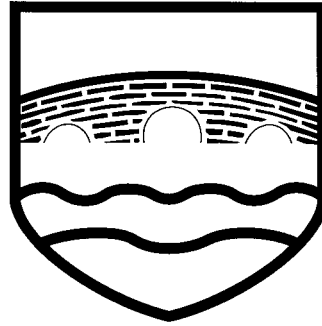


MOULSHAM

MOULSHAM
H I G H S C H O O L



THE SIXTH FORM
2005 – 2007

- Brian Close • Chelmsford • Essex CM2 9ES •
- Telephone 01245 260101 • Facsimile 01245 504555 •
- Email: admin@moulshamhigh.essex.sch.uk •
- Website: www.moulshamhigh.essex.sch.uk •

CONTENTS

Introduction	From the Head of Upper School	Page	1																						
Section One	Some Questions Answered	Page	3																						
Section Two	Two Year Courses (AS + A2)	Page	9																						
	<table> <tr> <td>Art and Design</td> <td>Government & Politics</td> </tr> <tr> <td>Biology</td> <td>Graphic Products</td> </tr> <tr> <td>Chemistry</td> <td>History</td> </tr> <tr> <td>Drama</td> <td>Information & Communications Technology</td> </tr> <tr> <td>Economics & Business Studies</td> <td>Mathematics</td> </tr> <tr> <td>Electronics</td> <td>Music</td> </tr> <tr> <td>English Literature</td> <td>Physics</td> </tr> <tr> <td>French</td> <td>Product Design</td> </tr> <tr> <td>General Studies</td> <td>Psychology</td> </tr> <tr> <td>Geography</td> <td>Religious Studies</td> </tr> <tr> <td>German</td> <td>Sport & Physical Education</td> </tr> </table>	Art and Design	Government & Politics	Biology	Graphic Products	Chemistry	History	Drama	Information & Communications Technology	Economics & Business Studies	Mathematics	Electronics	Music	English Literature	Physics	French	Product Design	General Studies	Psychology	Geography	Religious Studies	German	Sport & Physical Education		
Art and Design	Government & Politics																								
Biology	Graphic Products																								
Chemistry	History																								
Drama	Information & Communications Technology																								
Economics & Business Studies	Mathematics																								
Electronics	Music																								
English Literature	Physics																								
French	Product Design																								
General Studies	Psychology																								
Geography	Religious Studies																								
German	Sport & Physical Education																								
	Other Courses																								
	Young Enterprise	Page	54																						
	CSLA (Community Sports Leader Award)	Page	55																						
Section Three	And After the Sixth Form?	Page	57																						
	Job Prospects																								
	University Entrance																								
	Sixth Form Examination Results – 2004																								
	Destination of Upper Sixth Leavers – 2004																								
Appendix	Uniform Requirements	Page	67																						

INTRODUCTION

FROM THE HEAD OF UPPER SCHOOL

You will shortly need to make important decisions about your life after GCSE. Some of you will know, more or less, what you want to do; others are probably finding it more difficult.

This handbook has been written for you and your parents:

- To help you decide.
- To tell you about the Sixth Form.
- To give you an idea of what it is like being a Sixth Former.
- To give you full details of courses available to senior students and their possible combinations.

So what are your options for next year?

You could get a job.

You could train for something specific - nursery nursing, for example, or car mechanics. Such 'vocational' courses are available from Colleges of Technology rather than schools.

You could continue your general education at school. In the Sixth Form you will develop a closer and more rewarding relationship with your teachers. You will be studying subjects you have chosen and enjoy and you will benefit from the many experiences and opportunities open to you as one of the school's most senior students.

What sort of courses could you do?

The new format Advanced Level examinations have been studied since September 2000. The courses are divided into six units which are studied over two years.

Students will complete three units for the AS (Advanced Subsidiary) Level in their first year and then study an additional three units in their second year to complete the full Advanced Level (A2). There will be external examinations in each year.

We expect that students will take a minimum of 3 AS Levels (but with the majority taking four) in Year 12, completing 3 full Advanced Levels in Year 13. AS Level pass grades awarded at the end of the first year will be equivalent to half an Advanced Level grade. In addition all students will study AS and A2 General Studies.

So what do I advise you to do?

Read through this handbook.

Let your parents have a read and discuss it at length with them.

Come to the **Open Evening** on **Monday 8th November 2004**. You will have a chance to find out a lot more about the Sixth Form and to talk to Departments about the courses they offer. Sixth-Form tutors,

your current Form Teacher, the Upper School Team and I will be happy to answer your questions at any time - but more particularly at the Open Evening!

Finally, may I say that Moulsham High School's strong reputation in the community rests squarely upon the school's strong sense of purpose and the hard work and high achievement of its students.

If you join the Sixth Form, you will be expected to work hard at difficult courses while, at the same time, making a wider contribution to the school and the community at large. This is a well-trodden path and many have flourished! You can see for yourself from Section Four how Moulsham's Sixth Form leavers in 2003 all found good jobs or places at College or University. The school is proud of its Sixth Form; join it and the same opportunities will be open to you.

Mr T. McKeown
Head of Upper School

SECTION ONE

SOME QUESTIONS ANSWERED

How big is the Sixth Form?

At the moment, 226 students in total.

We are expecting (subject to student demand and staffing constraints) to offer over twenty different Advanced Levels.

What qualifications do I need to join?

For an Advanced Level course, our recommendation is GCSE grade C or better in at least five subjects. However, these are only recommendations and every student will receive carefully considered advice on the courses best suited to their interests, strengths and needs.

Are Advanced Levels courses dramatically harder than GCSE?

In a word ..."Yes". Sixth-Form courses are a challenge but the AS Level is designed to bridge the gap and equip you with the skills and knowledge to succeed at the full Advanced Level in your second year. The A2 course will be more demanding than the AS and, consequently, the full Advanced Level will be a higher qualification than AS levels. You will need to work hard and be prepared to spend hours of study in school and at home if you are to succeed.

But then you will be in smaller teaching groups, studying subjects of your own choosing with other similarly well-motivated students. Of course, it is the challenge that advanced study represents that makes Advanced Level qualifications so well respected and worth having.

So, what subjects are offered and how many do I take?

Altogether there are over twenty different Advanced Level courses to choose from. The subjects available and their timetable block are shown on the insert in this handbook.

As well as these courses, all members of the Sixth Form who have not achieved a grade C in English or in Mathematics will be expected to join the 're-take' classes and raise their grade. At all times, we are concerned that you set out upon a study programme that best suits your needs and your abilities. We shall aim to stretch you by giving you academic targets that are realistic for you. With careful preparation and application, you should be able to reach them.

How do I choose my subjects?

You will find specific advice about this in the next sections. You should choose subjects which interest you, which you are good at and which will meet the requirements of your higher education and career plans. Don't forget that you can start some subjects at Advanced Level even if you haven't studied them in the tenth and eleventh years and that the preliminary choices you make now can be changed later on. In every case, your Sixth-Form tutor and the Upper School Team will help you decide on a programme appropriate for you.

Do I have to commit myself now?

No. There will be a number of opportunities to discuss your plans further before final decisions are made. In some cases, GCSE results in August will cause a major re-think.

We do expect, however, that you will have made a near final decision next term so that you can join the Induction Course in July taking the subjects you will very probably pursue in September.

Can I change my subjects once I've started or leave at any time?

The answer to both parts of the question is "Yes" but you would have to discuss your intentions with your tutor, just as you would any other academic or related matter, as soon as you sense that you want to make a change. Of course, as the school year progresses, it becomes increasingly difficult to swap one subject for another. By September you want to be as sure as you possibly can be.

How long can I stay in the Sixth Form?

Most students will spend two years in the Sixth Form. Some may leave after one year upon gaining an AS qualification.

What's in the Common Room?

Sixth-Formers at Moulsham are unusually fortunate in having spacious accommodation for their exclusive use. There are two large common-room areas which contain clean and comfortable furniture. There is a café area where food and drinks are available all day. Radios are not permitted but you may listen to a Walkman or read the daily newspapers which are provided.

Is it true that Sixth Formers have lots of free periods?

A typical Sixth-Former will have 23 periods committed to classes in Year 12. You will also be assigned 2 study periods (if studying 4 AS subjects) or 3 study periods (if studying 3 AS subjects) for your independent learning. These will take place in the Library or the allocated study room at which attendance is compulsory. Part of the Sixth Form experience is to learn how to organise and discipline yourself to study without constant supervision. There are plenty of places for additional study in the Sixth Form Common Room where computers are available. Sixth Form students also have free access to the Library.

How much studying will I have to do in my own time?

It depends on the work you have to do and the speed at which you work. More importantly, there is always work to be done by way of background reading and personal research. On average, a student taking three Advanced Level courses will have to spend at least fifteen hours per week in private study at home.

Do I get any help with studying?

Advanced Level work is very different from GCSE work - and not just in terms of complexity or quantity. We recognise this and the fact that many students find it quite difficult and a little worrying when they have to adjust fairly quickly to different ways of working. As part of the Induction Programme in July, there will be sessions on 'How to study successfully in the Sixth Form'. On a more individual basis, your tutor will help you to organise your work and establish a good routine for private study. Your subject teachers will obviously play a key role in helping you adjust to the different level of work. You will find your planner is invaluable when recording work and deadlines to be met.

Are Sixth Formers treated differently from pupils lower down the school?

We would like to think so. You will find staff more approachable once you reach the Sixth Form. Lessons will also be less formal since the groups are smaller and all the students want to be there. Also, as we have just noted, you will be expected to organise your own private study more than before. You will be treated as a young adult but this doesn't mean that you can suddenly do exactly as you please! Certain norms of behaviour are required of all Sixth Form students for the well-being of the school and for the whole Sixth Form community.

Are girls and boys separated at all?

No. All your classes and your tutor group will normally contain both boys and girls.

How is my progress monitored?

Each student will have a Sixth Form planner and interim reports for each subject will be regularly completed. All students will have interviews with their form tutor through the year to review progress and plan future targets.

Are there reports and Parents' Evenings?

Yes. Although we expect you to take increasing responsibility for yourself, we would also like you to discuss your school life with your parents as a matter of course. Because we believe that parents have every right to be kept informed of your progress, we will report to them regularly.

Further, we hope that your parents will want to be fully involved in supporting the school - not least through the Parents' Association.

Incidentally, a number of Parents' Association events are open to Sixth-Formers and some senior students have played a key role in them (such as Question-Master at the Quiz Nights).

Do Sixth-Formers have to register and stay at school all day?

Yes. Registration, permission to be absent and notes after absence are still required in the Sixth Form. You will appreciate that your tutor needs to know your whereabouts and of any problems which you might encounter.

If you have Private Study period 6, then you may sign out and go home to work. At other times you will need the permission of a member of the Upper School team to leave the premises.

Do I still have assemblies?

Yes, these will take place on Friday in the Common Room led by the Upper School Team or Guest Speakers. At the beginning and end of each half term, there will be full Boys' and Girls' assemblies at which Year 13 will be seated on the stage.

Do I have to wear uniform?

Yes. The Sixth-Form is expected to set an example to the rest of the school and to be smartly turned out at all times. We wish to emphasise smartness. The detailed uniform requirements are listed as a final appendix to this handbook.

Is Physical Education available in the Sixth Form?

Yes. There is one period per week of PE.

There are plenty of options available - Squash, Badminton, Tennis, Rugby, Soccer, Hockey, Basketball, Volleyball, Aerobics and Weight Training - but once you have chosen your activity, full attendance is expected. You should be dressed in appropriately smart sports kit.

Senior school teams are run in a variety of sports, with considerable success. Squad training sessions take place as part of the extensive extra-curricular programme. There are also many recreational clubs and inter-form competitions during lunchtimes and after school.

What is the General Meeting?

In addition to one period of PE in both Year 12 and 13 you will have General Meeting which is compulsory.

The programme will cover a wide range of topics and issues. In the General Meeting the Sixth Form will have the opportunity to listen to guest speakers as well as receive careers guidance and prepare for University application.

General Meeting is also used to help you with study skills, revision and examination strategies, careers guidance and interview technique.

What other activities are open to Sixth-Formers?

There are many opportunities open to you. You might become more involved with the running of the School Council. You might be involved with support teaching in the Lower School with the PE, English, Mathematics or Languages Departments. You might organise a sports team, referee matches or run a club or society (e.g. Christian Union). You might take part in the regular drama productions (for which the school has a considerable reputation) or help with the technical side of the theatre. You might play in a school band. Every year Sixth Formers organise a Christmas Party for the children of a local special school.

There are a variety of field trips organised by the Geography, Biology, Business Studies and other departments as part of their study programmes.

Can I receive financial help?

This will depend upon household income. There are two schemes to help students financially:-

1. Education Maintenance Allowance (EMA) which is a weekly payment made directly to students.
2. Local Authority Awards

Details of both can be obtained from the Upper School Office.

Will I have Work Experience?

Yes. All Lower Sixth Advanced Level students are expected to undertake two to three days 'work shadowing' of a senior management executive following her or his normal daily routine. This will take place during the summer term.

Will I have to do school duties?

Yes. We ask all members of the Lower Sixth to take their turn at a weekly duty. We need this service to assist with the smooth running of the school - but it also gives you a chance to prove your reliability, recognise your own seniority and to discover, first hand, the techniques for keeping discipline with large groups of youngsters!

Each tutor group also takes it in turn to ensure the smooth reception of visiting speakers to the General Meeting and for the good order of the Common Room at the end of the day.

Prefect status depends, in considerable part, upon the successful completion of these duties. Through the Prefect system, the senior students are involved in many school activities and provide an excellent service to the whole school. We look for young men and women of developing maturity who can contribute positively to the school and enhance their own skills and expertise.

In addition, each year we also select the Senior Sixth. This is a team consisting of the Head Boy and Head Girl, the Deputy Head Boys and Head Girls, the Sports Captains, and the Leader and Deputy Leader of the School Council. These are very important positions and contribute greatly to the smooth running of the Sixth Form.

Where can I get further advice about the Sixth Form?

In general terms you can ask Sixth Form students, your teachers, Mr Grundy, Mr McKeown, Miss Bonner or Miss Haines. More specifically, as already indicated, there is a Sixth Form Open Evening on Monday 8th November when Sixth Form staff and subject teachers will be available to answer further questions.

OK! When do I start?

Monday 4th July 2005.

During July there will be an induction course. You will enjoy a preview of your Advanced Level courses as well as a number of excursions of a social and educational nature.

Notes/ Questions:

SECTION TWO

ART AND DESIGN

The AS and A2 examinations are designed to build upon philosophies and approaches, inherent in the GCSE examination. The integration of historical, critical, contextual studies with practical coursework is fundamental to the qualification. Candidates need to be aware of the importance of sound research and investigation. They will need to appreciate the importance of context, developing their ability to explore the relationship between their own ideas and those of others. As the course progresses, students need to increase their responsibility for learning by either responding to ideas, issues and themes or initiating their own starting points.

Art and Design - Fine Art.

Candidates are required to work in one or more areas of fine art; they may explore overlapping areas and combinations of areas.

- (a) painting, drawing and mixed media, including collage and assemblage.
- (b) sculpture (including ceramic sculpture).
- (c) printmaking.
- (d) photography and animation .

Advanced Subsidiary (AS)

AS candidates will follow a course of integrated practical, critical and theoretical study using a variety of media and processes. This will be supported by the use of sketchbooks, first hand experience of relevant works of arts, craft and design and any other form of appropriate evidence. The course enables candidates to develop their own personal responses to their practical and theoretical activities.

Advanced Level

The A2 is designed to build on AS, allowing for greater depth of study. The candidates will be expected to take responsibility for their own work and initiate their own starting points and research. A2 candidates will have the opportunity to continue practical work and, in Unit 5, they will submit a mainly written module of coursework, or they will enter Unit 6 and submit a mainly practical module of coursework.

Examination structure

AS

Unit 1. Coursework.	30% of AS mark	15% of total Advanced Level marks
Unit 2. Coursework.	30% of AS mark	15% of total Advanced Level marks
Unit 3. Controlled Test. 5 hours	40% of AS mark	20% of total Advanced Level marks

A2

Unit 4. Coursework	15% of total Advanced Level mark
Unit 5. Coursework or Unit 6 Coursework	15% of total Advanced Level mark

OR

Unit 7. Controlled Test 15 hours	20% of total Advanced Level mark
----------------------------------	----------------------------------

Coursework

Each unit should be a clearly defined selection of work, which makes up a whole, demonstrating evidence of the working processes involved and leading to a finished piece or pieces. Units 1, 2 and 4 are practical units. Unit 5 is a written personal study on an aspect of critical and historical studies in art, craft or design of the candidate's own choice. The topic may be related to one of the other coursework units or be an independent study in its own right. Unit 6 is a practical unit but the quality of written work and the ability of the candidate to reflect upon their own work and to identify connections with that of others will be assessed.

Controlled Test

Units 3 & 7

A range of questions is set by AQA. 4 weeks are allowed for preliminary studies.

Assessment

Each unit of work is assessed separately. Coursework and the controlled test are marked by the Centre and moderated by AQA.

GENERAL NOTES

Entry Standard

Preferably a GCSE Art grade B or above.

Drawing skills

The development of drawing skills is seen as a core element in all areas of the subject.

Sketchbooks

Sketchbooks are essential for preliminary or supporting studies and will be used to underpin the candidates' work.

Materials

Candidates will be expected to provide for themselves a wide range of art materials and sketchbooks.

Sketchbooks - A3 (approx) spiral bound (at least one sketchbook per unit will be needed).

Materials – Set of: Drawing pencils; chalk pastels (and pastel pencils); oil pastels; acrylic paints; paint palette and brushes.

BIOLOGY

Biology is the scientific study of living things. It has many aspects but, as with a jigsaw puzzle, it only makes sense when all the parts are connected. Anatomy is the study of animal and plant structures. How they work is Physiology. Cytology is the structure of their cells and Biochemistry the study of their chemical composition. Organisms interact in a pattern and with their environment, Ecology, and they pass their genes to others, Genetics. The A2 course involves a field trip which covers the assessed practical section of the course.

What will I gain from the course?

The subject is fascinating in its own right or as a qualification for courses of further study. It offers a great diversity of training and skills, the main ones of which are:

1. An understanding of the structure, function and diversity of living organisms.
2. A scientific approach to problem solving.
3. Practical skills.
4. An appreciation of the nature of living material.
5. An understanding of the social, economic and technological applications of Biology.

What will I be doing in lessons?

There is a large component of practical work. Chemical methods are used for finding substances and measuring processes such as enzyme activity and gas exchange. Live animals and plants will have to be handled in certain experiments. Many kinds of data are collected, treated mathematically and interpreted accordingly. Some experiments cannot conform to a timetable and students must be prepared to initiate and follow up investigations in their own time.

Written work takes the form of essays, structured questions and reports of practical investigations. Almost all theoretical exercises will be carried out in your own time and are regarded as a significant part of the course. All students should attend a field course in order to undertake ecological work.

How will I be assessed?

The course is modular. AS Biology is designed to provide an appropriate assessment of knowledge, understanding and skills expected of candidates who have completed the first half of a full Advanced Level qualification.

The second year of the course will lead to the award of an Advanced Level qualification as the course is in two parts:

- Advanced Subsidiary AS – 50% of the award;
- A second examination, called A2 – 50% of the award.

Each teaching and learning module will be assessed individually.

What qualifications do I need?

Biologists need to be all-rounders. Good grades in GCSE English, Mathematics and a grade BB or better in double certificated Science is preferred.

What other subjects go well with Biology?

Many Advanced Level and Advanced Subsidiary Level subjects can be combined with Advanced Level Biology. There is a definite advantage in studying Advanced Level Chemistry with Biology and anyone who wishes to pursue a biological subject in Higher Education will need Advanced Level Chemistry and possibly Physics or Mathematics.

And after the course?

Universities offer courses in Biology, Botany, Zoology and Ecology which lead to many types of employment. Advanced Level Biology is useful or obligatory for many vocational courses: Veterinary work, Medicine, Dentistry, Physiotherapy, Psychology, Speech Therapy, Pharmacy, Biochemistry, Biochemical Engineering, Forestry, Agriculture, Horticulture and Environmental work.

CHEMISTRY

Chemistry deals with the substances that make up our world. All life depends on chemical changes taking place in a regular and controlled way inside cells. Without Chemistry on an industrial scale, there would be no iron or aluminium industries, no metallic alloys such as steel, no fuels, fertilisers, detergents, drugs or dyes. There would be no man-made fibres like nylon and no plastics.

Careless use of some of these products has caused pollution. Pollutants often cause changes in substances - Chemistry allows us to understand how the changes take place, leading to more effective control of the problem.

What kind of student is this qualification suitable for?

This qualification is suitable for students who:

- have interests in Chemistry.
- enjoy carrying out investigation by the application of imaginative, logical and critical thinking.
- want to use Chemistry to support other qualifications or progress onto further studies.

What do I need to know or be able to do before taking this course?

The qualification integrates theory and relevant practical work which are developed at different levels throughout the course and build on the process skills inherent in GCSE. It is expected that you will have knowledge and understanding of Chemistry, preferably at grade BB or better in a GCSE examination in Science (Double Award).

What will I learn on this Advanced Level course?

The course is designed so that essential chemical ideas are developed from practical work you have carried out in the laboratory. During the course you will:

- discover that learning chemistry is an enjoyable and rewarding activity.
- carry out many experiments and try to interpret their results.
- use and develop powers of critical and imaginative thinking about chemical problems.
- discover that Chemistry makes sense because there are unifying ideas linking together a wide range of facts. These include the Periodic Table, the concept of amount of substance, ideas of structure and bonding, equilibrium and rates of reactions. Most of these are introduced early in the course and then revisited and further developed in later topics.

What examinations will I have to take to get my qualification?

AS Level

Unit 1: Introductory Chemistry

A written examination of 1 hour 20 mins, consisting of structured, short answer questions on the first five topics of the course.

Unit 2: Bonding and Reactions

A written examination of 1 hour 30 minutes, divided into two sections. The first section consists of structured questions on Topics 6 to 10 of the course; the second section is a summary and comprehension exercise based on a passage of Chemistry printed in the question paper.

Unit 3: Practical Skills

Internal practical assessment at AS standard.

Advanced Level – the full Advanced GCE qualification is made up of the AS units plus three more units which are studied at a higher level.

Unit 4: Energy and Reactions

A written examination of 1 hour 30 minutes consisting of structured questions based on Topics 11 to 15.

Unit 5: Investigation and Application

Internal assessment of experimental skills at A Level standard. You will carry out a practical investigation based on a problem set by your teacher. You will need to research the problem, plan your experiments, carry them out, process the results and draw conclusions. Your teacher will also assess your general practical competence.

Special Study: Food Science A short (45 minutes) written paper.

Unit 6: Applying Chemistry

This is a 2 hour written paper, rather different from the earlier ones. As well as covering the final six topics of the course, this paper will include questions, that draw together facts and ideas from the whole of the course. You will have with you in the examination the Nuffield Students' Book and the Book Of Data to check facts and ideas and to obtain data.

Unit Type	Duration	Weighting		
		AS	Advanced Level	
AS				
1	Structured Questions	1 hr 20 mins	30%	15%
2	Structured Questions	1 hr 30 mins	40%	20%
3	Internal practical Assessment		30%	15%
A2				
4	Structured Questions	1 hr 30 mins		15%
5A	Investigation/ general practical competence			15%
5B	Special Study	45 mins		
6	Synoptic test (open book)	2hr		20%

What other subjects go well with Chemistry?

Many subjects can go with Chemistry but there is a definite advantage in studying Advanced Level Mathematics or Physics and these may be needed to study Chemistry at University. Anyone who wishes to study Biology in higher education may find they need Advanced Level Chemistry.

What could I go on to do at the end of my course?

- Follow a degree course in Chemistry, Environmental Science, Medicine or Pharmacy. These are a small selection of courses with direct links. UCAS handbooks will give you further guidance.
- Follow a Higher National programme in Chemical Science, Sport Studies, Beauty and Therapy, Applied Biology, Engineering, Agriculture, Animal Management, Countryside Management, Environmental Science, Equine Management or Horticulture.
- Employment in the area of pharmacy and biotechnology are possible examples.

DRAMA

Drama is open to everyone with a keen interest in the theatre. If you are already familiar with the challenges and pleasures of drama at GCSE level or through involvement with school productions you will enjoy this subject either as a one year Advanced Subsidiary or two year Advanced course.

What will I be studying?

AS and Advanced Level Drama:

- are designed as natural progressions from the GCSE Drama examination.
- offer many opportunities for practical, creative work for a variety of audiences.
- develop performance and technical theatre skills.
- enable you to explore a range of texts and theatre practitioners.
- ask you to reflect upon the processes involved in creating a piece of theatre.
- encourage an appreciation of live theatre through a variety of visits.
- conduct individual and group research.

What will I be doing in lessons?

For both courses, you must be prepared to involve yourself fully in the lessons which will be practical in nature. Typical work might include:

- exploring themes or characters from a chosen play.
- experiencing at first hand the techniques of an important theatre practitioner.
- discussing ideas for lighting costuming or setting a play.
- preparing for your own group performance.

You will be asked to keep a detailed log of your work and you will write specific assignments based on the coursework or performance work you've done.

How will the course be assessed?

70% of each examination is concerned with the practical skills you have displayed in performances or workshop activities.

30% relies upon a written examination.

The Drama examination pattern is as follows:

AS Level

Unit One *Exploration of Drama & Theatre*
Practical exploration of two contrasting plays.
Unit assessed externally through students' project notes and practical work produced in class.
30% of AS or 15% of A2.

Unit Two *Text in Performance 1*
Students perform a chosen text.
External assessment of performance by visiting examiner
40% of AS or 20% of A2.

Unit Three *Text in Context*
2 hour written examination answering two questions. Notes may be taken into exam.
First question based on a play seen in performance.
Second question based on performance for unit 2.
Externally assessed
30% of AS or 15% of A2.

A2 Drama

Unit 4 *Devising*
Group project to devise a piece of original theatre based on an agreed stimulus.
Use of Structured Record to track development of presentation (sent to moderator).
Teacher assessment of both process and performance
20% of A2.

Unit 5 *Text in Performance 2*
Group adaptation or original interpretation of a chosen text or extract.
External assessment of performance by visiting examiner
15% of A2.

Unit 6 *Text in Context 2*
Study of one set text from a choice of two
And
Study of one chosen play written between 1550 and 1720, seen in performance.
Students conduct an investigation which compares performance conditions today with when the play was originally written and at one other time in between.
2 hour written examination with 3 questions – texts and notes may be used
 First question analysing an extract from the set text.
 Second question giving ideas for a production of the text.
 Third question using investigation of chosen play to compare performance conditions in the past with the performance seen in the present.
Externally assessed 15% of A2.

Each of the above units would be allocated approximately 40 hours of teaching time.
Written examinations would take place during June 2003 for AS and June 2004 for A2.

What qualifications do I need?

A grade C in English Language or Literature is recommended. It is helpful to have been successful in GCSE Drama, though a proven interest in Drama would be acceptable. To be successful, you will need to enjoy performance, show a lot of enthusiasm, have a willingness to work individually and the ability to work closely with others as part of a creative team.

What other Advanced Levels could I do with Drama?

Drama combines well with English Literature, Languages, Art, Music and the Humanities. For those interested in the technical side of theatre, the course combines well with Design and Technology. Advanced Level Drama would form an interesting and balanced choice if taken alongside Maths or Science.

After the course?

Universities and Drama Schools all recognise Drama at Advanced Level; in addition, the skills you need to succeed are highly valued by employers. These include communication, teamwork, setting targets, meeting targets and keeping a cool head under pressure.

ECONOMICS & BUSINESS STUDIES

Economics and Business Studies are subjects that are always in the news, although they are subjects which are likely to be new to you unless you studied them for GCSE.

When policy makers are in need of advice, economists are never far away. This is only to be expected as many of the events that are reported in the media, and which affect our daily lives, are the product of economic systems. Economic factors such as unemployment, inflation and the balance of payments are prominent in public debate. What determines them and how policies can be designed to deal with them, is probably the most visible part of Economics, certainly to those outside the subject. Yet Economics also goes behind the macro economic issues to look at the actions of individuals and firms and how these affect, and are affected by, the actions of government.

Managers in modern society have to make complex decisions quickly and effectively. No matter whether they are managers in large or small firms, in charity organisations, public sector organisations such as hospitals and schools or even government, these managers are faced with having to make decisions faster and in an ever more turbulent environment. Doing business in the new millennium is faster and more uncertain than 20 years ago. Business Studies reflects the needs of the modern manager - to be information literate, to be able to analyse and synthesise complex information, to understand how the firm operates, to get on with people, to plan and make decisions.

Obviously, there is great overlap between Economics and Business Studies and there has been a growing consensus of opinion that what is really needed is a combination of both. Hence, the development of this course.

What will I be studying on the course?

Advanced Subsidiary Economics & Business Studies involves the studying of three modules:

Module 1	<p>Objectives 1: What do people want?</p> <p>This section addresses the following questions:-</p> <ul style="list-style-type: none"> Why be in business? Are customers demanding? Why do people work? What does government want? Who cares? 	<p>Objectives 2: What does business do?</p> <p>This section addresses the following questions:</p> <ul style="list-style-type: none"> What makes a market? What adds value? What makes a product? How is a profit made? How is profit measured?
Module 2	<p>Efficiency 1: What makes firms effective?</p> <p>This section addresses the following questions:</p> <ul style="list-style-type: none"> What is culture? How are people managed? Can costs be cut? What is efficiency? How is efficiency analysed? 	<p>Efficiency 2: Do markets work?</p> <p>This section addresses the following questions:</p> <ul style="list-style-type: none"> How do markets work? Where does the power lie? Profit or pollution? Are markets equitable? Is the government always right?
Module 3	<p>Change 1: What are the challenges?</p> <p>This section addresses the following questions:</p> <ul style="list-style-type: none"> How do markets change? Rivalry or collaboration? Will total output change? Unemployment or inflation? Why trade? 	<p>Change 2: Which way forward?</p> <p>This section addresses the following questions:</p> <ul style="list-style-type: none"> Why are business plans important? What makes markets grow? What makes an economy grow? Can we control the economy? What should governments spend?

Advanced Level Economics & Business Studies involves the studying of three more modules

Module 4	Competitiveness 1: What shapes the contest? This section addresses the following questions: What makes a difference? Is there a strategy? Is the price right? Is the product right? In search of dominance?	Competitiveness 2: How competitive? This section addresses the following questions: An enterprising environment? Power or competitiveness? Is the market competitive? Is power controlled? Whose advantage?
Modules 5 & 6 students must study 2 of the following 3 Options:		
Option 1:	What is the global future?	This section addresses the following questions: What is globalisation? What is the role of business? What is the impact on people? Is globalisation ethical? Deregulation or control?
Option 2:	Can there be certainty?	This section addresses the following questions: Opportunities or constraints? Going for growth? Boom or bust? Retreat or recovery? Will there be certainty?
Option 3:	Competition, conflict or consensus?	This section addresses the following questions: Does the market motivate? Who makes relationships? What do accounts reveal? What's being counted? Whose responsibility?

What will I be doing in lessons?

This is not a traditional course. It is very much student-centred, autonomous learning with the emphasis on investigation and problem solving – skills in great demand in the real world of work. You may have already experienced this in Business Studies at GCSE. A Case Study approach will also frequently be used. Students will have to undertake two pieces of coursework in each year of the course. This will count for 30% of their final mark. A range of investigative and presentational techniques will have to be demonstrated, including primary and secondary research. Written, audio and visual evidence and numerical and statistical information in a variety of forms will also have to be included. Information Technology will often be used as a tool. The use of the Internet is an integral part of the investigative nature of the course. It is expected that students will word process their portfolio pieces.

Do I need to do a lot of background reading?

Yes. Students are expected to undertake independent study during their free time. You will need to develop an enquiring mind and extensive reading will be necessary in order to develop the breadth and depth of understanding required.

Much of the statistical data for this course has been placed on computer databases that you will be able to access on the school network.

How will the course be assessed?

AS Level Economics & Business Studies will be assessed as follows:

Unit 1: Written paper based on Module 1 - 1 hour 15 minutes
15%

Unit 2: Written paper based on Modules 2 & 3 - 1 hour 45 minutes
20%

Unit 3: Coursework - 2 portfolio pieces, the first on Module 1 and the second on either Module 2 or Module 3 - 1,250 words per piece
15%

Unit 1 will be assessed in January and Unit 2 at the end of Year 1. Coursework will be undertaken throughout this year.

Advanced Level Economics & Business Studies will be assessed as follows:

Unit 4: Written paper based on Module 4 - 1 hour 45 minutes
15%

Unit 5: Written paper based on Modules 5 & 6 - 2 hours
20%

Unit 6: Coursework - 2 portfolio pieces, the first on Module 5 and the second on Module 6
- 1,500 words per piece
15%

Unit four will be assessed in January and Unit 5 at the end of Year 2. Coursework will be undertaken towards the end of this year.

What qualifications do I need to take the course?

The normal number of GCSEs at Grade C or above asked for by the school, preferably including Mathematics and English. It is important that you are able to handle numerical data and able to express yourself clearly and with precision. You do not require any previous knowledge of the subject although it is a natural progression for those students that have studied either Economics or Business Studies at GCSE.

What other subjects go well with Economics and Business Studies?

If you wish to become a professional Economist you will need to study Mathematics at either Advanced Supplementary or Advanced Level but any subject combination is possible. Given the importance of links with the European Community, Economics and Business Studies combined with Modern Languages would obviously prepare you well. Given the impact of Information Technology on the modern business environment Advanced Supplementary or Advanced Level Information Technology would also be another ideal combination. Economics and Business Studies would also greatly complement other Humanity courses such as Government and Politics, History and Geography.

The course has also been designed to provide opportunities for developing and generating evidence for assessing the Key Skills of:

- Communication
- Application of Number
- Information Technology
- Improving own Learning and Performance
- Working with Others
- Problem Solving

After the course?

Quotations from 'Streetwise' Autumn Issue 1995

"Job prospects are very good.... even in a difficult labour market." Economics and Business Studies "is rated highly by employers as it develops skills directly relevant to a range of public and private sector organisations.' These students "not only have valuable business, financial and economic knowledge but sought after personal and business skills." They "enter a wide range of occupations: typically finance, management, administration and marketing as well as teaching."

A qualification in Economics and Business Studies will exempt you from some professional examinations.

ELECTRONICS

Electronics is an integral part of all our lives. An understanding of the subject at any level is useful but at A Level many doors open to people with these skills. Technology changes rapidly and there is an increasing need for people who understand electronics and can apply this knowledge to real situations.

What will I be studying in the course?

At AS level you will be studying basic electronic components, basic systems (building blocks) and signal processing. Much of this has already been part of GCSE D & T Electronic Products. If you did not do GCSE Electronics in Year 11 you can still cope with AS. The course is synoptic, which means that what you learn is used in all subsequent modules. Students with GCSE Electronics will be able to progress to more difficult topics and project work quickly. They will be given greater choice.

At A2 level you will study communications systems; including telephone, radio and television and then computer systems.

A project is the third unit in both years. This would be a circuit designed and prototyped so that a full evaluation of the design can be done. The choice of project must reflect the areas studied during the year, although often students choose to venture much further. Some make PCBs, but usually it is sufficient to produce the circuit on a breadboard. No case etc is required.

How will the course be assessed?

Both years have three elements of assessment.

AS	Unit 1	Foundation of Electronics	(written paper)	40%
	Unit 2	Signal Processing	(written paper)	30%
	Unit 3	Project	(coursework)	30%

A2 has a further three units which will be combined with the marks from the AS results to calculate the final A level grade.

	Unit 4	Communication Circuits	(written paper)	20%
	Unit 5	Control Circuits	(written paper)	15%
	Unit 6	Project	(coursework)	15%

What qualifications do I need?

This course would suit students who are interested in Electronics and are doing Physics or Mathematics. Ability in all of these areas is desirable. There is no requirement to have studied Electronics at GCSE level although this would obviously make the early stages of the course that much easier for you!

What other subjects will go well with Electronics?

Students considering a career in Electronic Engineering (or another area of engineering) will need A Level Mathematics and Physics. Other A Levels that combine well and offer good career opportunities are D&T Product Design, Chemistry and Languages.

What might I do after the course?

There are many career opportunities, particularly in technical areas. This is especially true in the field of computing, engineering, science and technical authorship.

This subject is widely accepted by universities and colleges as an entrance qualification.

ENGLISH LITERATURE

Do you enjoy reading?

Do you like discussing the books you've read and the ideas they raise?

Do you want to learn more about good writing and explore a wide range of authors, past and present?

This popular Advanced Level will enable you to do all of these and more.

What will I be studying?

We follow the AQA English Literature course (AS 5741, Advanced 6741)

Module One	Close study of 'The Handmaid's Tale' (Atwood)
Module Two	A unit of work on a Shakespeare play 'Much Ado about Nothing' or 'Antony & Cleopatra' which is assessed through a 2000 word coursework assignment.
Module Three	Close study of: (a) A pre 20th century poem such as 'The Miller's Prologue and Tale' (Chaucer) And (b) A 20th century drama text 'The Glass Menagerie' (Tennessee Williams)
Module Four	Close study of: (a) A pre 1770 play such as 'Othello' (Shakespeare) And (b) A pre 1900 poetry text such as Byron's 'Don Juan' or 'The Prelude Books 9 & 10' by Wordsworth
Module Five	A unit of coursework which compares two texts linked by a theme. An example would be 'Birdsong' (S. Faulks) and 'Journey's End' (R.C. Sheriff). Definite decisions on which texts will be studied have not yet been made for this unit
Module Six	War in Literature – A unit involving wide reading (mainly World War One Literature). This unit leads to an examination which will explore your critical skills over a range of different extracts from prose, poetry and drama. At least some of the extracts will be familiar to you.

How is the course assessed?

The course is a mixture of

- 'Closed book' examination (you cannot take the text into the examination room)
- 'Open book' examination (you can lightly annotate your text and use it in the examination room, as in GCSE)
- Coursework

Module One	=	15 % total Advanced Level marks
Module Two	=	15 % total Advanced Level marks
Module Three	=	20 % total Advanced Level marks
Module Four	=	15 % total Advanced Level marks
Module Five	=	15 % total Advanced Level marks
Module Six	=	20 % total Advanced Level marks

What qualifications do I need to take the course?

As this is a course of advanced study in English Literature, your GCSE grades should include English Language and English Literature preferably at grade B. Candidates who begin the course with C grades in English can experience difficulty.

Apart from GCSEs, the important qualifications for this Advanced Level are a genuine interest in literature and a willingness to be actively involved in the course. You are expected to undertake a wide range of reading beyond the texts taught in lessons and to make demands upon yourself in reading texts of suitable difficulty for the course.

What will I be doing in the lessons?

You can expect your lessons to be lively and thought provoking. The course is very much concerned with your responses to the books you read, so don't expect the lessons to be mainly teacher led with dictated notes. You will learn different approaches to a text, how to get more out of your reading and how to write about texts in the depth appropriate to Advanced Level. Most of your lessons are likely to involve discussion and other kinds of active participation by students. You might, for example, be involved in working on a small-group presentation to the class.

Outside the lessons there are English related activities available. There are theatre visits, and for those who would like to widen their experience of literature in the company of other enthusiastic students, there are occasional opportunities to participate in courses run by Universities.

What other subjects go well with English?

In the past this course has been combined with almost every other Advanced Level.

And after the course?

This Advanced Level is highly regarded by employers and gives access to a wide range of career opportunities. Universities and other centres of higher education welcome it as an entrance qualification for the majority of courses.

FRENCH

The AS and A2 Level French course is, in important respects, a continuation from GCSE in that it emphasises the same four skills - listening, speaking, reading and writing - and gives them more or less equal weighting. However, these skills are pursued to a much higher level. In using them, you will learn more about France and other French speaking countries as you will be tackling social, historical, cultural and political issues that affect those countries.

What will I be studying on the course?

Not surprisingly, you will need to acquire considerably more French grammar and vocabulary over the two years but this will be accompanied by topic-based teaching. The types of topic are different from GCSE.

In Year 12 three modules will be studied:

- 'Young People Today'
- 'Aspects of Society'
- 'People and Society'

in Year 13 three modules will be taken

- 'Contemporary Issues'
- 'The Cultural and Social Landscape'
- 'Yesterday, Today and Tomorrow'

In Year 12 you would be expected to spend roughly **four** to **five** hours per week outside timetabled lessons doing assignments and studying independently, with six to eight hours expected in Year 13.

What will I be doing in lessons?

In studying the above themes you will need to read magazine articles, authentic documents and news items (downloaded from a computer database) as well as listen to tapes or watch video extracts on the topic under discussion.

The first year is particularly important for the acquisition of new vocabulary and grammar. You will be practising the techniques demanded by the AS and A2 examination in all four skills.

Written work will also be based upon the topics and may, for example, consist of essays in which you need to consider differing points of view and express your opinion.

You will also be expected to attend an extra period with the **French Assistant**, during which you will have a greater opportunity to practise your spoken French beyond the discussions and role-play of normal lessons.

How will the course be assessed?

At the end of year 12 all three modules will be examined through listening, speaking, reading and writing and in Year 13 the three A2 modules are examined. The written paper can be taken through coursework or in a terminal examination. The coursework involves writing two 700 word essays in French.

The A2 award comprises the three compulsory papers from Year 12 and the three from Year 13.

Duration	Skills	Weighting of total A level
----------	--------	----------------------------

AS Level

Unit 1	1½ hour examination	Listening, reading & writing	17½ %
Unit 2	1½ hour examination	Writing	15 %
Unit 3	35 minutes	Oral	17½ %

A2

Unit 4	2½ hour examination	Listening, reading & writing	17½ %
Unit 5		Coursework	
Unit 6	35 minutes	Oral	17½ %

What qualifications do I need to take the course?

Our experience suggests that a grade B or higher at GCSE provides a sound basis on which to work. Candidates achieving a GCSE grade C might find the step up to AS Level quite demanding. A previous visit to France is not essential but you should be willing to undertake a stay in the country, either by exchange or some other means, as it will give you a distinct advantage.

What other AS and A2 Levels go well with French?

Virtually any!

Foreign language skills are increasingly required and are a definite advantage in a wide variety of areas including Law, Science, Business and Finance, Geography and History to name but a few. Of course studying both French and German will enhance your opportunities in the modern world too.

And after the course?

Many students continue their French as a major or minor part of Further or Higher Education courses. There are some extremely interesting and unusual combination courses available which have proved popular and successful with our students in the past. Others will go directly into employment and will, therefore, have the advantage in the European market of a foreign language skill.

A degree in French is a springboard to a wide range of careers:-

Business
Marketing
Education
Tourism
Law

GENERAL STUDIES

N.B. This course is compulsory at AS and A2 Level and will be studied by all students.

The nature of General Studies requires knowledge and understanding of three broad subject areas: **Culture, Science** and **Society**, and the ability to make connections between them. General Studies will provide you with essential key skills, analytical and study skills and a breadth of knowledge which your AS choices may not provide. You will consider questions such as:

- ❖ Does everyone have a right to an easy death?
- ❖ How is the Internet used as a means of mass communication?
- ❖ Is the Universe expanding?
- ❖ Is high culture superior to popular culture?
- ❖ What is cloning?
- ❖ How do we calculate divorce figures and what do they really tell us?

You will find out more about Art, Music, Science, The Contemporary World, Ethics, Technology, Architecture, Religious Beliefs, Morality and Politics. You will enjoy researching and talking about a broad range of ideas and issues.

This popular course will enable you to do all of this and more.

What will I be studying?

You will follow the EDEXCEL AS General Studies course (8206).

Unit One	Aspects of Culture - Culture, Morality, Arts and Humanities
Unit Two	Scientific Horizons - Science, Mathematics and Technology
Unit Three	Social Perspectives - Society, Politics and the Economy

You will then follow the EDEXCEL A2 General Studies course (9206)

Unit four	<u>Cultural Expressions</u> - Culture, Morality, Arts and Humanities
Unit Five	<u>Modern Society</u> – Society, Politics and the Economy
Unit Six (Synoptic Unit)	<u>The Contemporary World</u> - Science, Culture and Society

How is the course assessed?

The course is assessed through examination only with one written paper for each unit. There is no coursework.

Unit One	=	20 %	Unit Four	=	15 %
Unit Two	=	15 %	Unit Five	=	15 %
Unit Three	=	15 %	Unit Six	=	20 %

What qualifications do I need to take the course?

All students will follow a course in AS and A2 General Studies regardless of their qualifications.

What will I be doing in the lessons?

You will attend one lecture per week, along with all Sixth Form students. You will then attend a follow up tutorial in smaller groups. You can expect your lessons to be lively and interesting. The majority of them will involve discussion and other kinds of active participation by students. You will be expected to undertake a wide range of reading and research and to contribute with oral presentations, debates and to group discussion.

What other subjects go well with General Studies?

This course will compliment any other Advanced Level. It is very useful for acquiring a breadth and diversity of knowledge and experience.

And after the course?

This A Level represents a qualification of significant status for students, teachers and employers. Universities and other centres of higher education also welcome it as an entrance qualification for the majority of courses.

GEOGRAPHY

What will I be studying?

The Advanced Level qualification will comprise of 3 Units of AS assessment and 3 Units of A2 assessment. The AS units will be pitched at an academic level roughly halfway between GCSE and full Advanced Level standard. The course is, therefore, built around your two years in the Sixth Form.

In Year 12 students will be expected to undertake 3 modules at AS level.

Unit 1	Unit 2	Unit 3
<u>Physical Environments</u> Earth Systems Fluvial Environments Coastal Environments	<u>Human Environments</u> Population Characteristics Settlement Patterns Population Movements	<u>Fieldwork Investigation</u> Examined by written paper

Unit 3 will be combined with the residential field course in which students are recommended to participate. This will be undertaken at the Field Studies Centre at Malham in North Yorkshire. It will be a requirement that candidates complete and pass, at a reasonable academic standard, the AS examination during Year 12 before they progress onto A2 in Year 13.

In Year 13 students will be expected to undertake a further 3 modules of study achieving full A Level standard in the quality of work submitted.

Unit 4	Unit 5	Unit 6
<u>Physical Patterns</u> Atmosphere Systems Glacial Systems Ecosystems	<u>Human Systems</u> Economic Systems Rural-Urban Inter-relationships Development Processes	<u>Synoptic Paper</u> Draws together the human and physical aspects and explores these more deeply as well as the inter-relationships between them.

What will I be doing in lessons?

A wide range of different things! You will spend a lot of time investigating geographical issues and problems for which a variety of skills and techniques – graph and map work, essay writing and class discussion – will be essential. Advanced Level Geography is a wide and testing subject – and it will involve a considerable amount of independent study, not just work in the classroom.

How will I be assessed?

Year 12

AS units 1 & 2 will be assessed through written papers. These will be in the form of short structured questions based upon a variety of data (maps, graph, photographs etc) which will require some extended writing. Unit 3 will be assessed by written external examination based upon one of the two fieldwork investigations undertaken during your residential visit.

Year 13

A2 units 4, 5 and 6 will be assessed through written papers based upon semi-structured essay questions utilising a variety of data (graph, tables, press-cuttings etc).

How important is fieldwork?

Very! In fact fieldwork is essential for Paper 3 in year 12. During the AS course you will be offered the opportunity of participating in a residential course at Malham, North Yorkshire

What qualifications do I need?

This Advanced Level builds on the knowledge and skills acquired through class and fieldwork at GCSE. We therefore expect you to have a good grade (a grade B or higher is preferred) in Geography at GCSE as well as a set of reasonable grades in other subjects.

It will be possible for able and motivated students who did not take the subject at GSCE to pursue it to Advanced Level. You should see Mrs Cummings if you are in this position.

What other Advanced Levels go well with Geography?

Almost any other Advanced Level subject pairs well with Geography: Mathematics, Physics, Biology, Economics, History, English All contain aspects that will support, and will be supported by, Geography.

And after the course?

Advanced Level Geography provides knowledge of the world and develops a range of skills which is valued in almost any career. You will develop, through Geography, the ability to use data in a variety of forms (not just maps!) as well as assess it critically; you will also be better able to present a clear and logical argument. Such skills are at a premium.

Geography can lead directly to employment in the Civil Service and Local Government and Research, Media, Accountancy and service based work.

When combined with appropriate subjects, Geography enables entry to a variety of degree courses such as Architecture, Building Science, Computing, Agriculture, Surveying, Planning and Environmental Science.

GERMAN

German at AS or A2 Level builds on the four skills you will have acquired in your GCSE studies - listening, speaking, reading and writing. By the end of the course you should have developed these skills to a much higher level and you will have increased your knowledge and understanding of Germany and German-speaking countries through your study of their culture, social and political issues and the historical perspective.

Apart from the usual quota of Advanced Level teaching, students are expected to work with the German Assistant for at least one additional period a week.

What will I be studying on the course?

Much of the teaching of skills and usage (or grammar) is centred on topic areas. You will also be expected to acquire a wide range of vocabulary, both related and general vocabulary, to enable you to discuss issues and present your point of view.

In Year 12 two modules will be studied, 'Young People Today' and 'Aspects of Society'. This will involve such topics as relationships, leisure, education, mass media, pollution and immigration. You will also be looking at the role of Germany in Europe.

The Year 13 modules include 'Contemporary Issues' and 'The Cultural and Social Landscape in Focus'. These modules will involve a study of political and world issues. In addition students will examine two topics in depth. These may include: 'Berlin 1945 – 1980' and 'The Reunification of Germany' or the films 'Lola Rennt' or 'Goodbye Lenin', which will provide a stimulus for the two coursework tasks.

What will I be doing in lessons and for homework?

A wide range of activities For example:

- Taking part in a conversation, role-play or discussion on the topic area you are studying or a current issue
- Reading magazines and newspaper articles
- Listening to spoken material including interviews, conversations and speeches
- Viewing German programmes from satellite TV and using the internet to research topics areas
- Writing an account or letter in German considering different aspects of an issue and expressing your point of view
- Listening for gist or detail of spoken texts in the classroom or at home or in the school library during private study
- Downloading and using up-to-date news items from various databases in the school library.

How will the course be assessed?

There will be three examinations set at the end of Year 12 at the AS Level which will involve listening, reading, writing and speaking. At the end of Year 13 the A2 topics will also be examined through the same skills, although there will be an option to complete coursework, comprising of two 700 word essays in German, instead of taking a written essay examination paper. The advanced level award comprises of the three AS Level papers together with those taken at the A2 Level.

Duration	Skills	Weighting of total A level
----------	--------	----------------------------

AS Level

Unit 1	1½ hour examination	Listening reading & writing	17½ %
Unit 2	1½ hour examination	Writing	15%
Unit 3	35 minutes	Oral	17½ %

A 2

Unit 4	2½ hour examination	Listening, reading & writing	17½ %
Unit 5		Coursework	
Unit 6	35 minutes	Oral	17½ %

What qualifications do I need to take the course?

A strong foundation in all language skills is necessary. Experience shows us that you are more likely to be successful at Advanced Level if you have achieved GCSE grade B or higher. In addition you need to have a genuine interest in Germany and all things German and be prepared to play an active role in the classroom in which German will be the main means of communication. You should have an interest in and a willingness to visit Germany and use your language skills.

What other AS and A2 Levels could I do with German?

Virtually any - people need foreign language skills in a wide range of areas. German is used by scientists, lawyers, historians and artists (to name but a few) as well as 'specialist linguists' who usually know more than one foreign language. Studying both French and German will be of considerable advantage to you when seeking employment.

And after the course?

Students can go on to study German or German combined with other languages or subjects such as Business Studies or Law on a Further or Higher Education course. There are a wide range of both arts- and science-based courses available which combine German with the study of another subject. Many such courses may offer you the opportunity of spending time at a German University or with a German employer as part of the course. It is also possible to go directly into employment or spend time in a German speaking country before beginning a career or undertaking further studies. German will be a valuable asset to you in the European market of today.

GOVERNMENT AND POLITICS

Sleaze, scandal, spin doctors and flip-flops. All these current buzzwords are covered during the A level Government and Politics course.

Students have the opportunity to investigate and develop an understanding of the political system of the UK at AS level. They will look at topics such as Voting Behaviour, Electoral Systems, Political Parties, Pressure Groups, Parliament and Government. At A2 they will compare UK politics with American politics and will study political concepts such as Power, Authority, Participation and Political Culture.

How will I be taught?

The department uses a variety of teaching methods and resources to allow the students to keep fully up-to-date with current affairs. The Internet is a very valuable resource as are quality newspapers and journals such as the 'Economist'. A number of films, documentaries and news items are used. In recent years, students have been given the opportunity to attend politics conferences where they can hear the views of leading politicians.

How will I be assessed?

For AS level there is one examination. For each question students will be given a piece of stimulus material and they will be required to complete a short answer and a mini essay. At A2 there are three examinations with the questions taking the same format as AS.

What qualifications do I need?

With essay writing, it is essential that you can demonstrate a competence in written answers. It does not matter what subjects you took at GCSE. History provides some background but is in no way essential.

The main qualification for the course is an interest in the subject and the willingness to read widely. You will be expected to regularly read a quality newspaper.

What other Advanced Levels go well with Government and Politics?

Any subject combination is possible, although subjects such as English, History, Geography, Economics and Modern Languages complement Government and Politics. There are also strong elements of Sociology within the course.

What might I do after the course?

An interest and good qualification in this subject might lead to further study at College or University. Politics, journalism, law, media and research work are careers which are most directly linked to Government and Politics. The course, however, offers a good general education and an opportunity to develop important analytical and communication skills.

GRAPHICS WITH MATERIALS TECHNOLOGY

Aims of the course

To provide an opportunity for students to develop their own creativity, capability and entrepreneurial skills; to apply knowledge and understanding to a range of technological activities; and to develop critical thinking and collaborative skills.

Students should have a strong interest in designing, modelling, making and evaluating products or systems and an interest in the processes and products of design and technological activity.

What qualifications do I need?

Students should have a broad academic background and should have undertaken a Design and Technology subject at GCSE Level. However, a genuine interest in the subject area is the primary requirement and each application will be looked at on its individual merits.

How will I be assessed?

The AS Level represents the first half of the Advanced Level GCE course and contributes 50% of the specification content, the foundation for A2 year units.

The A2 represents the second half of the Advanced GCE course and contributes the other 50% of the specification content which builds on the AS units to achieve the full Advanced GCE standard.

AS LEVEL - Year 12 - 50% of the specification

Unit 1	1½ Hour examination	15%
Unit 2	Coursework	20%
Unit 3	1½ Hour examination	15%

A2 - Year 13 - 50% of the specification

Unit 4	1½ Hour examination	15%
Unit 5	Coursework	20%
Unit 6	1½ Hour examination	15%

And after the course?

A Design and Technology qualification can lead to many career opportunities and is widely accepted by Universities and colleges as an entrance qualification.

HISTORY

History is a well established and rewarding Sixth Form course which helps to develop an understanding and awareness of the world in which we live.

What will I be studying?

The Advanced Level course will involve the study of 6 modules. These modules will include European and British History. Probable themes will be the Formation of the Nation States in Europe, European States in Crisis, Russia in Revolution and the Development of Fascism in Italy and Germany. British themes could include social history, media and communication and foreign policy. Some topics will be predominantly document work. Others will be covered through essay or research investigations. A study on 'Votes for Women' will be a document study.

What will I be doing in lessons?

A wide variety of approaches are used to convey the course content, ranging from conventional lectures to students presenting individual or group research.

Since so many historical topics are controversial or open to wide interpretation, the study of primary evidence, wide reading of professional historians and class discussions help develop students' opinion. Videos, films and tape discussions are used to supplement individual work.

Wherever possible, students are taken to historical conferences and outside visits are arranged to such places as the Houses of Parliament.

What qualifications do I need?

It is desirable, but not essential, for candidates to have succeeded at GCSE History. While most Advanced Level students have a GCSE grade C or above in History, some well-motivated students with a good English GCSE grade but no GCSE in History have achieved success at Advanced Level. The main requirement of the course is an interest in the subject and a readiness to read widely.

What other Advanced Levels go well with History?

English, Economics, and Modern Languages complement History; the Government and Politics Advanced Level would go particularly well but almost any subject combination is possible with this subject.

What might I do after the course?

History develops individual study skills, the ability to handle material critically, to analyse events and evidence and to present clear, balanced, logical arguments. Such skills are highly regarded by potential employers as well as Universities.

History is useful for those contemplating careers in Accountancy, Banking, the Civil Service, Journalism, Law, Local Government, Management, Political Research, Television, Teaching and many others.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Do you enjoy using computers? Are you interested in solving problems, discovering the more advanced features of computer applications packages and learning about the new opportunities that Information and Communications Technology provides within organisations and society? Do you recognise the ever-increasing importance of computer awareness both for its own sake and as a necessary aid to other subjects? If you are interested in any of these aspects then this could be the course for you.

Information and Communications Technology is offered at two levels:

- Advanced Subsidiary (AS)
- Advanced Level (AS + A2)

Both of these courses will be studied in a modular way with both the AS and A2 comprising of three modules, two of which conclude with written examinations that are school-based and externally marked and one which is a coursework element, school-based and marked. Coursework is worth 40% of both the AS and Advanced Level qualifications.

The specifications for these are shown below:

AS Examination	
Unit 1 Information: Nature Role & Context	A 1½ hour paper which counts for 30% of the total AS mark OR 15% of the total A level mark This is made up of short answer and structured questions
Unit 2 Information: Management & Manipulation	A 1½ hour paper which counts for 30% of the total AS mark OR 15% of the total A level mark This is made up of short answer and structured questions
Unit 3 Coursework	One spreadsheet project in Excel which counts for 40% of the total AS mark OR 20% of the total A Level mark This is a solution to a task which will allow you to demonstrate your advanced knowledge of an applications package
A2 Examination	
Unit 4 Information on systems within organisations	A 2 hour paper which counts for 15% of the total A Level mark This is made up of short answer, structured questions and an essay
Unit 5 Information: Policy, Strategy & Systems	A 2 hour paper which counts for 15% of the total A Level mark This is made up of short answer, structured questions and an essay
Unit 6 Coursework	One database project in Access which counts for 20% of the total A Level mark This project will require you to identify and research a real problem for a real end-user and to develop an information system

What will I be studying?

Both the AS and the Advanced Level courses use a practical approach to problem solving and decision making that relies on you learning to use a variety of information and communications technology systems effectively. They are designed to extend your conception of the effects and limitations of information and communications technology as well as your understanding of the new opportunities that it provides within organisations and society. You will be required to learn to utilise the full facilities of various packages and to bring together your knowledge and skills to solve both real and realistic problems.

For the AS Level

In Module One you will learn about what is really meant by Information and Communications Technology. You will then go on to find out about its capabilities and limitations as well as its effects on individuals, organisations and society in general. Included here will be a detailed examination of the effects of malpractice and crime on information systems and the laws relating to software and data misuse. Also dealt with here are the health and safety issues arising from the ever-increasing use of computers in the workplace.

Module Two is more concerned with the ways in which information is managed and manipulated. It looks in detail at the various types of software and hardware that are available as well as their capabilities and limitations. Linked with this is the issue of security of systems and the need for regular and systematic backups and procedures for recovery. This module also deals with the advantages and disadvantages of using networks and the differences between LAN's and WAN's.

In Module Three you will be required to undertake a project. For this you will be expected to tackle a task-related problem which will have a limited scope and be based on the facilities of one piece of software.

For the Advanced Level

Module Four looks in detail at the information systems which are used within the various types of organisation and the related issues such as training and user support. It also examines the development and life cycle of an information system and looks at the reasons behind their success or failure. Finally it examines the various potential threats to information systems and the various types of contingency plans which are appropriate to different types of organisations.

In Module Five you will move on to consider information management policies and the strategic implications of software, hardware and configuration choices for an organisation. This will require you to develop an understanding of the procedures and mechanisms used to evaluate software and to look in detail at both software development and reliability. Related to this is the issue of the human/computer interface and the different approaches to the problem of communication with IT systems. Finally this module goes on to look at network environments in much greater detail and to look at their use for communication and information systems.

Module Six requires you to identify and research a real problem for which there must be a real end-user. This has to be of a substantial nature and is intended to integrate the various skills and concepts that you have developed throughout the course. The emphasis here will be on the project being an open system which can be used once a year or once an event. This should include the clearing down of data from the previous use, processing new data and archiving data.

What computers are available and do I need one at home?

The school network of PCs running Office 2000 will be used extensively during lessons and machines will also be available for your use during study periods. Along with these there will be scanning facilities and a digital camera. You do not need to have a computer at home to follow these courses but you can obviously use your own PC if you have one.

What other courses go well with Information and Communications Technology?

Any! Information and Communications Technology blends very well with subjects such as Science, Mathematics, Economics/Business Studies, Geography and Technology. In fact you could make some use of Information and Communications Technology in all subjects.

MATHEMATICS

Why study more Mathematics?

Because you have found it fun! You enjoy GCSE Mathematics and you want to continue learning about the deeper and wider aspects of the subject. You recognise that Mathematics is an essential subject either in its own right, or as a necessary aid to your other subjects. The Advanced Level course will also cover a large amount of the Key Skills required.

This course will follow OCR syllabus Mathematics specification (Mathematics in Education and Industry Structured Mathematics).

In Year 12 you will be aiming to achieve an AS in Applied Mathematics. You will take 3 modules: Pure Mathematics (to include a calculator and a non-calculator paper), Statistics and Decision Mathematics.

In Year 13 you will be studying for Advanced Level Mathematics. You will take 3 modules: two Pure modules and one Statistics module.

Also in Year 13 we will be offering AS Further Mathematics for those who wish to extend their knowledge in this subject or who intend to study Mathematics or any related subjects at degree level.

You will take three modules: two Pure modules and one Mechanics module.

What is Pure Mathematics?

This forms the core of all Mathematics courses. It will extend many familiar ideas (in particular, algebra: a tool of the trade!) and introduce you to some important new ones such as calculus.

There will be a lot of work based on graphical calculators. It is recommended that the students purchase their own (approximately £40 through the school) and please keep your scientific calculator.

There is also a non-calculator element to the course.

What is Statistics?

You will be concerned with the collection, analysis and presentation of data to make apparent any underlying patterns. Is the information biased? What conclusions can we draw? Are we sure these conclusions are correct? Can Jane really tell margarine from butter? If seven times out of ten she correctly tells the difference, could this be 'pure chance'? There is also a non-calculator element to the course.

What is Decision Mathematics?

You will be looking at critical path analysis (how to schedule a multi-task job involving several people); the best way to lay pipes linking several cities and other related problems.

What is Mechanics?

You will study the effect of forces acting on objects. What happens when an object slides down a slope? What is equilibrium?

You will model mathematically a real situation and apply your pure mathematical skills to solve the problem.

What will I be doing in lessons?

You can expect your lessons to be thought provoking. It will not be full time chalk and talk. You will be asked to work many things out for yourself. We will make lessons of an investigative nature using tools such as graphical calculators and computers. You will also be expected to do several hours homework per week but you will need to organise yourself for much of the homework will be practising techniques needed for follow-on lessons.

Coursework?

Some of the modules have coursework and the course is arranged so that during Year 13 you will do 1 assignment.

What qualifications will I need?

Preferably grade B GCSE from the higher tier. Those with grade C will be considered. Intermediate level GCSE grade C candidates who have a record of hard work need not be discouraged but will need to spend extra time on their algebra.

What might I do after the course?

Mathematics is well respected at Advanced Level and will take you into many careers. For those considering a degree in Mathematics, the course will provide an excellent basis.

Mathematics, Physics and Chemistry is a good combination for any science, engineering or medical profession.

Accountancy or Banking enthusiasts will find any branch of Mathematics an asset and you will certainly take Mathematics to a higher level later.

MUSIC

Do you enjoy listening to music? Have you composed your own pieces? Do you play an instrument? Do you want to study in more detail how music has developed over the centuries? Have you ever wanted to run your own music ensembles? If you are interested in any of these areas then music may offer you the right challenge.

What will I be studying?

AS

There are THREE units of study:

Unit 4550

Performing

Section A

Recital on any instrument lasting between 5-8 minutes.

Section B

Choose *ONE* of:

- performing on a second instrument.
- performing in a duet or in an ensemble.
- performing own composition.

Unit 4551

Composing

Section A

Introduction to harmony.

Section B

Composing - Choose *ONE* of:

- an instrumental composition lasting not more than three minutes.
- an arrangement of an existing piece.

Unit 4552

Introduction to Historical Study

Section A

Aural extracts.

Section B

Prescribed works.

Section C

The environmental influence upon the development of music.

A2

There are SIX units of study, the three for AS plus:

Unit 4553

Performing: Interpretation

Section A

Recital on an instrument lasting between 12 - 15 minutes.

Section B

Performance investigation: comparing interpretations of a single work through the analyses of recordings.

Unit 4554

Composing

Section A

Commissioned assignment.

Section B

Choose *ONE* of:

- stylistic techniques
- film storyboard: you will be required to compose music for a film lasting no longer than 5 minutes.

Unit 4555

Further historical and analytical studies

Section A

Aural extracts.

Section B

Prescribed topic.

Section C

Essay.

Is instrumental tuition provided?

At the moment, nine peripatetic teachers visit the school offering violin, voice, drums, flute, piano, keyboard, brass, classical guitar, electric guitar, clarinet and saxophone.

What qualifications do I need to take the course?

You will need enthusiasm for the subject and a willingness to discuss ideas. A GCSE in music would be helpful and experience of practical and theoretical music would be an advantage. Competence on one musical instrument is needed.

Why would I take AS or A2 Music?

AS or A2 Music is an option for those students who wish to go on to study music at a higher level, for those who wish to make a career in music or for those who are competent in music and wish to do either level as a challenging but enjoyable subject.

PHYSICS

From particles smaller than atoms to the immense gravitational fields of black holes, physicists are probing the secrets of our Universe and trying to achieve a better understanding of the world around us.

The Advanced Level Physics course takes you through many of the topics and ideas that you have met on your GCSE course such as electric current and the attractive force of gravity. But it investigates them more deeply and asks questions such as "Why is copper a better conductor than silicon?" or "Why does an astronaut appear to be weightless when in orbit around the Earth?"

It also introduces you to new ideas. If you enjoy reading articles in the press about how the Hubble telescope had its short sightedness corrected or are curious about how an electron can be both a particle and a wave, then you will find Advanced Level Physics both stimulating and challenging.

What do I need to know or be able to do before taking this course?

The qualification builds on the knowledge, understanding and process skills that you will have developed in GCSE Science. Students are expected to have achieved at least a GCSE Grade C in Physics or CC in Science (Double Award) or an equivalent National Curriculum level Intermediate GNVQ. It will be very helpful to have at least a grade C in GCSE Mathematics as numeracy and mathematical skills are important in Physics. Communication is also important in Physics so you will need to be able to communicate effectively, be able to research and critically think about problems. You will learn theory and develop relevant practical skills throughout the course.

What examinations will I have to take to get my qualification?

This table shows you the examinations you will take and the % each unit is worth of either the AS or the Advanced Level:

Component			Duration	AS	Advanced Level
1	Unit Test	AS and Advanced Level	1 hr 15 min	30%	15%
2	Unit Test	AS and Advanced Level	1 hr 15 min	30%	15%
3	Topics Test and	AS and Advanced Level	30 min	20%	10%
	Practical Test		1 hr 30 min	20%	10%
4	Unit Test	Advanced Level	1 hr 20 min	-	15%
5	Unit Test and	Advanced Level	1 hr 00	-	7.5%
	Practical Test	Advanced Level	1 hr 30 min	-	7.5%
6	Synoptic Test (Terminal Unit)	Advanced Level	2 hr 00 min	-	20%

What is in the units?

AS Level

Unit 1- Mechanics and Radioactivity

This unit leads on from GCSE studies and covers rectilinear motion, forces and moments, Newton's first and third laws, dynamics, momentum, Newton's second law, mechanical energy, radioactive decay and the nuclear atom.

Unit 2- Electricity and Thermal Physics

This unit includes electric current and potential difference, electrical circuits, heating matter, specific heat capacity, specific latent heat temperature, kinetic model of matter, conservation of energy, the first law of thermodynamics and efficiency.

Unit 3- Topics and Practical Test

You will study from a choice of topics for this unit. One topic is chosen from: astrophysics, solid materials, nuclear and particle physics and medical physics.

Also you sit a practical test. The practical test and the assessment of the topics will take place on different days.

Advanced Level

The full Advanced Level qualification is made up of the AS units plus three more units which are studied at a higher level. You don't necessarily have to take the full Advanced Level qualification; you can still get a certificate just for the AS and your teacher will advise you on what is best. If you do decide to take the second half of the course it will cover the three units described below.

Unit 4- Waves and Our Universe

This unit includes circular motion and oscillations, simple harmonic motion, waves, superposition of waves, quantum phenomena and the expanding Universe.

Unit 5- Fields and Forces and Practical Test

The first part of this unit covers gravitational fields, electric fields, capacitance, magnetic fields and electromagnetic induction.

The second part of this unit is a practical test. The practical test and the unit test will take place on different days.

Unit 6- Synoptic Unit

A synoptic unit means you draw together knowledge, understanding and skills from throughout the course.

It contains the following content which is assessed synoptically: analogies in Physics - comparison of springs and capacitors, comparison of electric and gravitational fields, comparison between capacitor discharge and radioactive decay; accelerators - conservation of mass-energy, linear accelerators, ring accelerators and detecting particles.

Also, there are synoptic questions which test content from anywhere in the specification (but not from the Topics).

What kind of student is this qualification suitable for?

Advanced Level Physics is suitable for students who:

- have an interest in and enjoy Physics
- want to find out about how things in the physical world work
- enjoy applying their mind to solving problems
- enjoy carrying out investigations by the application of imaginative, logical thinking
- want to use Physics to support other qualifications or progress onto further studies or employment

AS Physics is also suitable for students who:

- want to go on to the full Advanced Level
- want a grounding in a relevant worthwhile qualification of recognised value
- want to broaden their educational experience before making a decision about which Advanced Levels to take
- are taking Advanced Levels in the other Sciences and/or Mathematics or other relevant courses such as Design and Technology and want to take another course that will support their studies

What other Advanced Levels go well with Physics?

It is usually a good idea to study some Mathematics, at least to AS Level. Other subjects which are suitable combinations are Chemistry, Biology, Geography, Economics, Computer Studies and Design Technology. Some students have combined Physics with a Modern Foreign Language.

What could I go on to do at the end of my course?

Physics leads on to a wide range of courses and careers. You could go on to use Physics to support other qualifications or progress onto further studies or employment. This could be:

- from a Higher National programme (RNC & HND) to degree level
- courses ranging from Physics, the Sciences and Medicine to Engineering
- Chemical Engineering and related programmes
- employment in the areas of radiography and biotechnology as possible examples

In fact Physics is recognised as an entry qualification for a wide range of Higher Education courses and employment.

PRODUCT DESIGN

The Product Design course will give students a chance to explore design solutions by covering a wide range of activities including designing and making, analysing production and materials analysis, ergonomics, aesthetics and looking at the effects of design and technology on society.

Both the AS Level and Advanced Level courses in Product Design will enable you to apply your own specific strengths and interests.

What qualifications do I need?

We prefer you to have studied D&T in one or more areas to GCSE level and to have knowledge and expertise in a creative and/or scientific area of study. However, a genuine interest in the subject is the primary requirement and each application will be looked at on its individual merits.

What will I be doing in the lesson?

You will be expected to use the full range of specialist equipment within the department to improve your design presentation work and practical skills. The chance to enter Technology competitions may also be available.

Testing and comparing materials will help you to choose appropriately for your project. Some products will be analysed and compared with similar products available on the market.

Some of your time will be spent on the design and practical aspects of your projects; a willingness to continue to work on your projects in your own time is essential. Students are expected to plan their working effectively in order to meet deadlines.

How will I be assessed?

The AS course consists of three units which are assessed at the end of Year 12. Three further units are studied in Year 13 and again are assessed at the end of the course.

Unit 1

This involves the study of industrial and commercial products and practices. It is assessed by means of a 1½ hour examination.

Unit 2

This is a coursework project. Students have the opportunity to develop their own ideas with teacher guidance. The completed unit results in the development and manufacture of a product supported by a design folder. This unit is internally assessed and externally moderated.

Unit 3

This unit involves the study of materials including their preparation, processing and finishing. In addition, students will study the physical and social consequences of design and technology for society. This unit is assessed by means of a 1½ hour examination.

Unit 4

This unit will continue the work of Unit 3 in more depth with greater application. Assessment is by means of a 1½ hour examination.

Unit 5

This is a coursework project involving the design and manufacture of a product based on a context decided by the student. It is envisaged that knowledge and understanding from previous units will be applied in order to enhance the design and make task. The unit is assessed internally and moderated externally.

Unit 6

This is a design paper which is assessed by means of a three hour examination. Students are expected to design a suitable solution to a given problem and also to consider how it may be manufactured.

And what might I do after the course?

This subject is widely accepted by Universities and Colleges as an entrance qualification and can lead to many career opportunities including product/industrial design, architecture, engineering and manufacturing.

PSYCHOLOGY

Psychology is the Science of Consciousness and Human Behaviour

AQA Specification A in Psychology is designed to develop candidates' basic understanding of the breadth of different approaches in Psychology. Through the study of psychological theories, concepts and research, candidates will develop an understanding of the principles and perspectives governing the subject. Candidates will develop the ability to identify ethical issues, apply Psychology to cultural, social and contemporary issues and use a range of research methods to investigate psychological issues.

What will I be studying and how will it be assessed?

AS Psychology students will study 3 Units all of which are assessed by external examination only:

<u>Unit 1</u> 33.3% of the total AS marks	Written Unit 62 marks	1 hour Examination
--	--------------------------	--------------------

This unit will be divided into two, equally weighted sections:

Section A Cognitive Psychology

Memory: Short-term Memory and Long-term Memory; Forgetting.

Critical issue – eye witness testimony.

Section B Developmental Psychology

Attachment: The Development and Variety of Attachments; Deprivation and Privation.

Critical issue - day care .

There will be two structured questions offered in each section. Candidates must answer one from each section.

Unit 2 Written Unit 1 hour

<u>Unit 2</u> 33.3% of the total AS marks	Written Unit 62 marks	1 hour Examination
--	--------------------------	--------------------

Section A Physiological Psychology

Stress: Stress as a Bodily Response; Sources of Stress.

Critical issue – stress management.

Section B Individual Differences: Abnormality: Defining Psychological Abnormality; Biological and Psychological Models of Abnormality;

Critical issue – eating disorders.

There will be two structured questions in each section. Candidates must answer one from each section.

Unit 3 Written Unit 1 hour

<u>Unit 3</u> 33.3% of the total AS marks	Written Unit 62 marks	1 hour Examination
--	--------------------------	--------------------

Section A Social Psychology

Social influence: Conformity and Minority Influence; Obedience to Authority.

Critical issue - ethical issues in psychological research.

There will be two structured questions. Candidates must answer one.

Section B Research Methods

Quantitative and Qualitative Research Methods; Research Design and Implementation; Data Analysis.

This section will comprise two compulsory, short answer questions. Stimulus material may be included in these questions. The questions will focus upon issues related to designing, conducting and reporting psychological investigations.

<u>Unit 4</u> 15% of the total A Level marks	Written Unit 76 marks	1 ½ hour Examination
---	--------------------------	----------------------

Section A Social Psychology:

Social cognition, Relationships, Pro- and Anti-social Behaviour

Section B Physiological Psychology:

Brain and behaviour, Biological Rhythms, Sleep and Dreaming, Motivation and Emotion

Section C Developmental Psychology:

Cognitive Development, Social and Personality Development, Adulthood

Section D Cognitive Psychology:

Attention and Pattern Recognition, Perceptual Processes and Development, Language and Thought

Section E Comparative Psychology:

Determinants of Animal Behaviour, Animal Cognition, Evolutionary Explanations of Human Behaviour

Each section will contain three essay questions, one on each sub-section of the subject content. Candidates must answer three questions, from at least two sections.

<u>Unit 5</u> 20% of the total A Level marks	Written Unit 94 marks	2 hour Examination
---	--------------------------	--------------------

The synoptic element will be assessed in both assessment objectives one and two on all of the questions on this paper of these subject areas.

Section A will comprise three essay questions, one from each sub-section of the subject content. Candidates must answer one.

- Issues in the Classification and Diagnosis of Psychological Abnormality
- Psychopathology
- Treating mental disorders

Section B – Perspectives – will comprise a choice of one essay from four. There will be two essay questions from the Issues section and two essay questions from the Debates section.

- Issues

Gender bias in psychological theory and research (e.g. alpha/beta bias, androcentrism).

Cultural bias in psychological theory and research (e.g. ethnocentrism, historical bias, the imposed etc).

Ethical issues involved in psychological investigations using human participants, including the ethics of socially sensitive research.

The use of non-human animals in psychological investigations, including constraints on their use and arguments (both ethical and scientific) for and against their use.

- Debates

Free will and determinism, including definitions of these terms, arguments for and against their existence, and assumptions made about them in psychological theory and research (e.g. Freud's and Skinner's theories).

Reductionism, including reductionism as a form of explanation, examples of reductionism in psychological theory and research (e.g. physiological, machine, experimental), and arguments for and against reductionist explanations.

Psychology as Science, including definitions/ varieties of science, the development of psychology as a separate discipline, and arguments for and against the claim that psychology is a science (e.g. Kuhn's concept of a paradigm, objectivity, and the use of the experimental method).

Nature-Nurture, including definitions of the terms, the history of the debate, assumptions made about nature and nurture in psychological theory and research (e.g. Piaget's theory and sociobiology), and different views regarding their relationship (e.g. gene-environment interaction).

Section C – Perspectives – will comprise **two** structured questions concerning approaches in Psychology, of which the candidate must answer one. The questions will focus on a novel situation presented in the stimulus material included.

<u>Unit 6</u>	Coursework
15% of the total A Level marks	60 marks

This coursework component will be based upon assessment of the *Project Brief* and report of **one** psychological investigation. A report should not exceed **2000** words in length excluding the *Project Brief*, tables, figures and appendices. The assessment will be carried out by the centre and will be subject to moderation by the Board. The assessment criteria will provide an additional 6% synoptic assessment within the initial *Project Brief*.

Who can take it?

Anyone with a genuine interest in people and human behaviour, whether it is in relation to sport, business, management, legal issues (criminal behaviour) etc. or just purely for personal development, will gain from this course.

What qualifications do I need to take the course?

Apart from five GCSEs at grade C or better, the important qualifications for this subject are a willingness to conduct thorough research (e.g. questionnaires to the public) and competent writing skills.

What will I be doing in the lessons?

Consider your teacher as the facilitator of your learning as you will have to use different research methods. In class there will be a variety of teaching and learning strategies, many of which will rely on group discussions and interactive learning.

What other Advanced Levels go well with Psychology?

Many other Advanced Level subjects pair well with Psychology: Sport and Physical Education, Economics and Business Studies, History and other Social Sciences.

What might I do after the course?

For those considering a degree in Psychology, the course will provide an excellent basis.

Higher Education courses could lead to:

- A career in Human Resources Management: Analyst/ Consultant
- A career in Occupational Psychology
- A career in Counselling
- Careers in Social Work/ Probation Service
- A career in Educational Psychology
- A career in Clinical Psychology
- A career in Sport Psychology
- And many more

RELIGIOUS STUDIES

Do tomatoes have souls?
How do you decide between right and wrong?
Do dogs go to heaven?

If you've ever wondered about one or any of the above or you are open-minded and would like to explore these ideas, then exercise your free will to choose this challenging and exciting subject - whether at AS Level or taken up to A2.

AS Level

The course is wide ranging. However there are two main themes to be investigated:

Philosophy of Religion

- Study of the philosophical arguments for the existence of God
- The problem of evil and suffering
- Philosophical debates about miracles

Assessed by 1½ hour exam in June 2006

Religious Ethics

- Study of relationship between religion and morality
- Study of ethical theories; utilitarianism and situation ethics
- Study of applied ethics; war and peace, sexual ethics, conscience and freedom

Assessed by 1½ hour exam in June 2006

ALSO

Coursework 16.6%

One piece of 2000 - 2500 words on a moral/philosophical issue that interests you.
To be assessed in May 2006.

A2 Level

This course builds on the knowledge you gained at AS Level but develops your analytical and evaluative skills. This year the course is broken down into three main areas:

Philosophy of Religion

- Religious experience as proof of the existence of God
- Concepts of proof
- Beliefs about life after death
- Religious language games

Assessed by 1½ hour exam in June 2007

Religious ethics

- Study of relationship between religion and morality (part 2)
- Study of ethical theories; deontology, emotivism, intuitionism, natural moral law.

Assessed by 1 ½ hour exam in June 2007

Synoptic Paper

- Analysis of ethical theories in relation to the ethical/ moral issues, surrounding IVF and genetic engineering.

Assessed by 1 ½ hour exam in June 2007

What will I gain from the course?

- The ability to collect and evaluate ideas and information and come to a decision about them
- Develop awareness of other people's personal views
- Improve sensitivity to the complexity of others' beliefs and views
- To become familiar with abstract ideas and concepts
- Reflect on issues that affect your everyday lives.

In addition you will have the opportunity to develop these key skills:

- Communication
- Information technology experience
- Improving your own learning
- Working with others
- Problem solving

Religious Studies enables you to develop different thought processes and appreciate the value of experimenting with a wide variety of potential approaches to any given situation or problem. As such, Religious Studies is valued by further education establishments and employers in fields ranging from the Law to lorry driving.

SPORT AND PHYSICAL EDUCATION

Advanced Level Sport and Physical Education will offer you the opportunity to examine the factors, which affect participation and levels of performance in sport. As a skilled performer, with an interest in wider issues related to sport, you would be ideally suited to this course.

What will I be studying on the course?

AS Level

- Unit 1 Physiological and psychological factors on participation in physical activity and their influence on performance.
- Unit 2 Socio-Cultural and historical effects on participation in physical activity and their influence on performance.
- Unit 3 A written project investigating the factors which improve your own or others' performance in one physical activity, with a full analysis and evaluation.
A written personal exercise programme for a named activity which you will carry out for six weeks as coursework.

Advanced Level

- Unit 4 Physiological and psychological factors which optimise performance.
- Unit 5 Factors affecting the development of the elite performer.
- Unit 6 Two written projects, one investigating the factors which optimise your own or others' performance in one physical activity with an analysis and critical evaluation of that activity.
The second looking at both years of the course in six topic areas.

What will I be doing in lessons?

There will be a large theoretical component to the course although there will be a limited number of practical sessions to complement underlying theory and enable data to be gathered for the written coursework project. There will be a Personal Exercise Programme followed for a six week block by the students involving physical participation.

Advanced level Physical Education and Sport Studies covers a wide range of disciplines and a large amount of independent research will be necessary. You will need to be actively involved in sports as performers and coaching assistants outside school. You will also be expected to help within school in the organisation and running of sports clubs.

How will the course be assessed?

AS Examination

Unit1

1½ hours

40% of the total AS marks

20% of the total Advanced Level marks

Physiological and psychological factors which improve performance.

YOUNG ENTERPRISE

Young Enterprise offers you the opportunity to set up and run a limited company for one academic year, selling shares, making products and hopefully making a profit! You may have seen the companies around the school – you may have bought a Valentine’s rose or attended the disco when you were in year 7 or 8.

You will take on the role of Director, applying within your company for one of the following roles:

- ❖ Managing Director
- ❖ Company Secretary
- ❖ Finance Director
- ❖ Operations Director
- ❖ Personnel Director
- ❖ ICT Director
- ❖ Sales Director
- ❖ Marketing Director

As well as selling around the school, you will attend trade fairs to sell your products along with other Young Enterprise companies from around Essex.

Companies will also enter a number of competitions to find the best Young Enterprise Company. Our successes over the years include winning an all expenses paid long weekend in Malta to attend the Malta International Trade Fair, qualification for the Essex County Finals in 5 of the past 6 years, as well as winning hundreds of pounds in prize money.

You may also take the Young Enterprise Europe exam, which is internationally recognised as a Level 2 qualification. Many of our students have achieved Distinction level in this examination.

Taking part in Young Enterprise will give you real business experience and something very worthwhile to put on your CV or UCAS form. As well as taking on the role of a director of the company, you will learn how to work as part of a team and to accept responsibility. The company will be yours to run, with you taking decisions regarding everything from what product to develop and sell to how much to sell it for. You will open a bank account, write cheques and be responsible for the investment of external shareholders.

If you are ready for the real world, Young Enterprise will give you a taste of it.

CLSA

Community Sports Leader Award

The aim of the Community Sports Leader Award is to produce responsible, motivated and confident people who can lead safe, purposeful and enjoyable sporting and recreational activities.

The award is designed to encourage people to get involved in organising and assisting with the provision of sport on a voluntary basis.

As the award works alongside coaching schemes of many national governing bodies of sport, it provides a good stepping stone for students wishing to follow sporting courses at university or out of school.

SECTION THREE

AND AFTER THE SIXTH FORM ?

Sixth Formers enjoy considerable help with planning their next step. You will have briefings with the Connexions Service and opportunities to use the KUDOS system of computer assisted careers guidance. There will also be opportunities to shadow executive and professionals at work, to visit Universities and to question past Sixth-Formers at Moulsham High School about their experiences.

What will be my job prospects?

In the past those Sixth-Formers on one-year courses have usually had little difficulty finding work. Local employers appreciate the extra maturity and the better qualifications that usually follow from an extra year at school.

Similarly, those students who choose to finish their studies with Advanced Levels find their prospects greatly enhanced by their higher qualifications and the greater maturity and self-confidence that the Sixth-Form develops. Many, of course, choose to continue their studies at a still higher level.

How do I apply to University?

In September of your Upper Sixth year the process of application begins in earnest. You will receive advice and encouragement in the General Meeting, from your tutor and, when your applications are nearing completion, in an individual in-depth interview with one of the Upper School Team.

In late November Universities and Colleges begin to interview applicants and these interviews extend into the Spring Term. You will be given guidance about interview techniques and we will try to arrange 'mock' interviews at this time.

By May, you should have received and conditionally accepted offers from Universities and Colleges.

In August, as soon as the A-Level results are known, members of the Upper School Team and other senior staff will be available at the school to assist and advise you if your results necessitate a change of plan.

How have previous Moulsham High Students fared?

You will see from the tables that follow in the next few pages that last year's examination results were extremely encouraging. (Remember that at A-Level and AS-Level, grades A, B, C, D and E are all pass grades and U indicates ungraded.)

We would never suggest that you should judge a school simply by its academic results. (Nor for that matter should we judge you by your exam scores alone.) We are nonetheless well aware that our students must have those all important qualifications if they are to make their way successfully in the modern world. Our examination results speak for themselves!

You will also see from the list of the destinations of Upper Sixth leavers last year just how substantial the proportion is who have gone on to further study at a higher level. Of 113 leavers, 84 are now studying for degrees or HNDs. Another 15 are holding or applying afresh for University places in 2005.

2003-2004 GCE A/ AS LEVEL EXAMINATION RESULTS BY SUBJECT ACHIEVED BY STUDENTS AGED 17 OR 18# AT THE END OF THEIR SECOND YEAR OF STUDY

There were 101 students in the Upper Sixth this year.

During the two years of study the students took 284 A Levels and 90 AS Levels.
At A Level 95.1% of the grades were passes (A to E).

A LEVEL

This includes all U grades, all of which will be declined and AS grades claimed where possible.

SUBJECT	ENTRIES	A	B	C	D	E	U	% PASS
Art	8	1	2		3	1	1	87.5
Biology	14	2	2	2	1	4	3	78.6
Chemistry	6	2	2		1	1		100
DT:Product Design (Resistant Materials)	6				3	3		100
DT:Product Design (Graphics)	11		2	3	5	1		100
Drama	13	1	3	5	3	1		100
Economics and Business Studies	23	3	2	7	5	5	1	95.6
English	26	5	5	9	5	2		100
French	6	2	4					100
Geography	35	5	5	8	10	6	1	97.1
Geology	8	3	1	4				100
German	3	1		1	1			100
Government & Politics	6				2	3	1	83.3
History	13	1	4	4	3	1		100
Information Technology	44	4	5	13	6	11	5	88.6
Mathematics	29	6	5	6	3	7	2	93.1
Physics	11	4	1	2	3	1		100
Religious Studies	7	1	1	5				100
Sport & PE	15	1	2	4	2	6		100
TOTAL	284	42	46	73	56	53	14	
PERCENTAGES		14.8	16.2	25.7	19.7	18.7	4.9	

AS LEVEL

SUBJECT	ENTRIES	A	B	C	D	E
Art	2	1			1	
Biology	6				2	4
Chemistry	4		1	1	1	1
Design & Technology : Product Design	1				1	
Drama	2	1	1			
Economics and Business Studies	2	1				1
English	3	1				2
French	7			1	2	4
Geography	4	1		1	1	1
General Studies	23	9	3	3	7	1
Geology	7	2	3		1	1
German	3			1	1	1
Government & Politics	5	2		1	1	1
History	1	1				
Information Technology	7		1	1	2	3
Mathematics	5		1	2	1	1
Further Maths	1			1		
Physics	5			2	1	2
Religious Studies	2				2	
TOTAL	90	19	10	14	24	23
PERCENTAGES		21.1	11.1	15.6	26.6	25.6

Average no. of points per student : 241 (including General Studies)
 231 (excluding General Studies)

SUMMARY OF 2003-2004 GCE A/ AS LEVEL EXAMINATION RESULTS FOR STUDENTS AGED 17 OR 18# AT THE END OF THEIR TWO YEARS OF ADVANCED LEVEL STUDY

Grades achieved in GCE A/ AS examinations score the following points:

A Level Scores – Grade A = 120 points; Grade B = 100 points; Grade C = 80 points;
Grade D = 60 points; Grade E = 40 points.

AS Level Scores – Grade A = 60 points; Grade B = 50 points; Grade C = 40 points;
Grade D = 30 points; Grade E = 20 points.

No Of Students In Relevant Age Group – 101

The England figures were supplied by the DfES.

Per Cent	0-60 points	61- 119 points	120- 180 points	181- 239 points	240- 300 points	301- 359 points	360+ points	Average Score Per Candidate
BOYS								
School 2004	3.4	16.9	22.0	16.9	13.6	6.8	20.3	233.6
England 2003	5.0	6.8	17.4	11.9	19.6	11.4	27.9	272.7
GIRLS								
School 2004	0	4.8	21.4	16.6	23.8	19.0	14.3	254.3
England 2003	2.7	4.5	14.4	11.0	21.5	13.4	32.5	293.2
TOTAL								
School 2004	2.0	11.9	21.8	16.8	17.8	11.9	17.8	242.3
England 2003	3.8	5.6	15.8	11.5	20.6	12.4	30.3	283.4

Please note that the number of points achieved depends more upon the number of subjects taken than the quality of the grades obtained. For example, schools that, unlike Moulsham, enter all of Year 13 for General Studies will have more students in the higher point ranges and consequently, a higher average points score.

On roll on the third Thursday in January, having reached the age of 17 or 18 in the 12 months preceding the start of the reporting school year.

2002-2003 GCE A/ AS LEVEL EXAMINATION RESULTS BY SUBJECT ACHIEVED BY STUDENTS AGED 17 OR 18# AT THE END OF THEIR SECOND YEAR OF STUDY

There were 113 students in Year 13 this year. 112 of these continued with 2 or more subjects at A Level.

During their two years of study the students took 325 A Levels and 71 AS Levels. At A Level 92.6% of the grades were passes (A to E).

A LEVEL

This includes all Ugrades, all of which will be declined and AS grades claimed where possible.

SUBJECT	ENTRIES	A	B	C	D	E	U	% PASS
Art	7	1		2	2	2		100
Biology	18			5	3	4	6	66.6
Chemistry	8		1	2	2	3		100
DT: Product Design (Resistant Materials)	7		2	2	2	1		100
DT: Product Design (Graphics)	12	1	4	6	1			100
Drama	19		3	11	5			100
Economics & Business Studies	30	4	1	6	11	5	3	90
Electronics	3			1	2			100
English	30	5	12	9	3	1		100
French	9	1	2	1	5			100
Geography	31	2	4	11	10	3	1	96.8
German	3	2		1				100
Government & Politics	26	5	4	5	3	7	2	92.3
History	12	1		4	6	1		100
Information Technology	49	1	8	13	17	2	8	83.7
Italian	1	1						100
Mathematics	22	1	7	6	5	3		100
Music	4		1	1	2			100
Physics	15		1	2	4	4	4	73.3
Religious Studies	8	1		4	3			100
Sport & PE	11	1	1	4	4	1		100
TOTAL	325	27	51	96	90	37	24	
PERCENTAGES		8.3	15.7	29.5	27.7	11.4	7.4	

AS LEVEL

SUBJECT	ENTRIES	A	B	C	D	E
Art	4		1	1	2	
Chemistry	3				2	1
Design & Technology : Product Design	2				1	1
Drama	1		1			
Economics and Business Studies	5			1	2	2
Electronics	2				2	
English	6		1	2	3	
Geography	6		2		3	1
General Studies	9		1	3	2	3
German	3			2		1
Government & Politics	4			2	1	1
History	3				1	2
Information Technology	10	2	3	1	3	1
Mathematics	7			2	2	3
Religious Studies	5			3		2
Sport & PE	1			1		
TOTAL	71	2	9	18	24	18
PERCENTAGES		2.8	12.7	25.3	33.8	25.3

Average no. of points per student: 227

SUMMARY OF 2002-2003 GCE A/ AS LEVEL EXAMINATION RESULTS FOR STUDENTS AGED 17 OR 18# AT THE END OF THEIR TWO YEARS OF ADVANCED LEVEL STUDY

Grades achieved in GCE A/ AS examinations score the following points:

A Level Scores – Grade A = 120 points; Grade B = 100 points; Grade C = 80 points;
Grade D = 60 points; Grade E = 40 points.

AS Level Scores – Grade A = 60 points; Grade B = 50 points; Grade C = 40 points;
Grade D = 30 points; Grade E = 20 points.

No Of Students In Relevant Age Group – 112

The England figures were supplied by the DfES.

Per Cent	0-60 points	61- 120 points	121- 180 points	181- 240 points	241- 300 points	301- 360 points	361+ points	Average Score Per Candidate
BOYS								
School 2003	1.7	17.2	24.1	34.5	17.2	3.4	1.7	195.2
England 2002	5.0	6.8	17.5	11.9	19.7	11.3	27.9	272.9
GIRLS								
School 2003	0.0	7.3	9.1	27.3	23.6	23.6	9.1	258.7
England 2002	3.0	4.8	14.8	11.4	21.0	13.2	31.7	290.0
TOTAL								
School 2003	0.9	12.4	16.8	31.0	20.4	13.3	5.3	227.0
England 2002	3.9	5.8	16.1	11.6	20.4	12.3	29.9	281.8

Please note that the number of points achieved depends more upon the number of subjects taken than the quality of the grades obtained. For example, schools that, unlike Moulsham, enter all of Year 13 for General Studies will have more students in the higher point ranges and consequently, a higher average points score.

On roll on the third Thursday in January, having reached the age of 17 or 18 in the 12 months preceding the start of the reporting school year.

Leavers' Destination

Aldrich, Luke	Colchester Institute – Foundation Course Art & Design
Ayub, Qasif	University of Wolverhampton – Biomedical Science
Bailey, George	London School of Economics & Political Science – BSc Business Mathematics & Statistics
Barnard, Kerri	Employment – Trainee Manager
Barnard, Sally	Employment - Hotel Receptionist
Barnsley, Laurie	Employment - Electrical/ Electronic Technician Apprenticeship
Bearman, Joseph	Gap Year then University
Bengtson, Anders	Employment
Bilbow, Andrew	Employment
Brown, David	University of York – BA English
Browne, Joe	University of Portsmouth - BSc Geology - Entry 2005
Buttling, Richard	Employment
Carroll, Amelia	Employment then Diploma in Midwifery at Ipswich College
Carter, Lara	Aston University - BSc Human Resource Management
Charlesworth, Andrew	Applying to University for 2005
Collins, Ian	Colchester Institute – Foundation Art Course
Deppe, Garth	University of Portsmouth – Accounting with Finance
Drizen, Andrew	Queen Mary, University of London - Mathematics
Dust, Andrew	Brunel University – English with Creative Writing
Duxbury, Billi	Employment
English, Holly	Colchester Institute - Art foundation course.
Evans, Christopher	
Field, Sarah	G A P Year - applying to University for 2005
Fletcher, David	Queen Mary, University of London – Physics
Fletcher, Davina	
Flindall, Colin	Oxford Brookes University – Ecology/ Physical Geography
Flint, Rebecca	University of Hertfordshire – BSc Radiotherapy and Oncology
Giddings, Tiffany	University of Birmingham – Sport & Exercise Science
Gill, Richard	
Gissop, Emily	University of Surrey, Roehampton – BSc Psychology & Counselling
Gower, Andrew	Temporary employment then an apprenticeship
Green, Emma	Employment
Greenwood, Michael	University of Hertfordshire – BA Business and Economics

Gregory, Derwin	Homerton College, Cambridge University – BA Geography
Grundy, Laura	Employment – Trainee Manager (Catering)
Haldane, Mark	Applying to University for 2005 to study Photography
Harper, Ryan	University of Plymouth – Tourism Management
Harrington, James	University of Portsmouth – Applied Economics
Harrison, Nicholas	Employment
Hart, Jennie	Nottingham Trent University - BSc Sport & Exercise Science
Hawkins, Robyn	University of Teeside – Psychology
Head, Daniel	Employment
Henderson, Thomas	University of Southampton – BSc Economics
Hignett, Peter	
Hill, Laura	University of Durham – BSc Natural Sciences
Hunt, Caroline	University of Lincoln - BA Advertising & Public Relations
Johnson, Jack	University of Leeds – Civil & Structural Engineering
Johnson, Sarah	University of Plymouth – BSc Environmental Sciences
Karunaratna, Rachel	Nottingham Trent University - BA Primary Education
Khan, Haroon	Anglia Polytechnic University – Computer Software Development
Kightley, Aimee	Anglia Polytechnic University – BA Primary Education
Kwok, Daniel	University of Reading - BSc Business Statistics
Lee, Johnway	Anglia Polytechnic University - BSc Business Information Systems
Lee, Stephanie	
Leeds, Kelvin	University of Hertfordshire – History
Leefe, Jessica	King Alfred’s Winchester – English
Lepley, Benjamin	University of Cardiff – BSc Geology
Lilly, James	Writtle College - FdSc Landscape Construction
Lister, Steven	University of Plymouth – BSc Politics with International Relations
Lovelock, Claire	Colchester Institute – Foundation Diploma Art & Design
Lumley, Thomas	University of East Anglia - LLB Law
Martin, Nicola	University of East Anglia – Business Management
McKechnie, Simon	University of Birmingham – Geology & Geography
Medici, Thomas	Applying to University for 2005 Admission for Medicine
Merry, Nichola	
Miller, Laura	Beauty Course at College
Milner, Daniel	Employment - Ford Motor Company, Engineering Apprenticeship

Mirzai, Christopher	University of Hertfordshire – BSc History Entry 2005
Moore, Katherine	GAP Year then applying to University
Moss, Jessica	Liverpool John Moores University - BSc Sport Science
Moyse, Nicola	University of Portsmouth – German Studies
Nash, Kirsty	St Mary's College – Drama and Physical Theatre
Nichols, Toby	York St John – Management Studies
Panjwani, Muntazir	Aston University – Business Computing and IT
Parkhurst, Samantha	University of Gloucestershire – Media Communications & Psychology
Pennell, Rory	Training to be a Squash Professional
Pocock, Lauren	Anglia Polytechnic University – Education (Primary ITT)
Relfe, Tom	Employment
Ritter, Charlotte	
Roe, Angus	Employment - Applying to University for 2005
Rolison, Christopher	University of Portsmouth – Music and Sound Technology
Rowley, Angharad	Anglia Polytechnic University – Marketing Management
Sabir, Usman	
Saltwell, Nicholas	Writtle College – Sports Course
Selmes, Chloe	Anglia Polytechnic University – Travel & Tourism
Selvae, James	The University of Birmingham – BSc Natural Sciences
Singh, Kamala	Anglia Polytechnic University – LLB Law
Smith, Jennifer	University College Northampton – Drama
Stanton, Hayley	Colchester College
Steedman, Hayley	Colchester Institute - Diploma Art and Design Foundation
Summers, Elizabeth	University of Nottingham – Social & Cultural Studies
Sutton, Neal	University of Southampton – BSc Mechanical Engineering
Tan, Nicholas	
Taylor, Oliver	Hull University – BSc Computer Science with Games Development
Walker, Philip	University of Leeds - BSc Geology
West, Jonathan	Employment
Whiting, Adam	Oxford Brookes University – Geography/ Sports and Coaching Studies
Wilkinson, Louise	Aston University - Managerial and Administrative Studies
Williams, Ian	University of Exeter - BSc Engineering & Geotechnics
Williams, Matthew	Anglia Polytechnic University - BSc Computer Software
Wright, Katherine	University of Wales - BA English & Creative Writing

APPENDIX

UNIFORM

We want all our students to look smart and expect the Sixth Form to set an example.

The Sixth Form colours are navy blue, grey or black, worn with a white shirt or blouse and Sixth Form tie.

We expect the garments you wear to be of plain colour and formal style.

SHOES In Sixth Form colours. Trainers and trainer style are not acceptable.

TIGHTS In Sixth Form colours; or in natural.

SOCKS In Sixth Form colours; or in white.

JUMPERS In plain Sixth Form colours and v-neck or crew neck with the tie being clearly visible.

TROUSERS In dark grey, navy or black. (No denims or cords.)

SKIRTS Must be of reasonable length in dark grey, navy or black.

TIE Special crested Sixth Form tie.

Girls may wear light make-up, discreetly applied. Boys may not wear ear-rings. Outdoor coats should be appropriate.

We reserve the right to send home any student to change who we regard to be inappropriately **dressed**.