



Old Palace of John Whitgift School
Independent Girls' School



Old Palace **Sixth Form**



Prospectus

2011/2012





Welcome





First and foremost Old Palace is a place of learning, but for each girl who comes here, Old Palace will also be a key contributor in her development as a compassionate, capable and confident individual, prepared to address the challenges presented to her as she makes her own contribution to society.

In addition to a first class academic education we also promote leadership, independence, integrity and an ambition to achieve. Old Palace has something to inspire every young woman ranging from football to astronomy.

Old Palace is a unique school in an exceptional and inspiring setting steeped in history as recorded from 896 AD. It is this which enables us to identify, encourage and nurture the special qualities of each and every individual entrusted to us. Our surroundings also stimulate girls to develop and flourish in ways beyond the reach of a conventional education. For example, not every girls' school in the country can boast the opportunity to sing cathedral repertoire every week in Croydon Minster, our next door neighbour at Old Palace.

Old Palace is blessed with magnificent buildings, enthusiastic, highly motivated staff and a sound ethos of social awareness. For all who embrace the many opportunities presented, Old Palace will reward them with a happy, memorable and empowering education.



Mrs Carol Jewell
Head of Old Palace

Is Old Palace right for your daughter?

Academic success at sixth form level is crucial to career prospects later in life. Your AS and A Level results, along with your GCSEs, will have a direct impact on your application to university and when you compete for jobs. The decision that you are about to make will have consequences for a lifetime. It is important that you gather all the facts and opinions before you finalise your choice.

There are many options available to students post-16. There is a myriad of state schools, independent schools and colleges offering a variety of routes through to higher education and the world of work. Vocational courses, BTEC, Pre-U, A Levels and IB are some of the different options available.

At Old Palace we follow the traditional academic route to higher education, offering students a variety of A level courses. The UCAS tariff for academic qualifications places a higher value on the A* at A level than the highest grade available on the IB. Over one quarter of all the A level grades achieved by Old Palace sixth formers in 2011 were grade A*. This compares favourably with 8.2% nationally and provides evidence of the School's ability to stimulate and challenge the most able to excel. In addition, a programme of A Levels provides greater flexibility for the individual student which reflects our belief that all students are different, with unique strengths and aspirations. The traditional A Level route provides the opportunity for students to work to their strengths and achieve highly. We are so committed to this model that we build the whole school timetable around the choices that the students make in the sixth form.

A wrong decision at sixth form level can cause a student to flounder in an inappropriate culture. It can result in a student feeling un-stretched, or lost and overwhelmed, amongst a group of students of differing academic ability. It can leave a student unnoticed amongst a large group at a time when knowledge of an individual student is at its most important if maximum achievement is to be assured. At Old Palace we will not accept these conditions for any of our girls. Therefore it is essential that we work together to determine whether the challenging academic sixth form curriculum provided at Old Palace is totally appropriate for you.

Old Palace Sixth Form is an appropriate learning environment for students with the potential to excel. The curriculum is academic in nature and designed to stretch and challenge the most able. Those students most suited to this model are those who have achieved at least a B grade in GCSE Mathematics and English and who have achieved an average of at least a B grade across all their GCSE examinations. Expectations of sixth formers are high; a student with dreams and ambition will feel at home amongst the cohort. Old Palace is for those girls who openly celebrate uniqueness and achievement.

We are proud of our traditions and heritage and confident in the knowledge that we provide the best education for those girls able, and determined, to excel.





Academic progress and success



The Old Palace teaching community is determined that our sixth formers will achieve all of which they are capable and more. Regularly in contact with top universities we ensure that our curriculum provides what is required for maximum success for the individual academic student.

Learning as a sixth former is significantly different to the previous experience of a student. Lessons become less formal as the dynamic between teacher and student changes, students take more responsibility for their learning and the pace of learning increases. As members of the adult community, sixth formers have the opportunity to work alongside teaching staff to promote and develop opportunities in their chosen subjects.

Student work is regularly assessed and feedback provided. This keeps students informed about progress and provides strategies for improvement as they maintain their focus on their individual goals. A rigorous system of monitoring and tracking across the sixth form assures that individual underachievement relative to ability is identified and appropriate interventions put in place. Exceptional achievement is recognised and celebrated.



As future leaders, Old Palace sixth formers require an in-depth knowledge and understanding of the world around them and the issues facing our communities, societies and planet. Our comprehensive Learning for Life programme is supplemented by a sixth form enrichment programme which provides opportunities to explore and debate some of these issues. Leadership opportunities are in place for outstanding students.

In an increasingly competitive world, places at top universities are becoming more difficult to secure. A committed and highly qualified team of experts work directly with our sixth formers to ensure that every individual is best placed to achieve their dreams. We are proud of our success at supporting students to realise their aspirations for higher education. Almost half of 2011 sixth form leavers achieved places at Russell group universities.

We are proud to be realising the aims of John Whitgift and the Whitgift Foundation by providing an excellent, traditional education for the leaders of tomorrow.

Our hope is that, when you finally leave Old Palace, you will feel confident, well-equipped for, and excited about, the future that awaits you; and further down the line, when you are running your own companies, bringing up children, travelling the world and helping others, you will remember Old Palace with a smile.



The qualities of an Old Palace Sixth Former

Old Palace sixth formers display the qualities and self-discipline of the high achiever. A student will fit well into the Old Palace sixth form if she possesses the following qualities.

The Old Palace Sixth Former:

- knows what she wants and rejects any activities that might distract her from pursuing her goals
- does what needs to be done, even when she doesn't want to
- works towards her goals one step at a time
- is able to resist peer pressure and function independently
- manages time effectively to maintain a healthy work-life balance
- is in control of her emotions and aware of others around her
- communicates effectively and honestly
- respects others and develops positive relationships
- celebrates individuality and differences
- is an active and reflective learner
- perseveres, using failures as an opportunity to improve
- takes all opportunities to develop a wider personal profile



Empowering the leaders of tomorrow

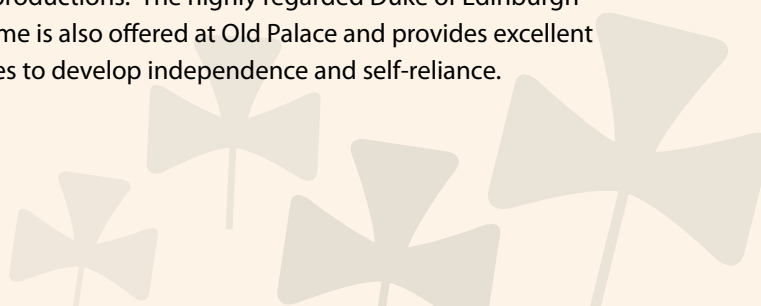
At Old Palace we embrace the need to provide you, as the future leaders of society, with opportunities to develop and demonstrate leadership qualities within a secure and supportive environment. A number of leadership positions exist, for example:

- School Student Leadership Team
- House Leadership
- House Prefects
- Curriculum Prefects

As a leading member of the community of Old Palace you will have the opportunity to work with small groups or individuals, maybe to listen to them read, help them with their mathematics, spend time with them at lunch or to organise competitions, clubs and activities. This can be a most rewarding experience and can provide an insight into the ways that children think, learn and interact, as well as allowing you to develop communication, organisation and leadership skills.

There is no doubt that younger students perceive sixth form students as role models and very much look forward to working and interacting with them, often forming strong friendships.

Sixth formers continue to be involved in the extra-curricular life of the school and may get the opportunity to take the lead in musical and drama productions. The highly regarded Duke of Edinburgh Award Scheme is also offered at Old Palace and provides excellent opportunities to develop independence and self-reliance.



Applying to Old Palace Sixth Form

Students in Year 11 at Old Palace apply by completing their options form in the Autumn term. Places in the sixth form are then confirmed once the entrance requirements have been met.

External candidates apply via the School Registrar.

Choosing an appropriate programme of study for the sixth form is an important decision. In order to make the right decision a student must discuss options with subject teachers, careers advisors, parents and family; explore possibilities and requirements for courses at Universities and Colleges; talk to adults currently or previously working in careers of interest and be independent enough to know that they may be being affected by peer pressure or family tradition.

It is important that a student chooses a programme that is challenging whilst achievable; exciting to them and their individual interests and which allows them to achieve as highly as possible in order to demonstrate their suitability for higher education courses and beyond. It is important that students feel free to make their decisions within a supportive, encouraging and non-pressurised environment, with the knowledge that they own their future.

Scholarships and Exhibitions

At Sixth Form level we offer academic scholarships and exhibitions for Art, Drama, Dance, Design and Technology, Physical Education and Music.

Students applying for a scholarship or an exhibition must be of outstanding calibre. We are able to offer approximately 20 scholarships and exhibitions and the competition is therefore fierce.

Academic Scholarships and Exhibitions for the Sixth form cover up to 50% of the fees. Students may apply for both an Academic Scholarship and an Exhibition but will only be awarded one of these. Applications consist of a personal statement and an application form.

To qualify for an Academic Scholarship or Exhibition students will sit a written examination.

Those students applying for an Exhibition will be required to demonstrate their talent during an interview and/or practical demonstration. A student who is offered an Exhibition in a particular subject is required to study that subject in the sixth form.

Further details can be found on the School website and in Prospects+.





Looking after you



Exciting, challenging, liberating and stimulating are all words to describe the sixth form experience. At the same time as enjoying increased freedom, more relaxed relationships and greater responsibilities and opportunities, you will need to adjust to the increased workload and pace required for success at sixth form level.

This can be quite a difficult adjustment. Students are to meet the challenge of planning and managing their own time and study periods effectively. The time available to complete the syllabus content is very short and there is little time to become familiar with a new environment or get to know new peers and new staff. Roughly two and a half terms after you begin your AS courses you will be taking the most important examinations you will have sat to date. It is vital that you are fully focused on your academic studies and are not distracted by external factors. A highly dedicated and experienced pastoral team works closely with students to support and ensure the welfare of every individual.



A-Level Options 2012-2014

Art and Design
Biology
Business Studies
Chemistry
Classical Civilisation
Critical Thinking
Dance
Drama and Theatre Studies
DT
Economics
English Literature
French
Geography
German
Government and Politics
Greek (Classical)
History
Home Economics - Food Nutrition and Health
ICT
Italian
Latin
Mathematics
Mathematics (Accelerated)
Music
Philosophy
Physical Education
Physics
Psychology
Religious Studies
Russian
Spanish

Title of course:	Art and Design
Examination Board:	AQA
Course Code:	2200
Format:	Two year A-Level
Modules included:	For AS there are 2 units, unit 1, the portfolio and unit 2, the externally-set assignment For A2 there are 2 units, unit 3, a personal investigation and unit 4, an externally-set assignment
Methods of assessment and ratio of units:	Assessment is completed internally by teaching staff following standardisation meetings. Work is then moderated by a visiting moderator. Unit 1 is worth 50% of the total marks for AS, 25% of the marks for A2 Unit 2 is worth 50% of the total marks for AS, 25% of the marks for A2 Unit 3 is worth 25% of the total A Level marks Unit 4 is worth 25% of the total A Level marks
Brief summary of course content:	
<p>Students will follow an integrated practical, critical and theoretical study of art using a variety of media and processes. They are encouraged to develop their own personal responses to their experiences, environment and culture in both practical and contextual activities.</p> <p>Unit 1: the portfolio, starts with a series of structured activities around a common theme and this is developed into more individual work culminating in a final outcome.</p> <p>Individual artistic strengths are taken into account when students decide on the direction for their work and as the course progresses they are encouraged to pursue their work with increasing independence.</p> <p>Unit 2: the externally-set assignment, with a choice of five exciting starting points, forms the second part of the AS course.</p> <p>At A2 students build upon the knowledge, understanding and skills they have acquired at AS level but with greater depth of study. Students develop work in response to an idea, issue, concept or theme of their own choice and are required to include a critical written element.</p> <p>Unit 4: the externally-set assignment, offers eight starting points and candidates are expected to produce a clearly defined selection of work which will lead to a finished piece or pieces. Final work is carried out during 15 hours of examination sessions.</p> <p>Throughout the course work is developed using a range of media, always encouraging the individual pursuit of creativity. The sketchbook is an important element in all units.</p> <p>At the end of both Year 12 and Year 13 there is an exhibition to celebrate the students' creative achievements.</p>	
Examples of careers that this course will support:	
Entry to Foundation courses in Art and Design. Direct entry onto degree courses either art based or others such as Architecture. The subject prepares students for work in the media and creative industries.	

Title of course:	Biology
Examination Board:	OCR
Course Code:	Advanced GCE: H421 Advanced Subsidiary GCE: H021
Format:	Two year A-Level course, with AS modules taken at the end of Year 12
Modules included:	<p>F211: Cells, Exchange and Transport F212: Molecules, Biodiversity, Food & Health F213: Practical skills in Biology 1</p> <p>F214: Communication, Homeostasis and Energy F215: Control, Genomes and Environment F216: Practical skills in Biology 2</p>
Methods of assessment and ratio of units:	<p>F211 is taken as a module examination in the summer of Year 12 it is worth 30% of the total AS marks. F212 is taken as a module examination in the summer of Year 12 and is worth 50% of the total AS GCE marks. F213 is assessed by practical tasks set by OCR and carried out during lessons in controlled conditions. It is worth 20% of the total AS GCE marks.</p> <p>For those students carrying on to A2</p> <p>F211 is worth 15% of the total Advanced level GCE marks. F212 is worth 25% of the total Advanced level GCE marks. F213 is worth 10% of the total Advanced level GCE marks.</p> <p>F214 is worth 15% of the total Advanced level GCE marks. F215 is worth 25% of the total Advanced level GCE marks. F216 is worth 10% of the total Advanced level GCE marks.</p> <p>F214, F215 & F216 are synoptic in nature.</p>
Brief summary of course content:	
<p>Organisation is a major facet of how Biology works. We study systems at the molecular, cell, organ and whole organism level. We also look at the way that organisms interact with their environment and man's influence on it.</p> <p>The AS level specification provides opportunities to study cells and biochemistry, breathing & gas exchange, transport in plants & animals, diet and food production, health and disease, biodiversity and evolution.</p> <p>The A2 covers the major topics of the nervous system, homeostasis, excretion, photosynthesis, respiration, cell division, gene technology and the environment.</p> <p>Throughout both AS and A2, you will have the opportunity to carry out a range of relevant practical work which will develop your skills for the assessed practical work.</p>	
Examples of careers that this course will support:	
<p>Studying Biology to A level provides a vast range of possible university and career options. There are all the biological science based courses e.g. biology, biochemistry, biotechnology, genetics, life sciences. Then the biomedical strand of medicine, dentistry, pharmacy, veterinary science, biomedicine and nursing.</p> <p>Biology is also seen as a useful entrance qualification to courses such as accountancy, banking and law because of its use of narrative, critical thinking and data analysis.</p>	

Title of course:	Business Studies
Examination Board:	AQA
Course Code:	2131
Format:	Two year A-Level course. Two unit examined AS followed by two unit examined A2
Modules included:	AS Units BUSS1 – Planning and Financing a Business BUSS2 – Managing a Business BUSS3 – Strategies for Success BUSS4 – Managing Change and the External Environment
Methods of assessment and ratio of units:	Both AS units are assessed via written examinations lasting 1) BUSS1 – 1hr 15 mins 2) BUSS2 – 1hr 30 mins Together these papers account for 50% of the overall A-Level 3) BUSS3 – 1hr 45mins 4) BUSS4 – 1hr 45mins Together these A2 papers account for the remaining 50% of the A-Level
Brief summary of course content:	
<p>In the AS year in Business Studies we study two modules:</p> <p>BUSS1 – Planning and financing a business – this is a module that focuses on starting up and running a business. Issues such as business planning, sources of finance and marketing a small business are an important theme of this module.</p> <p>BUSS2 – Managing a business – in this module we look at decision making in a small to medium size business. Using Breakeven charts, managing operations and people are the some of the key themes of this module.</p> <p>In the A2 year in Business Studies we study a further 2 modules:</p> <p>BUSS3 - Strategies for success – in this module we focus more on larger businesses and problem solving. Students are given an extended case study from which they are expected to solve a range of numerical and non numerical problems and make recommendations as to the best way forward for the business in question.</p> <p>BUSS4 – The Business Environment and Managing Change – here students receive a theme that they are required to independently research. In the examination, students are required to write an extended essay on the research theme. The second part of BUSS4 is to write an essay on any topic that can be drawn from two years worth of learning.</p>	
Examples of careers that this course will support:	
Any career in Business or the City including Finance careers, Banking careers, Insurance careers and Accounting careers. This Business Studies course will also support students who are anticipating setting up and running their own businesses.	

Title of course:	Chemistry A	
Examination Board:	OCR	
Course Code:	H434	
Format:	Two year A-Level	
Modules included:	AS units: F321 Atoms, Bonds and Groups F322 Chains, Energy and Resources F323 Practical Skills in Chemistry 1	A2 Units: F324 Rings, Polymers and Analysis F325 Equilibria, Energetics and Elements F326 Practical Skills in Chemistry 2
Methods of assessment and ratio of units:	F321 1 hour written paper F322 1¾ hour written paper F323 Assessed practical tasks F324 1¼ hour written paper F325 2 hour written paper F326 Assessed practical tasks	15% of total A-Level marks 25 % of total A-Level marks 10% of total A-Level marks 15% of total A-Level marks 25 % of total A-Level marks 10% of total A-Level marks
Brief summary of course content:		
<p>Atoms, Bonds and Groups: Here students learn the fundamentals of chemistry – the relationship between atomic structure and position in the periodic table and how the atomic and 3D structure influences the behaviour of the elements. They develop skills in quantitative work.</p> <p>Chains, Energy and Resources: Students begin their study of organic chemistry, looking at hydrocarbons, alcohols and halogenoalkanes. They learn about modern analytical techniques. Enthalpy changes, rates and equilibrium are studied, helping students to deepen their understanding of how and why reactions work. They also study the chemistry of the air and green chemistry, looking at the very important issue of sustainability.</p> <p>Practical Skills in Chemistry 1: Throughout the course, students will carry out practical work, relevant to the topic being studied. This unit includes the internal assessment of practical skills, which counts for 20% of the AS mark, 10% of the total A-Level mark.</p> <p>Rings, Polymers and Analysis: Students continue their study of organic chemistry, covering arenes, amines, carbon compounds, carboxylic acids and esters. They learn about polymerisation reactions and synthetic routes as well as methods of analysis. These topics are linked to real applications, for example, in the pharmaceutical industry.</p> <p>Equilibria, Energetics and Elements: Students continue their study of physical chemistry in a more quantitative way, undertaking complex calculations. They study the transition elements in detail, applying their learning about redox and electrode potentials to the behaviour of these elements.</p> <p>Practical Skills in Chemistry 2: Throughout the course, students will carry out practical work, relevant to the topic being studied. This unit includes the internal assessment of practical skills, which counts for 10% of the total A-Level mark.</p>		
Examples of careers that this course will support:		
<p>A study of chemistry underpins other scientific disciplines such as pharmacy, medicine, pharmacology, dentistry, forensic science, chemical engineering, biochemistry and genetics. Advanced level Chemistry is essential for these courses at university and is also considered a valuable qualification for other degrees such as law, since the subject requires a logical mind and a rigorous application of knowledge. The skills acquired are relevant to many professions.</p> <p>Chemistry can, of course, be studied with all other subjects. It should preferably be studied with Mathematics and Physics if a degree in Chemistry is contemplated. It is also recommended to accompany A-Level Biology.</p>		

Title of course:	Classical Civilisation
Examination Board:	OCR
Course Code:	AS: H041 A2: H441
Format:	Two year A-Level
Modules included:	AS: Paper 1 – Greek Epic Poetry AS: Paper 2 – Greek Tragedy A2: Paper 1 – Greek Art & Architecture A2: Paper 2 – Roman Epic Poetry
Methods of assessment and ratio of units:	Both of the two AS papers and the two A2 papers are assessed by written examination All of the units are weighted equally at 25%
Brief summary of course content:	
<p>This stimulating course provides an opportunity to study Greek and Roman topics which have had an important impact on our own civilisation. You will learn to examine primary evidence, develop analytical skills and respond sensitively to literature and artistic material. You do not need to know any Latin or Classical Greek before you begin this course, since all the texts are studied in translation.</p> <p>AS Classical Civilisation consists of a study of Homer's <i>Odyssey</i> and a selection of plays of three great Greek tragedians.</p> <p>A2 Classical Civilisation comprises a study of Greek Art & Architecture and Greek and Roman Epic Poetry.</p>	
Examples of careers that this course will support:	
<p>Classical Civilisation will teach you to develop critical and evaluative skills which are important in today's world. Journalism, Advertising, the Theatre, Television, the Civil Service, Business, Management and Teaching are some of the careers which are suitable, like any other Arts degree.</p>	

Title of course:	Critical Thinking
Examination Board:	OCR
Course Code:	H052
Format:	Two year AS Level
Modules included:	F501: Introduction to Critical Thinking - taken in Y12 F502: Assessing and Developing Argument - taken in Y13
Methods of assessment and ratio of units:	By examination; each unit is 50% of the final AS
Brief summary of course content:	
<p>In the first Unit, students study the language of reasoning and develop an understanding of how arguments are constructed. They learn to evaluate the credibility of evidence from a variety of sources.</p> <p>In the second Unit students learn to assess more complex argument and study a range of potential weaknesses and flaws. They are also required to write their own arguments.</p>	
Examples of careers that this course will support:	
<p>Any career which requires clear, logical and precise thinking. Thus it is good for law, journalism, the police and teaching.</p> <p>It is good for careers in medicine, dentistry e.t.c. as we cover much material of current interest and it ensures that students continue to exercise their abilities in literacy.</p> <p>For those students whose degree courses require a skills assessment (UKCAT, BMAT, LNAT etc) the subject is relevant preparation.</p>	

Title of course:	Dance
Examination Board:	AQA
Course Code:	AS 1231
Format:	Two year AS Level course
Modules included:	Unit 1 (DANC1): Understanding Dance Unit 2 (DANC 2): Choreography and Performance
Methods of assessment and ratio of units:	Unit 1: A written examination worth 40% of the AS level and comprising of two sections. Section A is a selection of short answer questions and section B is two essay questions. All questions are compulsory Unit 2: Practical coursework internally assessed worth 60% of the AS level and comprising of two sections. Section A (60 marks) is a solo choreography and performance task based on set questions pre-released by AQA. Section B (30 marks) is a performance in a duo or group where the candidates technical ability will be assessed
Brief summary of course content:	
At AS Level this specification focuses on the development and performance of the candidate's own choreography and performance within a duo/trio. Candidates receive training on technique and the health and safety of the dancer. They begin to develop critical skills for the analysis of choreography and performance within their own work and in professional repertoire.	
Examples of careers that this course will support:	
Dancer, Choreographer, Sports Scientist, Dance Critic, Dance Notation, Leisure Industry, Performing Arts Industry, Physiotherapist, Dance Teacher, Dance Examiner.	

Title of course:	Drama and Theatre Studies
Examination Board:	Edexcel
Course Code:	6DR01, 6DR02, 6DR03, 6DRO4
Format:	Two Year - A-Level
Modules included:	AS Unit 1: Exploration of Drama and Theatre Unit 2: Theatre Texts in Performance A2 Unit 3: Exploration of Dramatic Performance Unit 4: Theatre Text in Context
Methods of assessment and ratio of units:	Unit 1: Internally Assessed – performance and written evaluation – 40% Unit 2: Externally Assessed – group and individual performance – 60% Unit 3: Internally Assessed – performance and supporting written evidence – 40% Unit 4: Externally Assessed – Written Paper – 60%
Brief summary of course content:	
<p>AS</p> <p>Unit 1: Exploration of Drama and Theatre Students explore two contrasting play texts practically and record their findings in a set of Exploration Notes; students also experience a live theatre performance and write an evaluation of it.</p> <p>Unit 2: Theatre Texts in Performance In Section A, students either perform a monologue or duologue or offer a design skill in support of performer(s). In Section B, students contribute to a group performance, either as a performer or a designer.</p> <p>A2</p> <p>Unit 3: Exploration of Dramatic Performance Students create an original piece of drama as a performer, designer and/or director. They document, reflect and evaluate the process and evaluate the final performance in their Supporting Written Evidence.</p> <p>Unit 4: Theatre Text in Context In Sections A and B, students study one play from a choice of three and develop ideas for a proposed production from the perspective of a director. In Section C, students study the original performance conditions of a play written and performed in one of three very specific time periods; students see and respond to a live performance of a chosen play.</p>	
Examples of careers that this course will support:	
Students completing the course successfully will hone their analytical and creative skills and have a thorough understanding of drama and theatre and an ability to communicate effectively with others. Students can move on to Drama, English, Journalism or Stage-Management courses at University. Furthermore, this qualification is invaluable for any career requiring originality, creativity, communication and group skills.	

Title of course:	Design and Technology, Product design (3D Design)
Examination Board:	AQA
Course Code:	1551
Format:	Two year AS Level
Modules included:	Unit 1 – PROD 1, Materials, Components and Application Unit 2 – PROD 2, Learning through Designing and Making
Methods of assessment and ratio of units:	Unit 1 and Unit 2 both 50% of AS Level Unit 1 - 2hr written paper, Externally marked Unit 2 - Coursework, internally marked and externally moderated
Brief summary of course content:	
<p>Unit 1 Theory based. Range of topics covered including materials, components and application.</p> <p>Unit 2 Coursework folder of work. Design and making task. Students design and make a product of their own choice in line with AQA criteria. Approx 50 hrs of course.</p>	
Examples of careers that this course will support:	
Architecture, Engineering, any area of Design, Dentistry and Medicine.	

Title of course:	Economics
Examination Board:	OCR
Course Code:	H461
Format:	Two year course. Two unit examined AS followed by two unit examined A2
Modules included:	AS Units F581 – Markets in Action F582 – The national and international economy F584 – Transport Economics F585 – The Global Economy
Methods of assessment and ratio of units:	Both AS units are assessed via written examinations lasting 1½ hrs Both A2 units are assessed via written examination lasting 2hrs each The AS examinations are worth 50% of the overall A Level result
Brief summary of course content:	
<p>In the AS year in Economics we study two modules:</p> <p>1) Microeconomics – Markets in Action where we deal with how competitive markets work and why and how they fail.</p> <p>2) Macroeconomics – The national and international economy where we look at UK wide economic issues such as Unemployment, Inflation and Economic Growth.</p> <p>In the A2 year there are a further 2 modules:</p> <p>3) Transport Economics – This is an applied microeconomics module set in a transport context drawing on knowledge from the microeconomics AS module.</p> <p>4) Global Economy – In this module we look at a range of global economic issues and economies. Focusing on development economics, European economics and the Economies of Asia. The module has a macroeconomic context to it.</p>	
Examples of careers that this course will support:	
Any career in Business or the City including finance , banking, insurance and accounting.	

Title of course:	English Literature
Examination Board:	Edexcel
Course Code:	8ET01 and 9ET01
Format:	2 year A-Level
Modules included:	Unit 1: Explorations in Prose and Poetry Unit 2: Explorations in Drama Unit 3: Interpretations of Prose and Poetry Unit 4: Reflections in Literary Studies
Methods of assessment and ratio of units:	Units 1 and 3 are open text examinations (60%) Units 2 and 4 are coursework (40%)
Brief summary of course content:	
<p>Course content comprises an extensive range of texts, including works by Shakespeare and familiar writers from the English literary heritage, as well as titles published after 1990. This specification builds upon the skills already acquired at GCSE and represents a greater awareness of the study of literature practised in higher education by incorporating textual study within readers' understanding of cultural contexts.</p> <p>A love of reading is essential, as is the ability to undertake independent study and to respond re-creatively and critically. As well as providing a challenging context for reading, writing, researching and talking about prose, poetry and drama texts, the AS/A2 English Literature course offers an exciting programme of personal reading, theatre trips, conferences and a field trip to Stratford-upon-Avon; designed to make students culturally aware, informed and ready to embrace new ideas and experiences in life.</p>	
Examples of careers that this course will support:	
<p>AS/A2 English Literature is the communication qualification. So, whether career plans feature medicine, science, law, the media (especially publishing or journalism), teaching, the Civil Service, advertising or business/administration generally, it signifies to universities and to future employers that students are well read, articulate and have been trained to organise and communicate ideas effectively.</p>	

Title of course:	French
Examination Board:	Edexcel
Course Code:	8FR01, 9FR01
Format:	Two Year - A Level
Modules included:	No modules, units all assessed as examinations
Methods of assessment and ratio of units:	AS units Unit 1 – oral (15%) Unit 2 – listening, reading and written response (35%) A2 units Unit 3 – oral (17.5%) Unit 4 – translation and written response (32.5%)
Brief summary of course content:	
<p>Year 12 students study themes under the 4 contexts Youth Culture, Lifestyle, Education and The World Around Us. Within these 4 contexts the key skills of oral discussion and debate, listening and reading comprehension skills and the ability to write coherent, high quality French are developed. Students also get the unique opportunity to do a week's work experience in Paris in the Easter term, and have weekly one-on-one lessons with the French language assistant.</p> <p>In Year 13, students study the additional contexts of history, art and literature, social and world questions and traditions and beliefs. In addition, they prepare their own oral presentation and debate, and study a film and/or work of literature in preparation for a research-based essay, which augments a discursive essay and translation to form the written paper. In recent years, students have studied Louis Malle's <i>Au Revoir les Enfants</i> and Maupassant's <i>Boule de Suif</i>.</p> <p>Both AS and A2 courses are considerably more advanced and more stimulating than GCSE, and students generally derive a great deal of pleasure and success from their Sixth Form French studies.</p>	
Examples of careers that this course will support:	
Marketing, Advertising, Law, Teaching, Medicine, Accountancy, Civil Service, Diplomatic Service. Interpreting and Translating, Journalism.	

Title of course:	Geography
Examination Board:	Edexcel
Course Code:	9GE01
Format:	2 year A-Level
Modules included:	<p>AS:</p> <ul style="list-style-type: none"> • Global Challenges • Geographical Investigations <p>A2:</p> <ul style="list-style-type: none"> • Contested Planet • Geographical Research
Methods of assessment and ratio of units:	<p>AS: 2 examinations</p> <p>Unit 1: 60% of AS – Global Challenges</p> <p>Unit 2: 40% of AS – Geographical Investigation</p> <p>A2: 2 examinations</p> <p>Unit 3: 60% of A2 – Contested Planet</p> <p>Unit 4: 40% of A2 – Geographical Research</p> <p>There is no controlled assessment in either AS or A2</p>
Brief summary of course content:	
<p>Students will be following the exciting Edexcel A Level specification which looks at our world today and the ways in which it is changing. At the AS Level the topics range from global themes such as climate change and globalisation to local issues like the regeneration of inner cities and the physical and human conflicts along coasts. At A2 Level the themes are based around the global problems such as energy, water and food supplies and their possible technological solutions. During their studies students will continue to improve their communication, literacy, numeracy, ICT, spatial awareness, team working, and problem solving skills.</p> <p>Fieldwork is an essential part of the Geography course and there will be a three day residential fieldtrip during October probably to North Norfolk plus some local fieldwork. Fieldwork is always a highlight of the Geography course and gives the chance to develop some unexpected skills.</p>	
Examples of careers that this course will support:	
<p>Geography is a subject which gives an insight into the way the world works, the forces that shape the landscape, control the weather, and dictate settlement patterns or population structure. A geographical understanding is an excellent basis for careers in management, environmental studies, planning and many more. This is because of the variety of skills a geographer acquires such as the ability to manipulate numerical data, to write clearly and present the main points of an argument, to use ICT and to work together with others in a team.</p> <p>The nature of people's working lives is changing and most people will follow a varied career path where transferable skills will be essential and Geography can help develop these skills. (See the Royal Geographical Society's website for more details: www.rgs.org).</p>	

Title of course:	German
Examination Board:	Edexcel
Course Code:	8GN01, 9GN01
Format:	2 year A-Level
Modules included:	No modules, units all assessed as examinations
Methods of assessment and ratio of units:	<p>AS units</p> <p>Unit 1 – oral (15%)</p> <p>Unit 2 – listening, reading and written response (35%)</p> <p>A2 units</p> <p>Unit 3 – oral (17.5%)</p> <p>Unit 4 – translation and written response (32.5%)</p>
Brief summary of course content:	
<p>Year 12 students study themes under the 4 contexts “Youth Culture”, “Lifestyle”, “Education” and “The World Around Us”. Within these 4 contexts the key skills of oral discussion and debate, listening and reading comprehension skills and the ability to write coherent, high quality German are developed. Students are encouraged to visit Germany, either privately or with the Munich study visit which is open to all year groups.</p> <p>In Year 13, students study the additional contexts of history, art and literature, social and world questions and traditions and beliefs. In addition, they prepare their own oral presentation and debate, and study a film and/or work of literature in preparation for a research-based essay, which augments a discursive essay and translation to form the written paper. In recent years students have studied Kafka’s « Die Verwandlung » and Florian Henckel von Donnersmarck’s « Das Leben der Anderen ».</p> <p>The German A Level course is both challenging and highly enjoyable, and students invariably get a lot of pleasure and success from their studies. Students also benefit from small class sizes, with excellent potential for one-to-one teaching.</p>	
Examples of careers that this course will support:	
Marketing, Advertising, Law, Teaching, Medicine, Accountancy, Civil Service, Diplomatic Service. Interpreting and Translating and Journalism.	

Title of course:	Government and Politics
Examination Board:	Edexcel
Course Code:	AS 8GP01, AL 9GP01
Format:	2 year A-Level
Modules included:	<p>AS Level</p> <p>Unit 1: People and Politics</p> <p>Unit 2: Governing the UK</p> <p>A-Level American politics keythemes in political analysis</p> <p>Unit 3: Key themes in political analysis: representative processes in the USA</p> <p>Unit 4: Extended themes in political analysis: governing the USA</p>
Methods of assessment and ratio of units:	Each unit is worth 25%
Brief summary of course content:	
<p>AS Level</p> <p>Unit 1: People and Politics</p> <p>This unit is concerned with the people of the United Kingdom and the way that they interact with the political system. The unit therefore include the study of elections, pressure groups and the various political parties, their policies and ideas. We start the course by debating the operation of democracy in our country.</p> <p>Unit 2: Governing the UK</p> <p>Students will study how the United Kingdom is governed through looking at the various institutions of the United Kingdom, including the Prime Minister and the Civil Service, Parliament, the Prime Minister and the Constitution and the Supreme Court.</p> <p>A-Level</p> <p>The A-Level mirrors the AS level, but now we study the political system in the USA</p> <p>Unit 3: Key themes in political analysis: representative processes in the USA</p> <p>Unit 3 is again concerned with the relationship between the people and the political system. Topics include political parties, pressure groups and elections. For this unit however we also study the extremely important topic of race in the USA.</p> <p>Unit 4: Extended themes in political analysis: governing the USA</p> <p>Unit 4 follows Unit 2 as we study the political institutions of the USA. This unit therefore includes the study of the President, Congress, the Constitution and the Supreme Court.</p>	
Examples of careers that this course will support:	
<p>Government and Politics may be used as a basis for careers in the professions such as the law, the media and for linguists. It is an excellent basis for careers in business and commerce and in any aspect of the political system at home and abroad, for example the civil service and in working for the vast international development sector.</p>	

Title of course:	Greek (Classical)
Examination Board:	OCR
Course Code:	AS: H040 A2: H440
Format:	Two year A-Level
Modules included:	AS: Paper 1 – Greek language AS: Paper 2 – Greek Prose and verse literature A2: Paper 1 – Verse literature and Greek language A2: Paper 2 – Prose Literature and Greek language
Methods of assessment and ratio of units:	Both of the two AS papers and the two A2 papers are assessed by written examination All of the units are weighted equally at 25%
Brief summary of course content:	
<p>You will have the opportunity to consider the original ideas and achievements of the Greeks and how they have influenced western civilisation.</p> <p>The aims of this course are for you to develop your powers of literary appreciation, critical understanding and reading skills.</p> <p>AS Classical Greek consists of a test of language (Greek into English) and prescribed texts (1 prose author and 1 verse author).</p> <p>A2 Classical Greek comprises a verse author and a test of language (Greek into English) and the second paper consists of a prose author and a test of language (Greek into English).</p>	
Examples of careers that this course will support:	
<p>Classical Greek is looked upon as a very academic subject by employers and has a reputation for attracting analytical high flyers which helps in the jobs market considerably. Careers include Management, Business, Finance, Law, Industry, Computing, the Civil Service, Accountancy, Publishing, Advertising, Journalism, the Media and Teaching.</p>	

Title of course:	History
Examination Board:	OCR
Course Code:	AS H106 A2 H506
Format:	Two year A-Level
Modules included:	<p>AS Level 19th Century Westward Expansion and the Civil War in the USA A Mid-Tudor Crisis?</p> <p>A-Level Oliver Cromwell The Development of the Nation State in France</p>
Methods of assessment and ratio of units:	<p>AS Level Both papers final examination. Each Unit 25% of A Level A-Level Oliver Cromwell coursework. Two parts each 10% The Development of the Nation State final examination 30%</p>
Brief summary of course content:	
<p>AS Level - 19th Century Westward Expansion and the Civil War in the USA The first part of this module follows the story of the Americans in the 19th century as they travelled west and took a continent for their own. It is therefore also the tragic story of the Native Americans. In the second part we study the Civil War that was fought between the North and South over the issue of slavery. Although this occurred 150 years ago today it is still an alive and vitally important topic for understanding the USA.</p> <p>A Mid Tudor Crisis? In our beautiful historic building with its strong Tudor connections we will always wish to include a unit on this period in history. This module is known as the enquiries paper. It will continue to develop your analytical skills from your GCSE studies. The paper covers the years from the decline of Henry VIII to the rise of Elizabeth I. These were years of turbulence socially, economically and in religion. We will look at the evidence we have to decide whether the problems were so great that these years could be considered a period of crisis.</p> <p>A-Level - Oliver Cromwell There are few figures in history that excite such controversy as the 17th century leader Oliver Cromwell. He is therefore an ideal candidate for our coursework unit. This module consists of two pieces. For the first we will look at historians' interpretations of key questions about his time as leader of England. The second is a personal investigation of his actions in Ireland. Much of the unit is taught using a tutorial system and our students find this approach most enjoyable and an ideal preparation for their university studies.</p> <p>The Development of the Nation State in France This module looks at the development of France over a lengthy period with analysis of key themes in this turbulent time. Dramatic events and colourful personalities provide the backdrop as we look at the power of the monarchy along with the role of the nobility, social and economic developments and the impact of religious change. With ferocious civil wars appearing to tear the kingdom apart, students debate the significance of the troubles and the extent to which rebuilding was achieved by 1610.</p>	
Examples of careers that this course will support:	
<p>History is an academic subject that is highly respected by universities and employers. The skills developed in History can be used to pursue courses and careers in Law, the civil service, business, teaching, human resources and management, the media and journalism to name but a few. History is also well respected by the scientific community as an excellent AS/A level to complement medical studies for example.</p>	

Title of course:	Home Economics - Food, Nutrition and Health
Examination Board:	OCR
Course Code:	(AS) H111
Format:	2 year A-Level
Modules included:	G001 Society and Health G002 Resource management
Methods of assessment and ratio of units:	Two written examinations worth 50% for each unit Each paper has 2 sections. Section A has a common theme and structured answers with short responses, some slightly longer, all compulsory Section B requires essay style answers structured in two parts. Candidates have a choice of two out of three questions
Brief summary of course content:	
<p>Brief summary of course content:</p> <p>Unit G001 – Society and Health</p> <ul style="list-style-type: none"> • Demography – Patterns & trends of UK population • Family & Society – Structure, role, functions • Key issues for society – Poverty, housing & homelessness, work & unemployment, leisure • Environmental issues – recycling, processes & management • Social issues – Welfare state, provision of private, statutory & voluntary health and social services • Health – Diet related health problems, general health of the Nation <p>Unit G002 – Resource management</p> <ul style="list-style-type: none"> • Resources – inter-relationship between time, money and energy • Food provision – patterns of eating, food choice, purchase of food to meet individual needs, management of resources to provide meals for individuals and households • Selection and purchase of food and household goods – consumer rights, purchasing, marketing and retailing • Food preparation & cooking equipment – advantages and disadvantages of a range of cooking equipment and their choice for purpose, food preparation & cooking • Food safety and hygiene – micro-organisms responsible for food spoilage & contamination, food handling, food poisoning, monitoring hygiene & safety standards 	
Examples of careers that this course will support:	
Science, Food Technology, Food Journalism, Dietician, Social Work, Environmental Health, Leisure services and Consumer Protection.	

Title of course:	Information and Communication Technology
Examination Board:	OCR
Course Code:	H117
Format:	Two year AS Level
Modules included:	GO61 – The nature, role and context of information (management and manipulation) GO62 – ICT practical tasks
Methods of assessment and ratio of units:	GO61 – 60% of the final award – 2 hour written examination GO62 – 40% of the final award – practical tasks set at the beginning of the course; to be completed by the end of the Spring term (internally marked and externally moderated)
Brief summary of course content:	
<p>Topics covered include:</p> <ul style="list-style-type: none"> - The use and effects of information technology systems on organisations and society - The management, manipulation and dissemination of information - The economic, social and ethical effects of the use of information technology - ICT today and future developments <p>The first year of the course will cover Module GO61 leading to a 2 hour written paper set during the summer examination series.</p>	
Examples of careers that this course will support:	
<p>This course will support all university applications, providing the additional knowledge and skills required for the use of ICT at a higher level.</p>	

Title of course:	Italian
Examination Board:	Edexcel
Course Code:	9IN01 (A2) and 8IN01 (AS)
Format:	Two year A-Level
Modules included:	AS modules 1 and 2, A2 modules 3 and 4
Methods of assessment and ratio of units:	AS units: Unit 1 - oral (15%); Unit 2 - listening, reading and written response (35%) A2 units: Unit 3 - oral (17.5%); Unit 4 - translation and written response (32.5%)
Brief summary of course content:	
<p>AS Level – Unit 1: Spoken Expression and Response in Italian – Unit code 6IN01</p> <p>Students need to research a topic area of their choice from the list below and be able to respond to set questions on it in Italian which they will then extend into a more general discussion on it and related sub topic areas. They must choose one of the following general topic areas:</p> <ul style="list-style-type: none"> • Youth culture and concerns • Lifestyle: health and fitness • The world around us: travel, tourism, environmental issues and the Italian-speaking world • Education and employment <p>AS Level – Unit 2: Understanding and Written Response in Italian – Unit code 6IN02</p> <p>This unit requires students to understand and convey their understanding of Italian language texts and recordings. Students will also need to produce an essay to demonstrate an ability to manipulate the Italian language in continuous writing. This unit draws upon the four general topic areas listed above.</p> <p>A2 Level – Unit 3: Understanding and Spoken Response in Italian – Unit code 6IN03</p> <p>This unit requires students to demonstrate the effectiveness of their Italian language skills by presenting and taking a clear stance on any issue of their choice. They will be expected to interact effectively with the teacher, defend their views and sustain discussion as the teacher moves the conversation away from their chosen issue. They will be expected to use the language of debate and argument to discuss the issue and will also be assessed for understanding as well as communication and quality of spoken language.</p> <p>A2 Level – Unit 4: Research, Understanding and Written Response in Italian – Unit code 6IN04</p> <p>This unit requires students to demonstrate skills in A-Level Italian writing (discursive or creative essay) and translation from English into Italian. The unit also requires students to demonstrate evidence of independent, A-Level Italian language reading and research of a chosen text, play, film or topic area that links to the culture and/or society of an Italian speaking country, countries or community. The content of this unit will be linked to the following general topic areas:</p> <ul style="list-style-type: none"> • Youth culture and concerns • Lifestyle: health and fitness • The world around us: travel, tourism, environmental issues and the Italian speaking world • Education and employment • Customs, traditions, beliefs and religions • National and international events: past, present and future • Literature and the arts. 	
Examples of careers that this course will support:	
<p>Insurance Underwriting; International Investment Banking; Teaching in the UK or abroad; Lecturing in the UK or abroad; Journalism; Civil Service; Foreign Office; EU placements in Strasbourg and Brussels; International Lawyer, able to practice both in Italy and in the UK; Marketing/PR for Italian companies in UK or English or American companies in Italy; Translating and Interpreting; Scientific Research in Italian and Swiss pharmaceutical companies.</p> <p>Many companies offering Graduate Entry programmes favour linguists due to their versatility and thinking skills. Unlike other graduates, linguists will also have spent a year living and working abroad so will have the experience and maturity that other graduates lack when entering the work place after graduation.</p>	

Title of course:	Latin
Examination Board:	OCR
Course Code:	AS: H039 A2: H439
Format:	Two year A-Level
Modules included:	AS: Paper 1 – Latin language AS: Paper 2 – Latin prose and verse literature A2: Paper 1 – Verse literature and Latin language A2: Paper 2 – Prose literature and Latin language
Methods of assessment and ratio of units:	Both of the two AS papers and the two A2 papers are assessed by written examination All of the units are weighted equally at 25%
Brief summary of course content:	
<p>You will have the opportunity to examine the ideas of some of the greatest Roman writers, both in the original language and in English. The aims of the course are for you to develop your powers of critical understanding, literary appreciation and reading skills.</p> <p>AS Latin consists of a test of language (Latin into English) and prescribed texts (1 prose author and 1 verse author).</p> <p>A2 Latin comprises a verse author and a test of language (Latin into English) and the second paper consists of a prose author and a test of language (Latin into English).</p>	
Examples of careers that this course will support:	
<p>Latin is regarded as an academic subject by employers and has a reputation for attracting analytical high flyers which helps in the jobs market considerably. Careers include Management, Business, Finance, Law, Industry, Computing, the Civil Service, Accountancy, Publishing, Advertising, Journalism, the Media and Teaching.</p>	

Title of course:	Mathematics
Examination Board:	Edexcel
Course Code:	AS – 8371 A2 - 9371
Format:	Two year A-Level
Modules included:	C1, C2, C3, C4 – Core Pure Mathematics S1 – Statistics M1 – Mechanics
Methods of assessment and ratio of units:	All units are assessed by a 90 minute written examination All units are equally weighted
Brief summary of course content:	
<p>Topics include:</p> <p>C1: Algebra and functions, quadratic functions, equations and inequalities, sketching curves, Co-ordinate Geometry, Sequences and Series, Differentiation and Integration</p> <p>C2: Algebra and functions, trigonometry including trigonometric graphs, identities, radians and equations, exponentials and logarithms, binomial expansion and geometric series</p> <p>C3: Algebraic fractions, functions, the exponential and log functions, numerical methods, transforming graphs of functions, trigonometry including reciprocal trig functions, further differentiation</p> <p>C4: Partial fractions, the binomial expansion, further co-ordinate geometry, vectors, differentiation and further integration</p> <p>S1: Mathematical modelling in probability and statistics, representation and summary of data, probability, correlation and regression, discrete random variables and the normal distribution</p> <p>M1: Mathematical modelling in mechanics, kinematics of particles, dynamics of particles, statics, moments and vectors</p>	
Examples of careers that this course will support:	
<p>This is probably the most marketable A-Level in terms of acceptability. It is difficult to think of any course/ career where it would not be welcomed in combination with other subjects. Examples include Computing, Accountancy, Economics, Business, Banking, Air Traffic Control, Retail Management, Architecture, Surveying, Cartography, Psychology and, of course, Teaching to name but a few!</p>	

Title of course:	Mathematics (Accelerated)
Examination Board:	Edexcel
Course Code:	AS 8371 & 8372 A2 9371 & 9372
Format:	Two years Two A-Levels (or 1 ^{1/2} A-Levels) <i>Mathematics in Year 12, Further Mathematics in Year 13</i>
Modules included:	<p>Mathematics C1, C2, C3, C4 – Core Pure Mathematics S1 – Statistics M1 – Mechanics</p> <p>Further Mathematics FP1, FP2, FP3 – Pure Mathematics M2 – Mechanics S2 – Statistics D1 – Decision Mathematics</p>
Methods of assessment and ratio of units:	All units are assessed by a 90 minute written examination All units are equally weighted
Brief summary of course content:	
<p>Please refer to the entry for Mathematics for further information about the modules covered in Year 12.</p> <p>Year 13 topics include:</p> <p>FP1 – Series, complex numbers, numerical solutions of equations, coordinate systems, matrix algebra and proof FP2 – Inequalities, series, first and second order differential equations, , further complex numbers and McLaurin and Taylor series FP3 – Further matrix algebra, vectors, hyperbolic functions, differentiation, integration, further co-ordinate systems D1 – Algorithms, algorithms on graphs, the route inspection problem, critical path analysis, linear programming and matchings S2 - The Binomial and Poisson distributions, continuous random variables, continuous distributions, samples and hypothesis tests M2 – Kinematics of a particle moving in a straight line or plane, centres of mass, work and energy, collisions and statics of rigid bodies</p>	
Examples of careers that this course will support:	
Please refer to Mathematics but note that mathematicians are at the heart of space research, aircraft design, and at the forefront of information technology.	

Title of course:	Music			
Examination Board:	Edexcel			
Course Code:	AS 8MU01, A2 9MU01			
Format:	Two year A-Level			
Modules included:	AS: Unit 1 – Performing (6MU01) Unit 2 – Composing (6MU02) Unit 3 – Developing Musical Understanding (6MU03)	A2: Unit 4 – Extended Performing (6MU04) Unit 5 – Composition and Technical Study (6MU05) Unit 6 – Further Musical Understanding (6MU06)		
Methods of assessment and ratio of units:	Unit 1 – Performing (6MU01)	Coursework Internally assessed Externally moderated	30% of AS	15% of the total GCE
	Unit 2 – Composing (6MU02)	Coursework Externally assessed	30% of AS	15% of the total GCE
	Unit 3 – Developing Musical Understanding (6MU03)	2 hour examination Externally assessed	40% of AS	20% of the total GCE
	Unit 4 – Extended Performing (6MU04)	Coursework Internally assessed Externally moderated	30% of A2	15% of the total GCE
	Unit 5 – Composition and Technical Study (6MU05)	Coursework Externally assessed	30% of A2	15% of the total GCE
	Unit 6 – Further Musical Understanding (6MU06)	2 hour examination Externally assessed	40% of A2	20% of the total GCE

Brief summary of course content:

Unit 1 – Performing

This unit gives students the opportunities to perform as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a five-six minute assessed performance. Notated and/or improvised performances may be submitted.

Unit 2 – Composing

This unit encourages students to develop their composition skills leading to the creation of a three-minute piece in response to a chosen brief. Students also write a CD sleeve note to describe aspects of their final composition and explain how other pieces of music have influenced it.

Unit 3 – Developing Musical Understanding

This unit focuses on listening to familiar music and understanding how it works. Set works from the anthology provide the focus for the first two sections, through listening and studying scores. It is recommended that students familiarise themselves with each work as a whole, before learning how to identify important musical features and social and historical context. In the third section, students use a score to identify harmonic and tonal features and then apply this knowledge in the completion of a short and simple passage for SATB.

Unit 4 – Extended Performing

This unit gives students opportunities to extend their performance skills as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a 12-15 minute assessed performance of a balanced programme of music. Notated and/or improvised performances may be submitted.

Unit 5 – Composition and Technical Study

This unit has two sections: composition and technical study. The composition section further develops students' composition skills, leading to the creation of a final three-minute piece in response to a chosen brief. The technical study section builds on the knowledge and awareness of harmony gained in Unit 3 section C through the medium of pastiche studies. Students must complete two tasks in this unit choosing from either one composition and one technical study or two compositions or two technical studies.

Unit 6 – Further Musical Understanding

This unit focuses on listening to music, familiar and unfamiliar, and understanding how it works. Set works from the anthology provide the focus for much of the unit. It is recommended that students familiarise themselves with each work as a whole, before concentrating on important musical features, context and/or elements of continuity and change. Between works students should also listen to a wide range of unfamiliar music which relates to the two compulsory areas of study. They should learn how to compare and contrast pairs of excerpts, contextualise music and identify harmonic and tonal features.

Examples of careers that this course will support:

Successful A Level candidates have moved on to university music courses (including Oxbridge) and those who have been particularly interested in practical music making have gained places at Music Colleges or Conservatoires. Obviously not everyone who has taken music at A Level continues to university level; this A Level will sit well with any combination of arts, humanities or science subjects because of the wide range of skills it requires. A music degree might lead to a career in music technology, Arts Administration, theatre, film, television, broadcasting, performing, teaching, librarianship, music therapy, law, accountancy, journalism, media. In fact the list is almost endless!

Title of course:	Philosophy
Examination Board:	AQA
Course Code:	1171
Format:	Two year AS Level
Modules included:	Unit 1 – (PHIL 1) An Introduction to Philosophy 1 Unit 2 – (PHIL 2) An Introduction to Philosophy 2
Methods of assessment and ratio of units:	One paper at the end of both year 12 and 13, equally weighted at 50% of the whole AS
Brief summary of course content:	
<p>The course begins with a compulsory module entitled Reason and Experience which explores the ideas of the mind as tabula rasa, innate knowledge and conceptual schemes. We continue with the concept of morality as a social contract, as constitutive of self interest and as overcoming self interest. The year concludes with a study of the divine attributes, the origins of God and a critical consideration of the Ontological Argument.</p> <p>In the second year (PHIL2) of the philosophy course we shall look at idealism and realism - the nature and extent of human experience and what it tells us about the world. We will also discuss the ideas of free will and determinism and their implications for us as humans and on our perceptions of ourselves and the world. We also have the opportunity to look at philosophical issues surrounding God and the world, covering an argument for the existence of God and the problem of evil.</p>	
Examples of careers that this course will support:	
<p>A study of Philosophy allows students to gain skills which are transferable to a range of fields. It is useful for those considering careers in such wide-ranging disciplines as law, medicine, management, science and education.</p>	

Title of course:	Physical Education
Examination Board:	Edexcel
Course Code:	AS – 8PE01
Format:	Two year AS Level
Modules included:	<p>Unit 1 – Participation in Sport and Recreation 1 hour and 30 minute examination paper – set and marked by Edexcel</p> <p>Unit 2 – The Critical Sports Performer A portfolio of evidence for the four tasks within the unit. Students must complete all four tasks</p> <p>Task 2.1 (Personal Performance) requires the student to participate in two personal roles from a choice of three (performer, leader and official)</p> <p>Task 2.2 (Local Study) requires students to undertake independent research into the provision locally for one of the three roles</p> <p>Task 2.3 (National Study) builds on 2.2 by extending a student’s opportunities to research the national provision, at elite levels in one of their chosen roles</p> <p>Task 2.4 (Performance Analysis) draws on 2.1, requiring students to research the methodology and applied processes intrinsic to the competition of an analysis of performance</p>
Methods of assessment and ratio of units:	<p>50% Theory Examined – Written Exam</p> <p>50% Coursework Moderated – Practical Performance and Written Assignments</p>
Brief summary of course content:	
<p>Students will have the chance to take on the roles of ‘performer’, ‘leader’ or ‘official’. In the context of their chosen role(s) they will:</p> <ul style="list-style-type: none"> • Review their current participation in physical activity • Identify opportunities locally, nationally and internationally for their participation in Physical activity <p>Elsewhere, students will learn about sport, from the grass roots to the elite level and the development of competitive sport. Healthy lifestyles, fitness and training and preparation for sports performance are also covered extensively.</p>	
Examples of careers that this course will support:	
Sports Scientist, Sports Psychologist, Sports Medicine, Physiotherapy, Leisure industry, Teaching and the Emergency Services.	

Title of course:	Physics A	
Examination Board:	OCR	
Course Code:	OCR Advanced GCE in Physics A H558	
Format:	Two year A-Level	
Modules included:	<p>2.1 AS Units</p> <p>Unit G481: Mechanics</p> <p>Unit G482: Electrons, Waves and Photons</p> <p>Unit G483: Practical Skills in Physics 1</p>	<p>2.2 A2 Units</p> <p>Unit G484: The Newtonian World</p> <p>Unit G485: Fields, Particles and Frontiers of Physics</p> <p>Unit G486 Practical Skills in Physics 2</p>
Methods of assessment and ratio of units:	<p>AS GCE Physics A (H158)</p> <p>AS Unit G481: Mechanics; 30% of the total AS GCE marks; 1 hour written paper worth 60 marks</p> <p>AS Unit G482: Electrons, Waves and Photons; 50% of the total AS GCE marks; 1.75 hour written paper worth 100 marks</p> <p>AS Unit G483: Practical Skills in Physics 1; 20% of the total AS GCE marks; Coursework; 40 marks; Candidates complete three tasks set by OCR. Tasks are marked by the centre using a mark scheme written by OCR</p> <p>Advanced GCE Physics A (H558); AS Units as above, Unit G481 being 15% of the total; Advanced GCE marks, Unit G482 being 25%; of the Advanced GCE marks, and Unit G483 being 10% of the Advanced GCE marks</p> <p>A2 Unit G484: The Newtonian World ; 15% of the total Advanced GCE; 1 hour written paper worth 60 marks. This unit is synoptic</p> <p>A2 Unit G485 Fields, Particles and Frontiers of Physics; 25% of the total Advanced GCE; 1.75 hour written paper worth 100 marks. This unit is synoptic.</p> <p>A2 Unit G486: Practical Skills in Physics 2 ; 10% of the total Advanced GCE; Coursework worth 40 marks; Candidates complete three tasks set by OCR. Tasks are marked by the centre using a mark scheme written by OCR</p>	
Brief summary of course content:		
<p>2.1 AS Units</p> <p>Unit G481: Mechanics</p> <ul style="list-style-type: none"> • Motion • Forces in action • Work and energy <p>Unit G482: Electrons, Waves and Photons</p> <ul style="list-style-type: none"> • Electric current • Resistance • DC circuits • Waves • Quantum physics <p>Unit G483: Practical Skills in Physics 1</p>	<p>2.2 A2 Units</p> <p>Unit G484: The Newtonian World</p> <ul style="list-style-type: none"> • Newton's laws and momentum • Circular motion and oscillations • Thermal physics <p>Unit G485: Fields, Particles and Frontiers of Physics</p> <ul style="list-style-type: none"> • Electric and magnetic fields • Capacitors and exponential decay • Nuclear physics • Medical imaging • Modelling the universe <p>Unit G486 Practical Skills in Physics 2</p>	
Examples of careers that this course will support:		
<p>Research in Physics and Astronomy; all engineering: mechanical, electrical, electronic, structural, marine, chemical and mining; all medical careers; materials; all careers in the City dealing with financial, risk and data analysis and operations; logistics and business development and analysis; historical, geological, criminal and many other kinds of investigation and analysis.</p>		

Title of course:	Psychology
Examination Board:	AQA specification B
Course Code:	6185
Format:	Two year A-Level
Modules included:	<p>PSYB1 – Approaches, Gender, Research Methods</p> <p>PSYB2 – Social Influence, Anxiety Disorders and Remembering and Forgetting</p> <p>PSYB 3 – Child development, Stress and Stress Management and Schizophrenia and Mood disorders</p> <p>PSYB4 – Approaches, Debates and Research Methods</p>
Methods of assessment and ratio of units:	<p>The assessment is broken down into two written modules in each year. At AS level there are two ninety minute written examinations which are both taken in the summer. At A2 there are two written papers, both of two hours, taken in the summer</p> <p>All 4 units have an equal weighting in terms of the overall grade</p>
Brief summary of course content:	
<p>The AS year examines the main approaches to psychology and studies the ethics involved, especially in socially sensitive research. We explore experimental design, styles of investigation and data analysis in Research Methods and study gender, including different explanations of gender formation. In the second module we look at Cognitive Psychology (memory and forgetting), Anxiety Disorders (phobias and OCD) and Social Psychology (social influence).</p> <p>In the second year we study other key aspects including social development in children, stress and mood disorders and schizophrenia. We also study the six approaches in more detail, increase our knowledge of research methods and look at some of the crucial debates in Psychology such as nature vs. nurture and whether we have free will. At A2 there are two written papers, both of two hours, taken in the summer.</p>	
Examples of careers that this course will support:	
<p>Psychologist (including clinical, education, forensic). Any career that involves working with others - counselling, teaching, management and the policing.</p>	

Title of course:	Religious Studies
Examination Board:	OCR
Course Code:	AS H172, A2 H572
Format:	Two year A-Level
Modules included:	AS Philosophy of Religion (G571) AS Ethics (G572) A2 Philosophy (G581) A2 Ethics (G582)
Methods of assessment and ratio of units:	Two examinations at the end of year 12 and two examinations at the end of year 13. Equal weighting of Philosophy and Ethics. Each of the 4 examinations are equally weighted at A2
Brief summary of course content:	
<p>AS Philosophy of Religion (G571)</p> <ul style="list-style-type: none"> • Ancient Greek and Judeo-Christian influences on philosophy of religion • Arguments for the existence of God: Ontological; Cosmological; Teleological; Moral • Challenges to Religious Belief: The Problem of Evil; Religion and Science <p>AS Ethics (G572)</p> <ul style="list-style-type: none"> • Ethical Theories: Natural Law; Kantian Ethics; Utilitarianism • Religious Ethics • Applied Ethics topics: Abortion; Euthanasia; Genetic Engineering; War and Peace <p>A2 Philosophy (G581)</p> <ul style="list-style-type: none"> • Religious Language • Miracle, Experience and Religion • Nature of God • Life and Death <p>A2 Ethics (G582)</p> <ul style="list-style-type: none"> • Meta-Ethics • Free will and determinism • Conscience • Virtue ethics • Applied ethics topics: Environmental and business ethics; Sexual ethics 	
Examples of careers that this course will support:	
<p>Religious Studies is welcomed by universities as it promotes independent thinking and good study skills. Religious Studies is useful for those considering careers in such wide-ranging disciplines as law, medicine, management, science and education. Students who have previously studied the course have found it to be challenging and rewarding, relishing the opportunity to consider the world, and their place within it, in an entirely new way.</p>	

Title of course:	Russian GCSE
Examination Board:	Edexcel
Course Code:	2RU01
Format:	Two year GCSE
Modules included:	No modules
Methods of assessment and ratio of units:	Assessed by final exam: Unit 1 (Listening) (23%) Unit 2 (Speaking) (27%) Unit 3 (Reading) (23%) Unit 4 (Writing) (27%)
Brief summary of course content:	
GCSE Russian enables students to converse in Russian on a large number of topics, such as travel, home and family, leisure interests, work, towns and cities, health, etc. Themes are practised in all four skills (Listening, Speaking, Reading and Writing). There is no controlled assessment as all four skills are examined at the end of the course.	
Examples of careers that this course will support:	
A qualification in a language supports a large variety of careers, such as business, translating / interpreting, teaching, PR and HR.	

Title of course:	Spanish
Examination Board:	Edexcel
Course Code:	8SP01, 9PN01
Format:	Two Year A-Level
Modules included:	No modules, units all assessed as examinations
Methods of assessment and ratio of units:	AS units Unit 1 – oral (15%) Unit 2 – listening, reading and written response (35%) A2 units Unit 3 – oral (17.5%) Unit 4 – Translation & written response (32.5%)
Brief summary of course content:	
<p>Studying Spanish in the Sixth Form gives you access not only to the language and culture of Spain but also to the vibrant and exciting culture of much of South America. Spanish is the third most widely spoken language in the world.</p> <p>As you might expect when studying a civilization, the course covers a wide range of disciplines. Spanish students can expect to dip their toes into aspects of other courses such as health, politics, media, ethics, geography, history, art, music and literature – in fact, this overlap works well for students who use material from another A levels as their speaking exam focus.</p> <p>In Year 12, you will prepare for the AS examination taken at the end of the year. Therefore, in Year 12, language work will be a priority: listening, speaking, reading and writing. If you wish to continue into Year 13 and take the A2 examination (full A level) you will have some exciting options. You may study Spanish or South American cinema, literature, or a topic related to the history, politics or geography of Spain or one of the Spanish speaking countries of South America.</p> <p>The course trains students to present a coherent argument, use evidence correctly and succinctly, empathize with others and use advanced level thinking skills to find solutions. Students are also encouraged to visit Spain and/or a Spanish speaking country, either privately or with the School annual visit to Spain which is open to all year groups.</p>	
Examples of careers that this course will support:	
<p>Surveys indicate that language students and graduates are highly sought after in the current climate. In this rapidly shrinking world, those who study language degrees combined with another discipline such as Law, Business, Journalism, Tourism, Marketing, Advertising, Medicine, Civil Service, Diplomatic Service, Interpreting and Translating (there are many more) find that they are highly valued. The sheer number of Spanish speakers and their rate of growth makes learning Spanish a smart choice.</p>	

The Learning Journey



Destinations of recent leavers

Aberystwyth	Genetics/Biochemistry	Hertfordshire	Pharmacy
Nottingham	Economics	Exeter	History & Italian (4 Years)
Brunel	Law	Birmingham	Law
Warwick	Chemistry	East London	Events Management
Durham	Applied Psychology	Loughbrough	English
UCL	Economics (International Programme)	Warwick	Law
Cambridge	Geography	UCL	Chemistry
St Georges	Medicine	Leeds	History of Art /History of Design
Liverpool	Veterinary Science	Nottingham	Management Studies
Queen Mary's	Law	Queen Mary's	Medicine
Manchester	English Literature	Kent	Biomedical Sciences
Bath Spa	Business & Management	Cambridge	Law
Royal Holloway	History	Brighton	Biological Sciences
Portsmouth	Biomedical Science	Manchester	Music
King's College	International Studies	LSE	Accounting & Finance
Oxford	Theology	Kingston	Pharmaceutical & Chemical Science
Birmingham	Sport & Exercise Sciences	Medway School of Pharmacy	Pharmacy Practice
Royal Holloway	Psychology	Nottingham	Philosophy
Nottingham	Music & Philosophy	Music Conservatoire	Music
Swansea Met	Education Studies & Psychology	Nottingham	English Language & Literature
Durham	Chemistry (4 Years)	Kent	English/American Lit. & Creative Writing
Durham	Physics (4 Years)	Northampton	Geography
Nottingham	Modern Languages	Warwick	Mathematics & Statistics
Cambridge	Mathematics	Warwick	Economics
School Of Pharmacy	Master of Pharmacy (4 Years)	Loughbrough	Geography
Birmingham	Dentistry (5 Years)	St. George's	Biomedical Science
Exeter	Law (European) (4 Years)	City	Accounting & Finance
University of West London	Business Management	York	Geography
Goldsmith's	English	Nottingham	French & Hispanic Studies
Portsmouth	Psychology	Oxford	Classics
City	Biomedical Science		

The Old Palace teaching team

Mr S Addis
BA (Hons) Bristol; PGCE

Mrs L Baker
BA (Hons) London; PGCE

Mrs K Ball
BSc (Hons) Wales; PGCE

Dr J Bannister
PhD Leeds, BSc (Hons) Sheffield; PGCE

Mrs J Barter
BA (Hons) Bristol; PGCE

Mrs E Berner
BA (Hons) Southampton; DipCG

Mrs E Bird
Cert Ed Stockwell

Mrs C Blok
BEd London

Mrs C Brougham
BA London

Mrs K Burdett
BSc (Hons) Lancaster; PGCE

Mrs H Busher
Cert Ed Manchester

Miss N Constantinides
MA Warwick; BA (Hons) Athens

Ms H Cook
BA (Hons) Manchester; PGCE

Mrs L Coster
BA (Hons) Wales; PGCE

Mrs N Daood
Dip RSA; CELTA

Mrs A Druery
BA (Hons) OU; CertEd

Dr J Edwards
PhD London; MSc Exeter

Mrs A Eley
BSc Loughborough; PGCE

H Evangeli
HND Croydon

Ms S Evans
BA (Dbl Hons) Manchester; PGCE

Mrs C Ferrer
BA (Hons) Roehampton; PGCE

Ms L Firth
MA Manchester; PGCE

Miss T Fitzgerald
BMus (Hons) London; PGCE

Mrs S Freeman
BA Birmingham (Hons); PGCE

Mrs A Frost
BSc (Hons) Birmingham; PGCE

Miss S Funnell
MA Oxford; PGCE

Dr A Gray
PhD London, MA; BA (Hons) Cambridge; PGCE

Mrs J Greenfield
BSc (Hons) Southampton; PGCE

Miss J Guppy
MA Sussex; BSc (Hons) Southampton; PGCE

Miss J Hall
BEd (Hons) Greenwich

Mr J Hargraves
BMus (Hons) London; PGCE

Miss E Hayward
BEd WSIHE; BSc OU

Mr J C Haywood
BSc (Hons) University College, London; PGCE

Mr G Hemmings
MA Cambridge; PGCE

Mrs D Hicks
BA (Hons) Liverpool; PGCE

Miss G Hobbs
BA (Hons) London; MA (Hons) Nottingham

Mrs J Hollingum
BA London; PGCE

Ms A Jabeen
BSc Coventry; PGCE

Miss N James
BSc (Hons) Loughborough; PGCE; CertEd

Mrs C Jewell
MA (Hons) St Andrew's; PGCE; DipEd (Mont); NPQH; CSBM

Mrs S Keanie
Cert Ed Froebel Institute

Mrs C Langley
MA (Hons) Edinburgh; ATC

Mrs C Lankester
BSc (Hons) Leeds; PGCE

Mrs S Manby-Clarke
BA (Hons) Brighton

Mrs C Marren
BSc (Hons) Wales; PGCE

Mrs L Mazzeo
MA Minnesota, BA Wales

Mrs C McConkey
BMus (Hons) London

Miss J McLean
BA (Hons) Belfast; Dip LNEA; PGCE

Mrs V Miall
BEd (Hons) Nottingham

Miss M Montagu
MSc London; BMed Birmingham; CertPsy; PGCE

Mrs E Morris
MEd Birmingham; BSc (Hons) Warwick; PGCE;

Mrs C Munro
Cert Ed Bishop Otter

Miss V Neal
BA (Hons) Brighton

Mrs S Newlands
BMus Manchester

Miss G Nikula
MA Stockholm, Sweden

Mr S O'Neill
MA (Jt Hons) Oxford; ACA; PGCE

Mr E Pattison
BSc (Hons) Newcastle; PGCE

Ms S Peate
MA London; BA (Hons) Bristol; DipSpLD; AMBDA; PGCE

Mrs F Pickard
BA (Hons) Wolverhampton; DipTEFL; PGCE

Mrs C Poirier
BA Angers, France; Licence Anglais/FLE France

Miss A Radelat
BA (Hons) Bristol; PGCE

Ms J Roberts
MEd Derby; BEd (Hons) Nottingham; Cert Ed (Nottingham)

Mrs E Rudolf
MA; BSc (Hons); London; PGCE

Mrs S Saito
BA Newcastle, PGCE

Mrs M Salter
BSc Salford (Hons); ACPSE; PGCE

Mrs M Sarkis
BA (Hons) Middlesex; Dip MRS; PGCE

Mr R Shirley
MSc London; BSc(Hons) Edinburgh; PGCE

Miss G Smith
BSc (Hons) London; PGCE

Mrs M Smith
Certificate in Counselling

Mrs S Smith
MSc Durham; BSc (Hons) St Andrews; DipPsy

Mrs C Solari
BA (Hons) Teeside; PGCE

Ms S Stewart
BA (Hons) Newcastle, Australia

Mrs A Stockwell
BSc (Dual Hons) Sheffield; PGCE

Mrs G Stone
BEd (Hons) Cambridge; Dip RSASpLD

Miss P Stone
GRSM Royal College of Music

Mrs C Stranack
Baccalaureate; DPP

Mrs J Sugarman
Cert Ed Sussex

Mrs T Wallis
BEd (Hons) Oxford

Mrs G Talleux
BRelSc (Hons) Maynooth, Ireland

Mr S Talleux
Maitrise D'Anglais Lille; BA London;
Licence es Lettres

Mrs K Tamplin
RLSS

Mr C Taruwona
BSc Zimbabwe; PGCE

Mrs K Taylor
BSc (Hons) Salford; PGCE

Mrs P Thorpe
Cert Ed Bristol

Miss O Waldron
BA (Hons) London; PGCE

Mrs S Wells
MA Oxford

Mr M Wilcock
BEd Goldsmiths

Mr D Wilkins
BSc (Econ) Hons (LSE) PGCE

Mrs J Wilkinson
BEd Gloucestershire

Miss K Wilson
BA (Hons) Leeds; PGCE

Ms S Wingvist
BSc (Hons) Southampton; DipHe; BEd

Mrs A Winstone
Cert Ed Seaford



Old Palace *of* John Whitgift School
Independent Girls' School

Old Palace Road
Croydon
CR0 1AX
020 8688 2027
www.oldpalaceofjohnwhitgift.org



Old Palace
Sixth Form



THE
WHITGIFT
FOUNDATION