c) the ability to organise work and to carry it out unsupervised.

Students who have studied Science and Additional Science are welcome to study the subject but must realise that they will have much ground to make up, particularly in the topic of calculations and especially in the first term. Confidence in dealing with mathematical operations, particularly those of algebra, is a definite advantage.

Course content

The first year of the subject covers the three AS modules. Module 1 consists of the fundamental concepts concerned with atomic structure, bonding, introductory organic chemistry, periodicity and quantitative chemistry. Module 2 consists of work on kinetics, energetics, equilibria, redox, the halogens, the alkaline-earth metals, the extraction of metals, haloalkanes, alkenes, alcohols and analytical techniques. The final AS module is examined internally and is an assessment of practical skills and investigative skills.

The second year of the course sees work on the A2 modules. Module 4 consists of more demanding work on quantitative kinetics, equilibria, acid-base equilibria, further organic chemistry including carbonyl chemistry, aromatic chemistry, amines, amino acids, polymers, organic synthesis and structure determination. Module 5 consists of more demanding work on the thermodynamics, periodicity, redox equilibria, transition metals, reactions of inorganic compounds in aqueous solutions. The final module is again examined internally and is further practical assessment of practical and investigative skills.

Method of examination

Module 1 and 2 (AS) are taken in June of the Lower Sixth and can be retaken in June of the Upper Sixth if required. Module 4 (A2) is taken in the January of Upper Sixth with module 5 taken at the end of the Upper Sixth year. Continual centre assessed coursework takes place throughout both years. It must be noted that there will be synoptic questions on all of the A2 papers.

Subject combinations

In the Lower Sixth Chemistry is often studied with Physics, Biology or Mathematics. It is expected the norm will be two sciences at AS with two non-sciences at AS or three sciences at AS with one non-science at AS.

Higher education and careers

Chemistry is a required or desired A Level subject for many science based university courses. It is essential for those hoping to read Medicine, Dentistry or Veterinary Science, where the Universities are often looking for reassurance that they are not going to have to spend time teaching essential Chemistry to their students. With an increasing shortage of chemists, a shortage that is likely to continue in the foreseeable future, employment prospects for good graduates and doctoral chemists are excellent. In the past few years many Universities have introduced specialist courses such as medicinal and pharmaceutical chemistry, courses clearly structured for the demands of the market. There has also been a recent increase in the popularity of chemical engineering at degree level. BSc and MChem courses in Chemistry at University are increasingly requiring students to have studied A level Mathematics.

Classics: Latin, Greek

Pre-condition

A pass in GCSE Latin/Greek, with at least a Grade B (preferably an A/A*)

Course Content

In both Latin and Greek, the A Level course, like the GCSE, encompasses language work and the study of set texts (these language and literature components each count for 50%).

During the A Level course, students gain a much fuller understanding of the language than was needed for GCSE. There is time to study the finer details of grammar, and more advanced constructions. With a growing vocabulary, it becomes possible to read original Latin or Greek without constantly having to look words up. Prose composition (translation from English to Latin/Greek) is also studied, and is an optional part of both AS and A2 exams. Set texts are chosen to suit the interests and strengths of the student groups studying them. Two texts are studied each year, one prose and one verse; 225 lines of each work are set at AS, and 300 at A2. The authors currently prescribed include Cicero, Ovid, Tacitus, Livy, Virgil and Catullus (for Latin), and Homer, Lysias, Plato, Thucydides, Euripides and Aristophanes (for Greek).

Method of Examination

Two AS modules are examined at the end of the Lower Sixth:

- | | | |
|--|------------|-----|
| 1) LANGUAGE (L1/G1): An unprepared prose passage for translation (using vocabulary from a Defined Vocabulary List), followed by either a second shorter passage or English sentences for translation into Latin/Greek. | [1½ hours] | 50% |
| 2) LITERATURE (L2/G2): Passages from the prescribed texts (one prose and one verse author) are set for comment and translation. | [1½ hours] | 50% |

Two A2 modules are examined at the end of the Upper Sixth:

- | | | |
|--|-----------|-----|
| 3) VERSE PAPER (L3/G3): Passages from the prescribed verse text are set for comment, followed by an unprepared verse passage for translation and comprehension. | [2 hours] | 50% |
| 4) PROSE PAPER (L4/G4): Passages from the prescribed prose text are set for comment, followed either by an unprepared prose passage for translation and comprehension <u>or</u> a short passage for prose composition. | [2 hours] | 50% |

Subject Combinations

Either Latin or Greek would sit very happily beside almost any combination of A level subjects, and at BGS over the past few years they have been studied along side Modern Languages, the Humanities, and the Sciences. A Latin or a Greek A Level will always be valued by Admissions Tutors, and will impress on a UCAS form in any context.

Higher Education and Careers

University Classics Departments now offer even more attractive courses to their students because an effect of government cuts has been to create several “centres of excellence” where student and staff numbers are concentrated. Oxford and Cambridge remain very strong in Classics, and have been the traditional destinations for those from BGS with Latin and/or Greek A Level. (It is quite usual to read Classics at University with only one Classical language.) A Classics degree course offers much more than language training, and includes the study of Ancient History, Philosophy and Literature. As with any Arts degree, Classics graduates go on to a variety of careers, and are highly employable.

Classical Civilisation

Pre-condition

Pupils need not have a GCSE in a Classical language (although it is anticipated that this course will appeal to those who have studied Latin or Greek). Candidates should have a good range of GCSE passes, and an interest in the history, literature, society and values of the Ancient Greek and Roman Civilisations. The ability to appreciate, respond to and comment on literary sources would be an advantage.

Course Content

Two AS modules are examined at the end of the Lower Sixth:

(i) **Homer's *Odyssey and Society***: students study *The Odyssey*, one of Europe's oldest poems, to acquire an understanding of the conventions of epic poetry (e.g. its language, structure, narrative techniques, characterisation, realistic and fantastical elements) and also of the social and cultural context to which the poem belongs (exploring the historical and archaeological background, moral and religious concepts, and life and society as presented by Homer).

(ii) **Greek Tragedy and its Context**: four plays from the 5th century BC, by Athens' three great tragedians – Aeschylus' *Agamemnon*, Sophocles' *Ajax* and Euripides' *Medea* and *The Trojan Women* – are studied in order to gain an understanding of dramatic conventions (e.g. the use of actors, the chorus, the theatre; the language and structure of the plays; dramatic irony) and also the social and cultural context of the plays (e.g. dramatic festivals; the position of women in Athenian society; attitudes to death, justice and revenge; the gods and fate).

Two A2 modules are examined at the end of the Upper Sixth:

(i) **Art and Architecture in the Greek World**: students study free-standing and architectural sculpture, vase-painting and temple architecture from Greece in the 6th and 5th centuries BC in order to acquire a knowledge and understanding of their stylistic features, composition, themes, development, techniques and functions.

(ii) **Virgil and the World of the Hero**: students study Homer's *Iliad* and Virgil's *Aeneid*, to gain an understanding of comparative epic techniques, conventions and themes (such as heroism, honour and reputation, the role of the gods and the power of fate, the portrayal of war, women, the family, moral values) and the political and historical context of the *Aeneid* in Augustan Rome.

Method of Examination

Each of the two AS modules is examined by a 1½ hour paper. The papers are each worth 50% of the total AS mark, and each paper consists of (a) a commentary question on a set text and (b) an essay.

Each of the two A2 modules is examined by a 2 hour paper. The papers are each worth 25% of the total A2 mark, and each paper consists of (a) a commentary question on a set text and (b) an essay.

Subject Combinations

The course contains literature, history and thought from the two earliest civilisations to have shaped European culture. It would sit comfortably with almost any combination of A level subjects, either to complement English, History or other Humanities subjects, or to provide diversity beside Language or Science subjects.

The new OCR specification now makes it possible to obtain an A2 qualification in Classics with a combination of Latin/ Greek/ Classical Civilisation modules. It is possible that some students who have achieved AS in Latin or Greek may elect to take Classical Civilisation modules at A2, if they prefer to pursue a less language-focused syllabus.

Design & Technology—Produce Design 3D Design (continued)

Unit 2: Learning Through Designing and Making

Coursework 50% of the total AS marks
25% of the total A Level marks

An electronic design portfolio with a range of small coursework projects which will contain aspects of industrial and commercial practice. This unit is the AS Centre Assessed Component.

This is a design and make unit where knowledge of the AS subject content is applied to the design and making of candidates' own projects.

A2 Units

Unit 3: Design and Manufacture

Written Paper 2 hours 25% of the total A Level marks

This unit provides details of the subject content that will be required to be covered by candidates at A2 level.

The content has been divided into three sections:

• **Materials and Components** • **Design and Market Influences** • **Processes and Manufacture**

A2 Section A: Materials and Components

There is an expectation that candidates will have a knowledge and understanding of Materials and Components, gained as a result of studying the subject content at AS level and developing this through their coursework at Unit 2.

At A2 this knowledge and understanding will be developed through Unit 4 coursework and a further study of how materials and components play a major part in the sections which follow:

A2 Section B: Design and Market Influences

Major developments in technology

Developments in material technology and processing equipment which affect application, material properties and manufacturing processes. To include the history of style and product evolution.

e.g. the evolution, selection and application of materials for the manufacture of modern products. How the use and conservation of both energy and raw materials affect the selection and application of materials for the production and function of products today. A study of manufactured products and systems

Appraisal of functional, aesthetic, technical and economic considerations in the design and manufacture of products, considering aspects of their physical surroundings as shaped by designers, craftsmen and technologists.

A2 Section C: Processes and Manufacture

ICT applications: Appreciation and understanding of the use of CAM for industrial production. Use of ICT in manufacturing data control (EDI). CAA (computer aided administration). CAD (computer aided design) product modeling. PPC (production planning and control) networking. CIM (computer integrated manufacture). FMS (Flexible manufacturing systems.) e.g. the application of materials and components to suit specific production processes, from one-off to mass-production.

Manufacturing systems: Planning production procedures, methods. Craft to industrial, one-off to mass production.

The implications of these methods for the product, the designer, the maker and user.

Product development/ improvement: Critical assessment of products in everyday use, whether hand or machine made, according to relevant criteria, practical and aesthetic. Examination of alternative designs and redesigning existing products.

Manufacturing systems: Volume of production – one-off, batch, team and mass-production techniques.

Safety: Candidates should be aware of the possible hazards found in a manufacturing environment. Safe procedures and working practices.

Systems and Control: An understanding of simple control systems and their application including mechanical systems; energy sources, forms, storage conversion, transmission and efficient use. These may be related to either the function or manufacture of a product. Systems diagrams – input, process, output. Importance of feedback and control. Application of control systems and sub-systems both within the manufacture and functioning of a range of products.

Continued...

Design and Technology - Product Design 3D Design (continued)

Unit 4: Design and Making Practice

Coursework approx 25% of the total A Level marks

An electronic design portfolio of coursework for a single design and making project.

This unit is the A2 Centre Assessed Component

This is a design and make unit where knowledge of the AS and A2 subject content is applied to the design and

manufacture of candidates' own projects. Candidates are encouraged to design products for clients.

Subject combinations

Design and Technology Product Design can be taken in combination with any other A Level subjects as it cuts across the subject boundaries between Arts and Sciences. Combinations that include Design and Technology and any from Mathematics, Physics, Art, English, Geography, Economics and History, etc; provide a variety of career prospects.

Higher education and careers

The intellectual rigour of the activities undertaken during the course will find relevance in many careers. Design and Technology Product Design is relevant for pupils seeking entry to Industrial Design, Product Design, Engineering, Architecture, Ergonomics, Management, Medicine, Dentistry and other academic studies requiring powers of synthesis and analysis.

Economics

No previous knowledge of Economics is required and courses are open to pupils from all Fifth Forms. A high level of literacy and numeracy is desirable although the mathematical content of the course is elementary. An interest and willingness to keep abreast of current affairs is invaluable.

The aim of the course is to assist you to appreciate the power of Economics as an important tool to analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within it. The student will develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life. At the end of the course the student should be able to make some sense of the daily assertions of newspapers, politicians and special interest groups.

Continued...

Economics (continued)

Course content

AS Economics provides a framework within which a wide range of contemporary issues can be understood and analysed.

The two assessment units (or Modules) are *Markets and Market Failure (ECON 1)*; *The National Economy (ECON 2)*

ECON 1 Gives students an insight into the operation of a diverse range of markets such as commodity markets, transport and the market for health care; the power of monopolies and the role of government in a market economy.

ECON 2 Allows the student to develop a good knowledge of the recent trends and developments in the UK economy with specific reference to the objectives and instruments of government macroeconomic policy.

A2 Economics extends the knowledge and skills that students have developed in Modules 1 and 2 – in particular there is greater emphasis on candidates' ability to evaluate arguments and evidence.

ECON 3 *Business Economics and the Distribution of Income* – Revisits the problem of market failure but most of the content will be new, including, e.g., price discrimination, wage determination and cost benefit analysis.

ECON 4 *The National and International Economy* – Builds on the content of earlier modules and introduces students to many of the interesting international economic issues, such as the exchange rate systems, the single European currency and trade and protectionism.

Method of examination

The AS Modules are assessed by multiple choice questions and data response exercises. The A2 Modules are assessed by data response exercises and essays.

Subject combinations

It is possible to combine Economics with a wide variety of subjects. Popular combinations on the Arts side would include Economics with any two from History, English, Politics, Geography or a modern or classical language. On the Science side popular combinations are with Mathematics and Physics or Mathematics and Further Mathematics.

Higher education and careers

All the above possible combinations are acceptable for entry to a degree course in the various Social Sciences (Economics, Psychology, Sociology, Philosophy, Politics) as well as Law, Business Studies and other traditional Arts courses. Combinations of two sciences with Economics do not exclude science degree courses, and are favoured for admission to combined courses such as Engineering with Economics or Mathematics with Economics. Economics is a required course in most professional training qualifications, including banking, accounting and insurance, and A Level Economics in some cases gains exemptions from Intermediate examinations.

Electronics

Pre-conditions

For this syllabus candidates must have passes in GCSE Mathematics and Physics. Pupils need no previous knowledge of Electronics. There is no requirement to have studied GCSE Technology.

Course content

The course starts with an introduction to simple circuits and components. Pupils are then shown how these basic elements may be connected together to form more complex systems, such as digital circuits, stereos or radio receivers.

In the upper sixth students learn how modern digital communications systems operate and also learn to program microcontrollers.

The general principles underlying complex systems are explained so that pupils learn the concepts behind processing, control and communication, rather than concentrating purely on technological details. The course is heavily dependent on practical work, and pupils are fortunate to have the use of a very well equipped laboratory. By the beginning of the second term, half of the lesson time will be spent on practical work, including the design and construction of at least one major project in the final year.

Method of examination

Two module papers and a series of small practical assignments for the AS Level, followed by a further two modules and one large project for the A2 Level examinations.

Higher education and careers

Electronics is particularly suited for entry into Engineering, Computing and Science courses.

Candidates have found that the opportunity to talk in detail about complex projects has been well received in interviews. Electronics does not replace Physics where this is specifically required.

English and Drama Department

English Language, English Literature, English Language and Literature or Drama and Theatre Studies in the Sixth Form

English and Drama are subjects that offer opportunities to discuss the ideas and methods of a selection of some of the greatest creative minds in history, whether you are discussing literature (novels, plays and poems), exploring language (how and why we speak and write the way we do) or world theatre (collaborations of performers, directors and technicians.) They are subjects that require personal responses, independent learning and critical thinking. They train you to write well-structured essays. Choosing the English course that best suits your strengths, preferences and future university ambitions is important and guidance on that topic appears below.

If you are considering any of the four courses with the English and Drama Department you should be willing to read independently, take part in lively discussions in small groups, and be willing to attend at least one out-of-school workshop, theatre visit or residential creative trip.

Subject combinations

All three English A Levels combine well with other subjects. It is possible to take both AS Language and AS Literature as separate options, as part of a broad course of study, since they are significantly different in content and learning methods. A student who wants to do both in the Lower Sixth would then choose their favourite to take through to the Upper Sixth, unless he or she were dedicated enough to continue four subjects. You can include Theatre Studies in your choice of four AS subjects alongside one or two English courses, but you should seek advice from Mr Johnson if you are thinking of this. Scientists can also take an English or Drama course alongside three sciences and demonstrate a broad range of learning, often highly desirable for today's competitive university application system.

Higher Education and Careers

There are many English related courses at university, including hundreds of joint honours courses, some which involve a year abroad. You can apply for Philosophy, Politics, Law, Business and Marketing with an English-based A Level, given the emphasis on discussion, communication and presentation skills. Like many other subjects at A Level, English is a long-standing and respected subject which can enhance any university application. If you do not intend to take English at university but want to do one or more of the English or Drama courses offered at BGS, choose the one(s) you will enjoy the most.

It is worth noting that obtaining a place on a pure English degree is competitive in many universities and it is worth researching to determine which of the three English courses at Bradford Grammar School is most appropriate if you have set your heart on a particular university. If you want to do an English course involving Linguistics or Speech Therapy, then the Language course would be a good option; otherwise the question to ask is how much literature the university department expects you to have done before you arrive. The Literature course contains the most "classic" reading and is the course to take if you want a traditional grounding for universities like Oxford, Cambridge, Leeds or Warwick. The combined course (Language and Literature) combines academic elements of both "pure" A-Levels and the options we choose at BGS give students access to competitive universities; recent Lang & Lit students have gone to Oxford, Newcastle and York to study English.

Continued ...

English and Drama Department (continued)

If in doubt about which course to choose, speak to Mr Johnson. English and Drama graduates enter a variety of professions, including (from this school) Medicine, Law, Business, Marketing, Computer-graphics, Nanotechnology, Marine Biology, Leisure and Tourism, the Media, the Film Industry, the Theatre, Publishing, Teaching and Writing.

English Literature (OCR)

To consider AS English Literature, you should be predicted to attain a grade 'B' or above at both GCSE English and GCSE English Literature. A Level English Literature is for students who particularly enjoyed their set text work at GCSE.

You study both modern and classic novels, drama and poetry in depth and undertake close analysis; at the same time you will explore the social and historical contexts in which the texts were written and consider different interpretations via an introduction to literary theory. You can expect, over the two years, to study: some medieval literature, Shakespeare, a study of a classic poet, a study of a substantial novel, a study of contemporary fiction, and a study of a further classic Drama text. Coursework and independent study are features of both years of the course.

You must enjoy reading classic literature and be prepared to undertake a demanding (but very rewarding) programme of wider reading. To learn more about this course, speak to Mr Johnson, Miss Lancelot, Mrs Brear, Mr Rees or Mr Hanson.

English Language (AQA)

To consider AS English Language, you should be predicted to attain a grade 'B' or above at GCSE English. A Level English Language is for students who wish to understand the subtleties and complexities of the English language, both in spoken and written form.

You study how people learn, use and research language. You learn how individuals talk and write, how people interact with each other and how the media represents different sectors of society both positively and negatively. You can expect, over the two years, to study how children learn language, how the English language changes and varies and how language can empower or disempower different groups. At both AS and A2 you produce texts of your own and also undertake independent research, a valuable experience prior to any undergraduate study.

You must enjoy analysing language in non-fiction and media texts and be prepared to collect data of your own, either through extracting short written texts from websites or magazines or recording speech from real life or the broadcast media. To learn more about this course, speak to Mr Johnson, Miss D'Arcy, Miss Ball or Mrs McMechan.

Continued ...

English and Drama Department (continued)

English Language & Literature (AQA)

To consider AS English Language and Literature, you should be predicted to attain a grade 'B' or above at both GCSE English and GCSE English Literature. If the descriptions above of both AS Language and AS Literature interest you equally, then you should consider this course.

AS English Language and Literature combines elements from both of the other courses but also has distinctive features of its own, including, in both years, a creative response to literary texts. You study fewer set texts than on the Literature course and also cover some of the academic study of Language. The course contains a balance of Language and Literature similar to GCSE, but employs more detailed linguistic and literary methods.

You can expect, over the two years, to learn how to analyse and produce different styles of language and literature, both spoken and written; and you will also study classic pre-1914 texts, challenging contemporary texts and non-fiction texts such as journalism and travel writing. To learn more about this course, speak to Mr Johnson, Mrs Brear, Miss D'Arcy, Mr Rees, Mr Hanson or Miss Lancelot.

Drama and Theatre Studies (AQA)

To consider AS Drama and Theatre Studies, you should be predicted to attain a grade 'B' or above at GCSE English. Features of Theatre Studies include: devising original theatre, directing, designing and acting scenes from classic and modern plays and attending theatre visits both locally and nationally. Evening (and sometimes weekend) visits are essential to the course and you must be prepared to take part in workshops with professional actors and designers. Many lessons take place in the Hockney Theatre and you have technical support from the Drama Technician.

For your practical units you are assessed in groups of between 2 and 8 on one of the following areas: acting, directing, lighting, sound, costume or set design. You can choose a different aspect of theatre for the second year of the course. At AS you present an extract from a published play using the ideas of a famous practitioner and in the U6 you devise an original piece of theatre in a particular style of the group's choice. In your examinations you can take in your personal notes on the live theatre productions you have seen and the annotated scripts of the plays you have studied as actor, director or designer.

This course can be time-consuming with the theatre visits and rehearsals for the practical examinations but there is no doubt that the group at BGS tends to become obsessively committed to all aspects of the course. Drama and Theatre Studies is a subject which develops to a high level many transferable skills: group-work, technical expertise, problem-solving and creative collaboration. To learn more about this course, speak to Miss Ball or Mr Johnson or, better still, one of the current A-Level students in U6 or L6.

Geography

Pre-conditions

Students will normally have studied Geography to GCSE level. However, this is not an essential qualification for entry to the AS/A level Geography course.

Course content

The course offered is the OCR A level. Its content offers candidates the opportunity to study both physical and human aspects of Geography providing a sound foundation for the study of Geography at higher levels. There is no coursework or controlled assessment in either AS or A2 Geography.

Unit F61: Managing Physical Environments

This unit studies three different environments: rivers, the coast and arid/semi-arid areas. Students will develop an understanding of the physical processes and factors that produce the features of each physical environment and learn to appreciate how the dynamic nature of these environments change over time and from place to place. They will also study the interaction between each physical environment and the people that live and work there, looking at both the impact of the physical environment upon human activity and the ways in which human activities have affected physical systems and the consequences of these actions. The teaching will centre around case studies with places as diverse as the River Thames, the Colorado Basin, the Yorkshire Coast, Bangladesh, the Mojave Desert and the Costa del Sol studied in depth.

Unit F62: Managing Human Environments

This unit studies three different topics: urban areas, energy and tourism. Students will develop knowledge and understanding of the factors that produce a variety of human environments and the dynamic nature of environments that change over time and place. They will learn about the interaction between people and the human environment, the causes of, and the processes involved in, changes to human environments, the need for sustainable management and areas of current and future challenge and opportunity for these environments. Case studies form a large part of this course with examples from the local area as well as from much further afield e.g. urban development in Leeds and Buenos Aires; energy resources in the UK, Norway, Nigeria and Mali, tourism in the Lake District, the Caribbean and Antarctica.

Unit F63: Global Issues

This unit focuses upon three areas of study: Earth Hazards, Population and Resources and Development and Inequalities.

Students will be able to identify and quantify issues of global concern and will develop an understanding of the interdependence of environments and the dynamic interaction between people and the environment. The use of a large variety of case studies will give an understanding of how the effects of global issues may vary between countries at different stages on the development continuum (MEDCs, NICs and LEDCs). The unit also develops an understanding and evaluation of the diversity of responses to global issues and gives students the ability to synthesise understanding and knowledge from physical and human geography to develop explanation, connections and make evaluative judgements.

It uses their understanding of geographical ideas, concepts and processes to develop the skills to identify, analyse and evaluate the connections between the different aspects of geography and to analyse geographical information in a variety of forms and from a range of sources.

Continued...

Geography (continued)

Unit F764: **Geographical Skills**

This unit enables for candidates to develop knowledge and an understanding of the process of geographical research, including fieldwork. It provides them with the skills necessary to complete a piece of individual geographical research. Students will plan two geographical investigations and carry out all stages of the investigation, collecting data in the field, presenting this data using a variety of graphical and cartographical techniques analyse the results and finally interpret and evaluate their results. No piece of this work has to be submitted for the exam but there will be questions about the various stages of an investigation and they will be expected to use their own experiences in answering these questions.

Fieldwork

Fieldwork is an essential requirement for AS and A level Geography. At AS there is a day trip to study urban deprivation in Leeds, a day trip following the course of the River Wyre in Lancashire and a two-day trip to the Yorkshire coast to study coastal processes and coastal management. This includes an overnight stay in Scarborough. A2 fieldwork comprises a three-day residential course in September based at the University of Cumbria in Lancaster when the data collection for the Geographical Skills paper will be carried out.

Summary of OCR AS and A level Geography specification (H483)

AS					
<i>Unit</i>	<i>Content</i>	<i>Exam style</i>	<i>Exam length</i>	<i>% Marks</i>	<i>Exam date</i>
F761 Managing Physical Envi- ronments	Coastal environments Hot arid and semi- arid environments River Environments	3 data response questions, one on each topic; 3 essays. Students answer two data response questions and one essay	1.5 hrs	25	June 2012
F 762 Managing change in Hu- man Environ- ments	Growth of tourism Managing urban change The Energy Issue	3 data response questions, one on each topic; 3 essays. Students answer two data response questions and one essay	1.5 hrs	25	June 2012
A2					
F 763 Global Issues	Environmental Issues: Earth Hazards i.e. volcanoes, earthquakes, floods, landslides Economic Issues: Population and Re- sources Development and Inequalities	3 data response type questions, at least one chosen from Environmental Issues and one from Economic Issues. 2 essay questions: one from Environmental Issues and one from Economic Issues	2.5 hrs	30	June 2013
F 764 Geographical Skills	Investigative skills including hypothesis testing, data collection, presentation and analysis	1 data response question and 2 essay questions based on their own investigations	1.5 hrs	20	Jan 2013

Continued...

Geography (continued)

Subject combinations

Geography is a wide ranging subject which deals with topical environmental, economic, social and political issues. It is highly regarded by all of the top universities because it provides essential literacy, numeracy and ICT skills which are relevant to so many degree courses. At AS/A level it brings together knowledge, understanding and skills from the arts, sciences and social sciences, and for this reason it combines well with most other AS/A level subjects.

Higher education and careers

Most geographers are employed for their generalist skills rather than their specific geographical expertise. Geographers most often find employment in accounting, finance, marketing, management, retailing, law and public services. Those who want to use their specialist geographical knowledge often work in Geographical Information Systems (GIS), remote sensing (from satellite data), planning and chartered surveying. Specialist geographers are employed by the Environment Agency, the National Parks, DEFRA, the Meteorological Office, the Forestry Commission, the Office of Population and Census and leading retailers as location analysts. Contrary to popular belief, only a small minority of geographers become university or school teachers.

Geology

Pre-conditions

The course is open to pupils from all Fifth Forms and assumes no previous study of the subject. Geography GCSE is not a requirement.

Course content

The course offered is the OCR A Level. Its content offers candidates the opportunity to study a range of geological processes which operate at and below the Earth's surface. The Advanced Subsidiary (AS) is composed of two units plus a coursework assignment.

Unit F791: *Global Tectonics and Geological Structures*

This unit provides students with a knowledge and understanding of the Earth, its structure and its place in the solar system, including earthquakes, their effects, the issues around predicting earthquakes and the evidence for plate tectonics. The material covered forms the basis for understanding the tectonic environments in which rocks are formed and geological structures develop.

Unit F792: *Rock Cycle - Processes and Products*

This unit provides students with a broad knowledge and understanding of the rock cycle and the processes that produce igneous, sedimentary and metamorphic rocks. This includes analysis of modern sedimentary environments, the study of volcanic activity, including prediction and hazard analysis as well as a thorough grounding in the common rocks and minerals and the conditions under which they formed.

Continued ...

Geology (continued)

Unit F793: **Practical Skills in Geology 1**

- 1 Data collection task under controlled conditions utilising skills of measurement, observation and recording of data
- 2 Task set by OCR involving the evaluation of results from field or practical data

The A2 course extends and develops some of the ideas of the Advanced Subsidiary syllabus and involves the study of a further two units together with a second coursework assignment.

Unit F794: **Economic and Environmental Geology**

This unit provides students with a knowledge and understanding of the applications of geology to water supply, energy resources, metallic mineral deposits, engineering geology and construction materials. This includes modern day issues such as the search for new resources and the safe disposal of waste. It also covers the main environmental, technological, safety and economic issues related to these issues of geology.

Unit F795: **Evolution of Life, Earth and Climate**

This unit provides students with a knowledge and understanding of the evolution of fossils and climate. Eight major fossils groups are studied and this knowledge is used to interpret modes of life, and past environments. Fossil evidence, including that from the dinosaurs, is used to demonstrate evolution, and the theories of causes of mass extinctions are analysed. The main methods of dating are studied including the interpretation of geological maps and the use of zone fossils and the use of radiometric dating techniques. Theories and models of climate change are assessed and analysed.

Unit F796: **Practical Skills in Geology 2**

- 1 Data collection task under controlled conditions utilising skills of measurement, observation and recording of data
- 2 Task set by OCR involving the evaluation of results from field or practical data

For both the AS Level and the A2 much of the classroom teaching will be practically orientated using mineral, rock and fossil specimens and geological maps. Pupils will be encouraged to make their own observations and deductions from all these sources of information. There will be at least one fieldwork excursion per unit and the coursework element in both the AS and A2 examinations will be based on this work. AS fieldwork consists of day trips to the local area, the Yorkshire Dales, the North York Moors, and County Durham, while A2 includes visits to the Yorkshire Coast, Derbyshire, and a field study weekend in Shropshire.

Continued ...

Geology (continued)

Methods of Assessment

The question paper for all units of assessment have a common format, containing both structured questions and questions requiring more extensive answers.

AS Level		
Unit F791: <i>Global Tectonics and Geological Structures</i>	Short answer + 1 longer answer examination. <i>1 hour</i>	60 marks 30% AS (15% A2)
Unit F792: <i>Rock Cycle - Processes and Products</i>	Short answer + 2 longer answers examination. <i>1¼ hours</i>	100 marks 50% AS (25% A2)
Unit F793: <i>Practical Skills in Geology 1</i>	Centre based or fieldwork task (<i>20 marks</i>) Evaluative task (<i>20 marks</i>)	40 marks 20% AS (10% A2)
A2 Level		
Unit F794: <i>Economic and Environmental Geology</i>	Short answer + 1 longer answer examination. <i>1 hour</i>	60 marks 15% A2
Unit F795: <i>Evolution of Life, Earth and Climate</i>	Short answer + 2 longer answers examination. <i>1¼ hours</i>	100 marks 25% A2
Unit F796: <i>Practical Skills in Geology 2</i>	Centre based or fieldwork task (<i>20 marks</i>) Evaluative task (<i>20 marks</i>)	40 marks 10% A2

Subject combinations

Geology is a remarkably flexible discipline. Obvious links with the three other sciences, Physics, Chemistry and Biology would make it an attractive option (it has been used successfully as a third A2 by applicants to medical schools) and anyone considering a career in Civil Engineering would find the subject particularly useful. Increasingly, Geology is becoming a key discipline in understanding important environmental issues such as energy resources, pollution, climate change and waste management, and in this regard it sits well with Geography and Economics. There is very little overlap between the Geography and Geology syllabuses at AS or A2 level, they are very much complementary, and universities accept both A levels as entirely separate subjects.

Higher education and careers

Geologists are essential in the search for energy, mineral and water resources and will be even more important as present supplies become exhausted and new ones have to be discovered and developed. Specialist geologists find employment with oil companies, mineral exploration or mining concerns and water boards as well as construction and civil engineering companies. Environmental monitoring has opened up many new employment opportunities in all Geology related disciplines.

History

Examining Board: AQA

History at Advanced level is intended to provide a coherent, relevant and interesting history course for post-16 students, which allows them to undertake an Historical Enquiry at A2, when they have intellectual maturity, and which will facilitate progression to Higher Education. The alternatives must include a significant element of British history, and work at A2 cannot repeat material covered for AS. An important consideration at BGS is to choose areas of study which do not overlap with GCSE history. Each student has two teachers for history, one for British and one for European history. Teaching time is allocated according to the weighting of the units—50/50 for AS and 60/40 for A2.

The **AS qualification** consists of **two** units which are selected from a range of alternatives.
UNIT 1: Change and Consolidation A study of history in breadth (about 50-60 years). We offer *HIS1J, 'The Development of Germany, 1871-1925'*.

UNIT 2: Historical issues: Periods of Change A study of history in depth (about 15-20 years). We offer *HIS2B, The Church in England: the Struggle for Supremacy, 1529-47*.

The **A2 qualification** consists of **two** further units.

UNIT 3: The State and the People: Change and Continuity A study of history in breadth and depth (about 50-60 years). We offer *HIS3B, The Triumph of Elizabeth, Britain 1547-1603*.

UNIT 4: Historical Enquiry based on an issue which arises from, and is placed in the context of, 100 years. This starts with a taught course to introduce the themes, following which candidates select a title to research, leading to a 3500 word essay, together with a critical evaluation of sources (500 word essay). The research and writing is supervised by the teacher of Unit 1. The deadline for submission is the start of the Summer term.

We offer a course on *Anti-Semitism, Hitler and the German People, 1848-1945*. It is expected that titles will be selected from the period 1933-1945, but will be set in the hundred year context.

Pre-conditions

We expect a C grade or higher (preferably) in GCSE History. GCSE History is not essential for the A-level course, and while it is useful, students will not find they are disadvantaged if they have not studied history in the Fifth form. Thus this is an opportunity to take up the study of History again.

Assessment

For AS History, one exam paper of 1 hour 15 minutes, the other of 1 hour 30 minutes. For A2 History, one exam paper of 1 hour and 30 minutes, plus a long essay submitted at the start of the Summer term.

Information Communication Technology (ICT)

Qualifications: **Academic** A good range of GCSE passes.
Personal The ability and the initiative to complete coursework independently. Must be able to write reports in a clear and concise manner. Communication skills are a positive asset.

Examination Board: AQA

AS Outline

At AS, the units are complementary and are concerned with applying ICT to solve problems and the study of the opportunities for and affects of using ICT in the world today. Candidates will have the opportunity to put into practice a wide range of software and hardware to create solutions to solve problems.

The AS specification has 2 units:

Unit 1: Practical Problem Solving in the Digital World

Topic list: - Practical use of ICT, identifying, designing, producing, testing, documenting and evaluating solutions.
- Data entry, storage, output of information, use of software, current health and safety legislation.

Assessment:

Written Paper: 1 hour 30 minutes
Weighting: 50% of total AS marks
25% of total A Level marks

Question paper/answer booklet examination. Externally marked by AQA.

Section A: short answer questions; Section B: 3 or more structured questions requiring discursive answers. All questions are compulsory.

Unit 2: Living in the Digital World

Topic list: - ICT systems, their components, uses, users, safety and security
- Data and information, data transfer, backup and recovery.

Assessment:

Written Paper: 1 hour 30 minutes
Weighting: 50% of total AS
25% of total A Level marks

A2 Outline

At A2, students will study the concepts associated with the use of ICT in the 21st century. They will also have opportunities for acquiring skills needed in the IT profession such as co-operative working and project management. These practical skills can be developed in areas of ICT that are of interest to them. Students can also use these newly acquired skills as a springboard into other qualifications and working environments.

Continued...

Information Communication Technology (ICT) (continued)

The A2 specification has 2 units:

Unit 3: The Use of ICT in the Digital World

Topic list: - Developments in technology, information needs of organisations, ICT systems, management of ICT
- Developing ICT systems, introducing large ICT systems into organisations
- Training and supporting users of ICT systems.

Assessment:

Written Paper:	2 hours
Weighting:	60% of total A2 marks 30% of total A level marks

Candidates will be provided with pre-release material which will be available on the AQA Website on 1 November for the January examination, and 1 April for the June examination. The pre-release will be re-issued for use in the examination.

Question paper/answer booklet examination. Externally marked by AQA.

Section A: structured question based on pre-release material;

Section B: questions requiring extended prose answers. All questions are compulsory.

Unit 4: Coursework: Practical Issues Involved in the Use of ICT in the Digital World

Topic list: - Practical issues involved in managing the use of ICT in organisation
- Investigating, analysing, defining requirements
- Selecting and using appropriate technologies, designing solutions, methods for testing and installation, documenting and evaluating.

Coursework:

Weighting:	40% of total A2 marks 20% of total A Level marks
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Candidates must produce a report based upon their practical work/investigation. The report will be internally marked and externally moderated.

Useful Subject combination

Any subject combines well with Information Technology. The skills acquired on the course include IT, problem analysis, report writing and development skills, these can be used in any area of the curriculum.

Courses in Higher and further education

There are a wide variety of degree courses in Information Technology and Information Systems as well as many modular courses combining subjects e.g. Information Technology with French.

Information Technology at AS/A2 is highly regarded by all universities. Previous Information Technology students have gone on to read a variety of subjects including medicine, law, engineering, dentistry etc. at all top universities including Oxbridge.

Mathematics and Further Mathematics

Pre-conditions

There are many opportunities to study Mathematics beyond GCSE at BGS. How far you pursue your mathematical studies is limited only by your ability, enthusiasm and work rate. Some natural ability in the subject is clearly necessary and a good grade B at GCSE must be regarded as an absolute minimum for studying Mathematics at AS level. A grade A or better is, however, a more realistic benchmark, particularly if planning to continue the subject at A2 level.

Course content

The courses described below are based on the London Modular Mathematics scheme. If you are interested in studying a course combination which is not listed, then you should discuss your ideas with the Head of Mathematics. It is sometimes possible to make special arrangements, depending on circumstances.

Pure Mathematics Modules develop and extend topics met at GCSE, especially algebra and trigonometry, and introduce new topics, the most important being calculus.

Mechanics Modules consider problems involving motion (kinematics) or forces (statics) and investigate the relationships between forces and the motion of particles or large bodies (dynamics).

Statistics Modules include the study of chance (probability) and the presentation, analysis and interpretation of data.

Your Mathematics teacher will be happy to expand upon these brief outlines if you need further advice or information.

Lower Sixth AS Level Courses

Mathematics: modules in Pure Mathematics, Statistics

You need a good grade in GCSE Mathematics for these courses (ideally A or A*). In the Upper Sixth you have the option to continue with Mathematics A level, taking Pure Mathematics and Mechanics. Pupils also have the opportunity to take Further Mathematics AS level as well.

Further Mathematics: modules in Pure Mathematics, Mechanics and Statistics.

You need a high grade in GCSE Mathematics (preferably A*) for this course. It constitutes a 'double subject', occupying two columns in the Lower Sixth timetable. You take AS level Mathematics together with some A2 modules including both Mechanics and Statistics. In the Upper Sixth you complete the A2 modules to generate qualifications in both A level Mathematics and Further Mathematics.

Continued ...

Mathematics and Further Mathematics (continued)

A level Mathematics:

Those with an AS level in Maths, study the remaining two Pure Maths modules and a module in Mechanics.

A Level Further Mathematics:

Modules in Pure Mathematics, Mechanics and Statistics.

The course is a 'double subject', occupying two of the columns, for those who have studied the Lower Sixth Further Mathematics course. You obtain qualifications in both A level Mathematics and A level Further Mathematics.

AS Level Further Mathematics:

Decision Maths is studied during General Studies periods in the Lower Sixths "Further Pure 1" and "Mechanics 2" are then studied in the corresponding time slot in the Upper Sixth. Thus the qualification can be obtained from study outside the normal timetabling block.

Subject Combinations

Mathematics shares characteristics with most other subjects (it is a language, for example, and is extensively used in the sciences) but differs from all of them. It is possible to think of Mathematics as complementary to, or contrasting with, your other subjects. Both Pure Maths and Mechanics support Physics and Electronics; Statistics may be helpful in Geography, Economics and Business Studies.

Higher Education and Careers

You will need a good grade at Mathematics A level to enter degree courses in Mathematics, Science, Engineering and related fields. You will be better prepared for any of these degrees if you have also taken Further Mathematics or extra modules, especially if you are interested in reading Mathematics or would like to attend a prestigious university. In these circumstances it is best to study as much Mathematics as you can at school.

Continued ...

Mathematics and Further Mathematics (continued)

Other degree courses

Mathematics AS or A level is seen as a valuable qualification in many fields, not always obvious ones. For example, the logical thought processes required in Maths are also important in Law.

Careers in Mathematics

Graduate Mathematicians are employed in scientific establishments, industry, finance, business and the Civil Service. Only some of these graduates will be making direct use of the Mathematics they have learnt; most will have been appointed for their problem solving skills and other abilities.

Summary of Courses (2005 onwards)

Pure Maths modules: C1, C2, C3, C4, FP1, FP2, FP3

Mechanics modules: M1, M2, M3, (M4, M5)

Statistics Modules: S1, S2, (S3)

Decision Maths modules D1, D2

AS Mathematics: C1, C2, S1

A Level Mathematics : C1-4, M1, S1

AS Further Mathematics: C1-4, M1, S1, FP1, M2 and D1

A Level Further Maths: C1-4, FP1-3, M1-3, S1, S2 (M4, S3, D1, D2)

Modules in brackets indicate 'optional extras' allowing for greater flexibility when cashing in the award (and greater Mathematical knowledge!). (Further Mathematicians only).

Modern Languages

French, German, Russian, Spanish

Aims

AS and A level work in a modern language aims to build on the foundations established at GCSE, in which, ideally, you will have gained an A or an A* grade. An A level in a modern language will enable you to speak and write the language with confidence as well as understand more advanced written and spoken language across a variety of situations and it will also provide you with practical and transferable skills as well as broadening your cultural horizons; the courses are enjoyable and interesting as well as being academically rigorous, and many employers look favourably upon advanced linguistic skills.

The languages that we offer

We offer AS and A level courses in French (AQA), German (AQA), Russian (Edexcel) and Spanish (AQA).

Themes and course content

The courses that we teach are topic based (see the last column in the assessment details grids below). Some of the topics that we cover may be familiar to you from GCSE, but we shall explore them in much more depth. The topics covered in all the main languages we offer are very similar; they include the family, young people's rights and responsibilities, leisure, health, education, the world of work, media, environment, immigration, Europe, politics, transport, travel and tourism, science and technology, crime and punishment, global issues, food, current affairs and social issues.

Grammatical work is important at AS and A2 level, as the only way to become a truly competent user of a language is to understand its grammar and to be able to apply it in any situation; grammatical work is not overbearing, however – it is tackled in a detailed and thorough but regular and manageable way.

There is no literature in the AS course and it is not a requirement to study literature for the A2 course, although in the A2 writing exam you are required to write an essay on a societal or cultural topic, which could be the study of a novelist, dramatist or poet, the study of a period of history of the country, the study of a geographical region of the country or another aspect of modern society. AQA (French, German, Spanish) requires candidates to be able to speak about two society or cultural topics in the Speaking Test (i.e. the one prepared for the Writing exam and another one) but this is not a requirement for Edexcel (Russian), where the A2 speaking exam deals with more general issues. Bearing this in mind, it is likely that your teacher will prepare you to write and/or speak about at least one piece of literature during the Upper Sixth; we recognise that the study of literature may at first seem a little daunting, but you can be assured that works will be chosen with a view to their accessibility and with candidates' interests in mind. For AQA exams, you are also likely to study a historical period or geographical region as well.

Details of assessment

All languages have two AS units and a further two A2 units to make the full A level. As an AS or A2 candidate you will have your own control over the CD during the listening test and the speaking test will be conducted by one of your teachers. There is no coursework at either AS or A2 level in French, German or Spanish. The A2 Russian exam requires you to write a short essay on a research project based on a historical or literary topic.

Continued . . .

Modern Languages

French, German, Russian, Spanish (continued)

In French, German and Spanish, we use the AQA specification and this has the following structure:

AS	Unit 1	Listening, Reading and Writing	2 hrs	35 %	Media (television, advertising, communications technology); Popular culture (cinema, music, fashion trends); Healthy Living/Lifestyle (sport/exercise, health and well-being, holidays); Family/Relationships (relationships with the family, friendships, marriage/partnerships).
	Unit 2	Speaking	15 mins	15 %	
A2	Unit 3	Listening, Reading and Writing	2 hrs 30 mins	35 %	Environment (Pollution, Energy, Protecting the planet); The Multicultural Society (immigration, integration, racism); Contemporary social issues (wealth and poverty, law and order, impact of scientific and technological progress); Two Cultural Topics .
	Unit 4	Speaking	15 mins	15 %	

In Russian, we use the Edexcel specification, which has the following structure:

AS	Unit 1	Speaking	8 – 10 mins	15 %	Youth culture and concerns; Lifestyle: health and fitness; The world around us: travel, tourism, environmental issues and the Russian-speaking world; Education and employment.
	Unit 2	Listening, Reading and Writing	2 hrs 30 mins	35 %	
A2	Unit 3	Speaking	11 – 13 mins	17 ½%	Youth culture and concerns; Lifestyle: health and fitness; The world around us: travel, tourism, environmental issues and the Russian-speaking world; Education and employment; Customs, traditions, beliefs and religion; National and international events: past, present and future; Literature and the arts; Research-based essay.
	Unit 4	Writing and Research	2 hrs 30 mins	32 ½%	

Continued....

Modern Languages

French, German, Russian, Spanish (continued)

Course books and resources

All the languages we teach use a variety of up-to-date course books, generously supplemented by newspapers and magazines, film and video, and ICT; all classes have regular, allocated lessons in the language laboratory and you are encouraged in particular to make use of the marvellous linguistic opportunities that the internet and e-mail have to offer. You will also have a weekly timetabled lesson with one of our native speaker language assistants, usually in small groups (AS) or by yourself (A2), in order to develop oral confidence and fluency.

Trips

We strongly encourage sixth form linguists to participate in exchange visits or study trips to France, Germany, Russia or Spain. As a general rule, and where numbers are sufficient to make a trip viable, there will be exchanges or study trips for all four languages at some point in the two years to A2. The department also receives a good deal of information from companies that organise individual exchanges. Time spent abroad, living and breathing the language and culture of the country, should be considered a highly desirable and extremely valuable part of Sixth Form language study.

Beyond A level

It is undoubtedly the case that the practical knowledge and analytical skills acquired by linguists in the course of their studies are held in high esteem by employers both in this country and abroad, whether such studies involve two or more languages or a language in combination with other subjects from the Arts, Humanities or Sciences. Many of our students go on to read for a languages degree at the top universities, and former BGS Modern Linguists now have successful careers in Business and Industry, Banking, the Civil Service, the Foreign Office, the Media, Law and Education.

Music

Course outline

In this course you will develop your skills in performing, composing and listening. You will encounter a great variety of music, particularly from the western classical traditions and from jazz but, in your own performing and composing, you will have considerable freedom to choose your own repertoire. If you are interested in Music Technology, you will have ample opportunity to use it and develop your skills.

Many other subjects would go well with Music, from a wide range of Humanities and Languages, as well as Mathematics and Science.

With a qualification in Music you could go on to higher education and job possibilities include work in the music industry, teaching or other related areas. This subject is made up of six units.

To get a certificate for AS Level you will need to have studied for, and been assessed on, your performance in three AS units.

To get a certificate for A Level, you will need to have studied for, and been assessed on, your performance in three AS units together with three A2 units.

Course Pre-requisites

It would be helpful if you have studied GCSE Music or have appropriate grounding either via the National Curriculum KS 1 to 3 or through performing and listening at home and in the community.

The course is organised around three areas of study: for AS you will be concerned with ways in which composers use instruments to express their musical ideas and learn to create music using the common classical or popular musical language of 'western tonality' (as well as developing your own style and technique). For A2, you will develop your understanding of tonality by studying a wider range of more recent styles and you will also have a strong focus on the relationship between words and music.

Continued...

Music (continued)

Advanced Subsidiary Music (AS)

Scheme of Assessment

The scheme of assessment has a modular structure. The Advanced Subsidiary (AS) award comprises of three compulsory assessment units:

UNIT 1 – Written Examination – 1 hour 45 minutes – 30% of the total AS marks

Influences on Music

Students will answer questions on :

1. The Western Classical tradition – In this section, students will have studied Beethoven's 1st Symphony, and will answer questions relating to the structure, form, harmony, timbre, melody, rhythm, texture and tonality.
2. Either -
Baroque Choral Music
or Theatre Music
or British Pop Music from 1960 – present day.

UNIT 2 – Externally assessed coursework – 30% of the total AS marks.

Creating Musical Ideas

Students will be able to EITHER:

Harmonise a traditional 16 bar melody in FOUR parts PLUS compose a 24 bar piece of music from a given two part keyboard accompaniment.

OR

Create a free composition or pastiche in response to a given genre. The genres available are:

Vocal music, small ensemble, electronic, and keyboard music.

UNIT 3 – Internally assessed practical performance OR sequencing/multi track recording — 40% of AS marks

Students may perform a solo, and an ensemble piece or solo on a second instrument OR create a sequenced technology based performance and a multi track/close mic recording.

Music (continued)

Advanced Level Music (A2)

Scheme of Assessment

The scheme of assessment has a modular structure. The A level award comprises three compulsory assessment units from the AS scheme of assessment and three compulsory units from the A2 scheme of assessment.

UNIT 4 – Written examination - 2 hours 15 minutes - 20% of the total A level marks.

Music in Context.

Students will answer questions on :

1. The Western Classical tradition – In this section students will have studied Elgar's 1st symphony, and will answer questions relating to the structure, form, harmony, timbre, melody, rhythm, texture and tonality.
2. EITHER 20th century English Choral music
Or Chamber music from Mendelssohn to Debussy
Or Jazz and Blues from 1910-1950

UNIT 5 – Externally assessed coursework – 15% of the total A level marks.

Developing Musical Ideas.

Students will be able to EITHER:

Harmonise a Bach chorale melody, and complete part of a movement of a string quartet

OR

Create a free composition not exceeding 8 minutes in length

OR

Arrange a piece of popular classical music in a pop, rock, or jazz style to last no more than 8 minutes for acoustic instruments, or electronic sources, or a combination of both. A recording and a score must be produced.

UNIT 6 – Externally assessed performance – 15% of the total A level marks.

A musical performance

Students may EITHER:

Perform 2 solo pieces in a programme lasting no more than 15 minutes

OR

Use sequencing and multi track recording techniques to create 2 technology based performance.

Music Technology (AS)

Advanced Subsidiary Level (A1) Music Technology

Music Technology can be studied in the sixth form to AS and A level. The AS level is a one-year course, which can be converted into a full A level with a further year's study.

The aims of the course are as follows: -

- To provide a thorough grounding in sequencing and recording skills.
- To introduce the principles of Music Technology and aural skills through practical and theoretical means.
- To promote Music Technology as a tool for composing, arranging and score writing.

Students do not require GCSE Music in order to take the course, but it is expected that anyone interested in studying the subject will have a good understanding of the rudiments of music, and a keyboard facility of at least Grade 4.

The course comprises two units. Unit 1 is the AS qualification, whilst Unit 2 is known as the A2 Unit and represents a further year's post-AS study.

UNIT 1 - AS Examination - Practical Work

Recording (AS - 40%) (A2 - 20%)

Students will study the developments of Music Technology, popular music and jazz.

Students will be expected to make a multi-track recording of a piece of popular/jazz music employing close mic, direct injection, overdub and mixdown techniques.

This recording will be accompanied by a recording log, which illustrates the processes employed.

Arranging (AS - 30%) (A2 - 15%)

Students will arrange two pieces of music using computer sequencing techniques. The pieces will be set by the exam board. The first will be an accurate realisation of a pre-recorded piece of music from the pop/rock genre. The second will be an arrangement of a popular piece of music, using a lead sheet as stimulus material.

Both arrangements will be recorded on mini-disc or CD, and will be submitted with a copy of the original stimulus material and a commentary sheet detailing the resources used and the musical intention.

Continued...

Music Technology (continued)

Listening and Analysing (AS - 30%) (A2 - 15%)

Students will sit a two-hour written paper, in which they will be required to answer questions relating to elements of popular music and the associated music technology. The listening material will be on CD format and students will be able to listen to the extracts as many times as they wish in the two-hour period.

This part of the examination will take place on a date set in June.

UNIT 2 - The Advanced Examination

1) *Sequencing/Recording/Producing (A2 - 15%)*

The practical aspects of MIDI sequencing and recording studied for AS are extended and integrated into this part of the qualification.

The first task is to make a three to four minute multi-track recording of a piece of music using close mic and overdub techniques. The music can be from any genre, and the finished recording will be submitted on CD/Mini-disc, together with a recording log.

The second task of this unit involves students producing a sequenced backing track of a piece of music with at least six musical parts, over the top of which a live vocal/lead instrumental track will be added. Students will submit a CD/MD recording, together with a MIDI file of the sequenced backing and a recording sheet.

2) *Composing using Technology (A2 - 15%)*

Students will use computer software/multi-track recording techniques to provide **two** original compositions lasting five to six minutes in total. The stimulus for the compositional work will be film and television.

The first composition will be in response to a brief designed by the student, and will be submitted on CD/MD, together with a log sheet and a score, in appropriate notation.

The second composition will be in response to a brief set by the examining body. Students will, once again, submit a CD/MD recording of their work, together with a log sheet and appropriately notated score.

3) *Listening/Analysis (A2 - 20%)*

A two-hour written paper in which students will respond to a CD/MIDI file to assess their knowledge and understanding of the principles and techniques of music technology. Students will be asked to recognise features of unfamiliar music, comment on the corrections that could be made to a sequenced version of the music, and to compare a recorded performance with a written score.

University Entrance - Some universities, e.g., Oxford and Cambridge, require applicants to take entrance tests in musical subjects not covered during A level courses. Pupils intending to apply to such universities are given extra tuition in the relevant subject areas.

Further Education - There are many different types of Higher Education institutions offering Music and Music Technology courses at both degree and diploma levels. The Director of Music is only too happy to give information and advice as to the most suitable courses for individual pupils.

Physics

Pre-conditions

Pupils should have good passes in GCSE Maths and Physics or Science (Additional Science).

Course content

The full A Level course, which is based on the AQA Physics 'A' specification, is a broad one covering all the fundamental branches of the subject: mechanics and waves, electrical, mechanical and thermal properties of materials, atomic, nuclear and particle physics. Most topics studied are compulsory but there is a choice of options in one module. Throughout the course students are encouraged to take the widest possible view of the subject and to see Physics as both a pure science and a basis for Engineering and technology. Practical work is an integral part of the course. Students perform a wide range of experiments and investigations giving them a broad experience of the phenomena and developing practical skills.

In the Lower Sixth students study two modules leading to the AS qualification. These modules deal with foundation topics including mechanics, electricity and waves as well as introducing quantum phenomena and particle physics. Each module is tested by a written paper and both modules are examined in June. There is also coursework in the form of an Investigative Skills Assessment (ISA) where students undertake an experiment and then sit a written test on their results. Thus the coursework will all be undertaken during lesson time.

Students proceeding to the full A Level continue with the A2 modules, which cover more advanced areas such as gravitational, electric and magnetic fields. A written paper tests each module and there is a further ISA. One module is again taken in January, and another in June.

Students not studying Mathematics will be given additional assignments to complete to ensure they can cope with all areas of the course.

In addition to the A Level course, special provision is made for students preparing for the Advanced Extension Award, or for application to Oxford and Cambridge.

Subject combinations

Anyone intending to pursue Physics beyond A Level must take A Level Maths, and the combination of A Level Maths and Physics is the appropriate preparation for anyone planning to study most branches of Engineering. Possible choice of a third A Level is very wide and each combination has its own advantages. With Chemistry the student retains all options for pure Physical Science courses, all Engineering courses and even Medicine. Further Maths provides excellent preparation for Mathematicians and for the more high-powered Physics and Engineering degrees, whilst Electronics is an ideal choice for future electronic and software engineers.

There are advantages to a Science student in concentrating his or her Sixth Form programme within Mathematics and the Sciences, but at the same time the educational benefit of contrasting subjects from the Arts or Social Sciences is increasingly recognised. The AS/A2 structure makes it easier for students who wish to broaden their course of study to do so.

Higher education and careers

Experience shows that an A Level in Physics may be followed at university by a wide range of courses, from Physics and Engineering of all types to Medicine, Veterinary Science, Law, Accountancy, Architecture, Philosophy, Theology and Politics. Although Physics is not generally regarded as a profession in the same way as Law or Medicine, Physics graduates are widely recruited for their technical expertise, and having access to all the careers open to graduates in any discipline. Employment areas include: industry, telecommunications, industrial research, scientific Civil Service, the nuclear industry, management services, scientific publication and information, medical physics, and education.

Politics

Pre-conditions

There are no pre-conditions to A Level Politics, although GCSE English Language is highly desirable.

Course content

Although Politics is not taught in the lower school, most pupils will already have a grasp of some of the issues which we study at A Level, for Politics essentially focuses on the question; "How are we governed?" On the British Government and Politics paper there are several areas of study; to give some idea of the kinds of issue involved a brief list is given below:

- Prime Minister and Cabinet - How does coalition government work?
- The Electoral System - Should we introduce a system of proportional representation?
- Political Parties - How can Ed Miliband change the Labour party?
- Parliament - Whose interests do MPs serve?

The second paper is American Government and Politics; this involves a study of contemporary political issues in the United States.

The above details provide the brief outlines of the course; hopefully, it is sufficient for you to realise that Politics is a very topical subject. Those who are interested in current affairs will be well suited to the course. Indeed one of the essential reading sources is a good quality newspaper.

Examples of the ever changing nature of British, European and American Politics can only be found through a thorough examination of recent events, hence the need to read current journals and watch television analysis of political developments. Anyone who enjoys debating controversial issues in the news and who wants to learn the facts to back up a point of view will enjoy the subject.

Lessons involve a great deal of discussion as in most cases there are no straight-forward answers and it is this factor which ensures your views and opinions must be well supported and expressed - a trait which should help you in your other A Levels. The course will also involve visits to lectures given by the Politics Association at Manchester University which, as well as serving a useful academic purpose, provide a useful insight into university life.

Method of examination

Two modules for the AS Level which will be taken in the Lower Sixth Form and a further two modules for the A2 Level which will be taken during the Upper Sixth Form.

Continued...

Politics (continued)

Subject combinations

A knowledge of government policies is required and here there is a useful overlap with the Economics A Level course where a similar analysis is also undertaken. The skills required in Politics are similar to those demanded in A Level History.

Higher education and courses

An A Level in Politics could be followed by degrees in a wide range of subjects, History, Law, Business Studies, Economics, Accountancy, Modern Languages, Geography, Psychology and Sociology, or Politics and some combination of the above. In many cases Politics forms part of a first year foundation course which all Arts-sided undergraduates have the option or compulsion to follow. Therefore it can be seen that Politics should not be studied only by those who contemplate reading a degree in Politics such as PPE (Philosophy, Politics and Economics) at Oxford or SPS (Social and Political Sciences) at Cambridge. Graduates find jobs in a wide range of occupations, such as accountancy, banking, industry, local government, marketing, insurance, the Civil Service, journalism, teaching and the legal profession. For further information see Mr Simpson (Head of Politics).

Religious Studies (Philosophy and Ethics of Religion)

Since the dawn of human thought and expression, religion has been a fundamental part of our development. In the 21st century, religion still addresses the same eternal human questions about life and death, values and relationships, right and wrong.

Religious Studies is an inclusive subject, designed for people of any faith and people who have no faith. It is **not** necessary to have taken Religious Studies at GCSE in order to take the subject in the Sixth Form, although students who have a GCSE in Religious Studies will find that the AS/A Level builds on their knowledge, understanding and skills.

Students are encouraged to adopt an enquiring, critical and reflective approach to the study of religion. Students will develop the skills of investigation, critical analysis, interpretation, evaluation, communication and debate. This course encourages students to develop their interest in a study of religion and its relation to the wider world; adopt an enquiring, critical and reflective approach to the study of religion as well as reflecting on and developing their own values, opinions and attitudes. These transferable skills will be of great value to student learning and progress at A Level generally.

The Religious Studies Department follows the OCR Religious Studies syllabus.

At AS level two units are explored:

Unit G571: *AS Philosophy of Religion* Unit G572: *AS Religious Ethics*

At A2 two further modules are studied which complement the units studied at AS and develop further the exploration of significant philosophical and religious concepts, themes and ideas. The units studied are:

Unit G581: *A2 Philosophy of Religion* Unit G582: *A2 Religious Ethics*

Method of Assessment

In the AS year, students will sit two examinations in the areas of study above. Each exam lasts 1 hour 30 minutes. Students are required to answer two essay questions from a choice of four in each exam.

In the A2 year, each exam lasts for 1 hour 30 minutes. In each exam, students are required to answer two essay questions from a choice of four.

The qualification and skills that students will learn in Religious Studies at A Level will be useful in any number of careers. For students thinking of a career in law or medicine then a Religious Studies A Level is looked upon favourably for undergraduate courses (the Philosophy and Ethics dimension to the A Level course has obvious connections with law and medicine qualifications). Other professions where the study of Religious Studies A Level has particular utility: teaching, youth work, journalism, civil service and a career in politics to name a few.

If you require any further information then please speak with Mr Skelton or Miss Malley.

Appendix A

Lower Sixth Form Curriculum

Below is a provisional arrangement for next year. It is not always possible to provide all the required subject combinations but every effort will be made to do so.

AS Level Subjects

Four subjects are chosen, from the following list:

- Art
- Biology
- Business Studies
- Chemistry
- Classical Civilisation
- Design & Technology
- Economics
- Electronics
- English Language
- English Literature
- English Language & Literature
- French
- Further Mathematics
- Geography
- Geology
- German
- Greek
- History
- ICT
- Latin
- Mathematics
- Music/Music Technology
- Physics
- Politics
- Religious Studies
- Russian
- Spanish
- Theatre Studies

In addition to four AS Levels, pupils will also take a General Studies course. Students will choose options from a list of available courses. There is also a form period and a free period allocation.