



## The Sixth Form





# Why Choose Bolton School's Sixth Form?

## An Academic Education Designed to Give You the Best Examination Results

At Bolton School Girls' Division, our years of **academic tradition and excellence** provide a perfect foundation for Advanced Level examination success. You will be able to follow examination courses of your choice, **in small teaching groups** with **teaching staff who have the skills and expertise** to help you fulfil your academic potential. You will work alongside **girls who share your aspirations for success**. A large number of subjects are available to you, all of which have been chosen to help you achieve your next step along the journey towards Higher Education and/or your working life.

We provide a very wide range of **opportunities to extend and enrich your learning** through study visits, lectures, exhibitions, theatre trips, travel in Britain and the wider world, competitions, Open Days at Universities and academic extra-curricular societies (see page 10). The Curriculum Enrichment Programme (CEP) provides an interesting range of short courses to complement your AS and A2 subjects (see page 9).

## Opportunities to Develop Your Talents and Personal Qualities

In order to enrich your social and personal development, we offer a wide array of **extra-curricular opportunities** from which you will benefit, whether your interests encompass sport, music, drama, outdoor pursuits or any of the other activities which you will find at Bolton School. And, if it's not there already, the chances are that you will find enough like-minded people to start something up (see page 10).

The benefit of being in a school rather than a college means that you can also develop your personal qualities by **taking a lead role in School life**. As a member of the Sixth Form, you are pivotal in setting the tone for the rest of the school. You will be an essential role model for the younger girls and they will remember your influence for the rest of their lives. As the beneficiary of all the opportunities which a first-rate education provides, you will also be encouraged to **play an active role in the wider community** (see pages 12 & 13).

## Support for You in a Time of Transition

In everything that you do, you will have the **backing of a strong pastoral team** who will monitor your progress and offer you the support and encouragement to make the most of your Sixth Form life. Mrs Winder, Head of Sixth Form, oversees the general running of Sixth Form life. She is supported by the Year Heads and a team of Year 12 and Year 13 tutors. Our Sixth Form PSHEE programme also focuses on your health and well-being (see page 9).

The Sixth Form offers you the chance to make the **vital transition between school life and Higher Education and/or your working life**. The Careers Advisory programme will provide you with all the support you need to research Higher Education and career options, as well as to build up your CV through work experience and the development of your soft skills (see page 14).

## The Best of Both Worlds

In preparation for University and working life, the **Sixth Form Centre** (the Riley Centre) offers you the chance to study alongside members of the Boys' Division, as well as share the same recreational space. You will also have the opportunity to interact with members of the Boys' Division in a number of joint societies and extra-curricular activities.



At the same time, the majority of your lessons will be taught in **single-sex groups**, which means that your teachers will be able to focus on your needs as a female student. You will also have the fun and camaraderie of belonging to a large group of independently minded young women, who have the confidence and community spirit to enjoy life in a girls' school to the full.

### **The Comfort of Friends, New and Old**

The Girls' Division Sixth Form welcomes up to thirty new entrants to the School every year. This means that girls moving up from Year 11 will find that there are plenty of opportunities to make **new friendships** and, if they want, **a fresh start**. Meanwhile, girls coming from other schools will not feel that they are in a tiny minority when they join. The Lower Sixth year group will be small enough for you to get to know each other well (100 to 120 girls), but not so small that you will feel claustrophobic. In addition, you will have the Upper Sixth to get to know, as well as members of the Boys' Division (100 to 120 boys in each year group). To help you get to know the **girls in the year above you**, Year 12 and Year 13 are together in Form groups. This enables you to learn from the experiences of the Year 13 girls so that you can copy their example when it is your turn to be at the top of the School!

When you leave, you will become a member of our **thriving Old Girls' Association**. We will keep in touch with you through letters, Facebook, and the Alumni On-line Network; we hope that you will reciprocate! You will receive invitations to events organised in school during the year as well as to Regional Dinners, held jointly with the Boys' Division, which give Old Girls who have moved away from Bolton the chance to meet on a regular basis and even the chance to network with others in the same profession as them.

All in all, our aim is **to equip you for the future**, by helping you to achieve the best examination qualifications possible and to develop fully your personal qualities, skills and talents. We hope you will find this booklet helpful. If there are any questions it doesn't answer, please make sure to get in touch and speak to Mrs Winder, Head of Sixth Form. You can email her on [cwinder@boltonschool.org.uk](mailto:cwinder@boltonschool.org.uk)



**Mrs Catherine Winder**, Head of Sixth Form

# Equipping You for the Future - Why Bolton School and not a College?

## How Important are A Level Results?

Although they are not the be-all and end-all, **A Level results play a significant role in determining what girls can do after they leave school or college.** For the majority of girls attending Bolton School Sixth Form, the main aim is to achieve A Level grades which are strong enough to enter the University and/or career of their choice. There are four key ways in which Bolton School Sixth Form will enable you to get the best examination results of which you are capable:

- 1) Small classes (average of 8 students per class; possible maximum of 16 in a class);
- 2) A peer group which shares your high aspirations for success;
- 3) The support of teachers, inside and outside lessons, who know how to help students gain top grades;
- 4) Top class facilities and first rate resources to support your learning.

The 2016 ISI (Independent Schools' Inspectorate) report on Bolton School Girls' Division said that: 'At A Level, the results are above the national averages for girls in maintained schools and in maintained selective schools' (i.e. grammar schools). This is despite the fact that our entry criteria are lower than many of our local maintained competitors. The report also said that 'those in the sixth form with SEND make particularly strong progress'.

For those girls who wish to start a career or join an apprenticeship scheme straight from school, the initiatives which we undertake in the Careers Department (see pages 14-17) will be particularly important, as will our development of partnerships with local employers (such as the KPMG scheme described on page 17) and with former members of school. Other girls may wish to move on to a Foundation Course after Sixth Form, as a prelude to studying Art and Design. For these girls, the personal attention and guidance which they receive from their teachers, particularly when completing their portfolios to present to Admissions Tutors, will play a vital role in their future success – as will the small group size and the resources and facilities which they have at their disposal.

The majority of girls in the Girls' Division Sixth Form, however, will have their hearts and minds set on a University education. For these girls, their A Level grades will play a key role in helping them to choose the most appropriate course for them. Our aim is to ensure that every girl reaches her academic potential by the end of Year 13.

## What Else Is Important?

Applying to university, competing for jobs in the market place, enrolling on a course of higher education, all have become more and more competitive and even the most academically qualified candidates may receive disappointments. You will read below about some of the ways in which the pastoral staff and careers department at Bolton School will help you take the next step – working with you to build up your CV, guiding you over your Personal Statement or letter of application and writing a reference which accurately describes your strengths.

Above all, however, you will see how Sixth Form life, with its emphasis on being part of a larger school community in which you are expected to take on roles of leadership and participation, will help you develop the so-called 'soft skills' – those **personal attributes which enhance your interactions and ultimately your career prospects, such as communication skills and the ability to negotiate, to solve problems creatively, to think strategically, to work as part of a team and to have a positive influence on others.** In order to benefit, all you have to do is throw yourself into Sixth Form life!

### A Level Results, Bolton School Girls' Division 2012-2017

Year	Total Entry	Total Pass at Grades A*-E	Total Pass at Grades A*-B	% Pass at Grades A*-B	%Pass at Grades A*/A	% pass at Grade A*
2017	342	342	262	76.6%	42.4%	12.9%
2016	290	286	212	73.1	47.6	16.2
2015	320	320	252	78.8	51.6	20
2014	319	316	242	75.9	49.2	15.7
2013	328	328	273	82.6	52.7	15.2
2012	315	312	250	79.4	52.7	16.2

### A Level Results, National Figures 2011-2016

Year	% Pass at Grades A*-B	%Pass at Grades A*/A	% pass at Grade A*
2017	53.2%	26.4%	8.3%
2016	52.9	25.8	8.1
2015	52.8	25.9	8.2
2014	52.2	26	8.2
2013	52.9	26.3	7.6
2012	52.6	26.6	7.9



# Sixth Form Curriculum

## Reformed A Levels

Up until recently, A Levels have been taken in two stages, AS (at the end of the Lower Sixth) and A2 (at the end of the Upper Sixth), and the AS modules have contributed half of the marks of the final A Level.

From September 2017, however, all A Level subjects will have been **reformed**. The most important change is that the AS at the end of the Lower Sixth **will no longer count** towards the final A Level grade. Many schools and colleges will no longer take AS examinations at the end of the Lower Sixth. In Bolton School, however, the majority of subjects will offer AS (see below.)

The following subjects were reformed in the first phase, and have been in place since September 2015:

- Sciences: Biology, Chemistry, Physics
- English: English Language, English Literature
- Art and Design
- Economics
- Business
- History
- Psychology
- Computer Science

In September 2016, the following subjects were reformed:

- Modern Foreign Languages
- Ancient Languages
- Geography
- Music
- PE
- Drama
- RS

From September 2017, all subjects we offer will have been reformed (although some subjects which have previously been taught at Bolton School, most importantly Food Technology, have been ended by the government.)

The new AS and A Levels are not intended to be harder than the unreformed exams except that there are no modules or resits; they depend on a final 'terminal' exam (either at the end of one year, for AS, or at the end of two years, for A2); there is **a reduction in teacher-assessed coursework**; and the **mathematical content** of some A Levels has been beefed up. The Qualifications watchdog, Ofqual, have said that they will ensure that the grade distribution across all subjects remains the same when the reformed A Level comes in – so there should not be any dramatic shifts in the number of students getting the top grades nationally. Certainly, the AS grades achieved at Bolton School in the summer of 2016 and 2017 were very promising, as were the first set of A2 results for reformed subjects in the summer of 2017.

In A Level sciences the amount of practical work students must do has been increased, but the practicals are largely assessed by exam questions taken at the end of the course. Also in the sciences, equipment manipulation and data-recording skills are now assessed by the teacher and given a pass/fail grade separate from the main A Level grade. Universities may well insist that a student gains a pass in this element as a condition of entry.

## Will I do AS at the end of Year 12 or not?

Given the changes to A Levels and the fact that AS marks no longer count towards the final A2 grade, we are no longer insisting, as we have done in the past, that all subjects will be offered at AS and that the vast majority of girls will do 4 AS subjects in Year 12, dropping down to 3 A2 subjects in Year 13.

Instead, we shall **allow Departments to decide whether or not to offer AS, according to what is best for the students taking their subject** and we shall let **girls decide how best to manage their course**, given their aspirations for University/ career entrance at the end of Year 13.

When you read the description of each subject at the end of this brochure, you will see whether the subject is:

- Taken at AS by *all* students;
- Taken at AS by *some or most* students;
- Not taken at AS - i.e. the course is for two years, leading to A2 only.

You need to choose your courses wisely so that, if you 'need' an AS in a fourth subject (for example if you are hoping to do Medicine at most Universities), you will have one to offer.

In particular, you need to consider the following question: **What are the advantages of doing AS examinations in the Lower Sixth?**

- 1) Your AS results will provide excellent feedback on your progress and help you to decide which subjects to continue to A Level.
- 2) The results of AS Levels in reformed subjects have to be reported on the UCAS form, and so girls who do well at the end of the Lower Sixth have the advantage that Universities will see what you are capable of (even though Universities may say that they will ignore the AS grades).
- 3) When Universities see your 'predicted' grades on your UCAS form, they will see that these have been informed by your success at AS level and they will know that they are more likely to be accurate, as staff already know how well you have moved from GCSE examination work to A Level examination work.
- 4) You will have evidence of your ability in a 'fourth' subject.
- 5) If you are looking at a points-based University, your AS grade will equate to a certain number of points, to be added to your A2 grades.

Note that, it may be that you start doing four AS courses at the start of the Lower Sixth but, part-way, you decide in consultation with your teacher and pastoral staff not to take the AS exam at the end of Year 12, but to move straight on to A2 examinations.

## Entrance Requirements and Bursary Support (Internal Candidates)

In order to remain at Bolton School, pupils currently in Year 11 at the school **should achieve at least six passes at Grade B or Grade 6**. They must have **at least a Grade C or Grade 4 in Maths, Science** (whether Dual Award or one of the single science subjects) **and English**. In order to achieve a good A Level in some subjects, it may be necessary to have obtained at least a 'B' (and often an 'A' grade) or Grades 6-9 at GCSE. *In iGCSE Mathematics, experience shows that a Bolton School girl who has a UMS score below 70 is very unlikely to achieve a strong 'pass' at A level.* Please talk to your subject teacher and/or the Head of Department if you have any doubts on this score. S/he will know how much of the GCSE course which you have studied will be applicable to your Sixth Form study.

Those pupils who joined the school in Year 7 on a Foundation Grant (Bursary) will continue to receive this Grant, so long as they remain eligible on financial grounds and as long as the Headmistress considers that they are making the most of the education on offer at the school. Bursary support may be available to other internal candidates, moving from Year 11 into the Sixth Form, after consideration of family income and a student's academic merit. **Internal pupils wishing to apply for a Bursary** must speak both to Mrs Smalley about their academic suitability and to the Finance Department about their financial eligibility as early as possible and no later than the end of the Christmas term. If they are likely to be eligible on both academic and financial grounds, they will be asked to complete a Bursary application form in the Spring term and may be interviewed by the Headmistress and/or Head of Sixth Form alongside bursary candidates from outside the School.

## Entrance Requirements and Bursary Support (External Candidates)

The minimum requirement for entry from outside Bolton School into the Sixth Form is **at least six passes at Grade A\*-B or Grades 6, 7, 8 or 9 at GCSE or an equivalent qualification.** External candidates must have **at least a Grade C or Grade 4 in English, Mathematics and Science** (whether Trilogy or one of the single science subjects.) External candidates will normally be expected **to have an 'A' grade or Grade 7-9 in a subject chosen for A Level if they have taken that subject to GCSE.**

Once an application has been made, candidates will receive an invitation to come to an interview day. These will be held at the end of February/ start of March. Candidates will be asked to bring their school reports (including GCSE predictions), record of achievement and Mock Examination results with them. Girls considering Art or Technology as one of their options should also bring their portfolio. Offers will be based on an interview with a member of the School Management Team, an interview with at least two Heads of Department (representing subjects girls have said that they would like to take), the candidate's performance in an online test (designed to assess potential) and the school reference. Any offers made at this stage will be provisional until the GCSE results are known.

Bursary support is available to students applying to join the Girls' Division Sixth Form. We award bursaries after consideration of family income and a student's academic merit, as judged during the interview procedure (above). Any girl wishing to apply for a Bursary must complete the Bursary Application Form, which can be found on the website and which must be returned by the application date. Interviews for Bursaries may take place over two days, with the on-line test being completed on the first day and interviews with staff on the second day.

## The Extended Project (EPQ)

The EPQ provides students in the Girls' Division with the opportunity to develop research and academic skills relevant for future study. Although it is not generally included in conditional offers made by Universities, it is nonetheless valued by them and they encourage candidates to draw upon relevant EPQ experience when writing their personal statement. We have found that it can be a factor in enabling our students to achieve a conditional offer from the most competitive universities. Recently, the moderators for the examination said: 'The centre is to be congratulated for delivering a successful programme across such a large cohort of students; the taught skills, as detailed in the logs, had clearly been effective in preparing candidates for this demanding qualification.'



## Curriculum Enrichment Programme

The Curriculum Enrichment Programme takes place once a week. In 2017-18, the Programme runs as follows and there is unlikely to be substantial change in 2018-19. Girls either pursue a whole year programme or two half year programmes. The Head of Sixth Form may populate some groups or recommend particular choices for individuals but a significant element of student choice is exercised.

The courses offered are:

- iPad training (Y12 only)
- Art Foundation (Y13 only)
- Conservatoire (Y13 only)
- Law
- Sign Language
- Maths for Science
- Study skills
- Oxbridge Preparation (Spring of Year 12 to Autumn of Year 13)
- Medics/Vets/Dentists (Spring of Y12 to Autumn of Y13)
- University survival (Year 13 Only)
- Sport
- Finance

The courses have been selected and designed with the aim of enhancing students' academic and professional skill sets as well as providing for areas that may not otherwise be catered for once a girl narrows her subject range at A Level. We offer *Maths for Science* to those students taking science subjects. We encourage those who need support with written and spoken communication as well as research and revision technique to take *Study Skills*. *University Survival* offers advice with choosing and applying for university as well as teaching practical skills such as cooking and shopping on a budget. *Sign Language* is taught by an external provider and is certificated following an examination at the end of the year.



## Personal, Social, Health & Economic Education

One period every two weeks will be devoted to a PSHEE session with your Form Tutor. The programme for the Sixth Form is both diverse and interesting. It focuses on the needs of students embarking on Advanced Level study. As well as dealing with study skills, self-assessment and health issues, there is considerable emphasis on careers and Higher Education issues.



## Enrichment through Extra-Curricular Activities

During your time in the Sixth Form you will have a wonderful opportunity to take advantage of the wide range of extra-curricular activities on offer. Facilities such as our outdoor pursuits centre at Patterdale Hall in the Lake District, our Sports Complex and the Arts Centre provide first class venues in which to participate in activities including the Duke of Edinburgh's Award Scheme and Drama productions or concerts, held jointly with the Boys' Division.

Whatever the activity you choose, you will find that your enjoyment of your time in the Sixth Form and your sense of achievement are greatly enhanced if you make the most of the opportunity to participate in what is going on. Here are just some of the activities likely to be on offer:

<b>Sport</b>	<b>Music</b>	<b>Miscellaneous</b>
Athletics	Brass Ensemble	Drama Productions
Badminton	Chamber Choir	Duke of Edinburgh's Award Schemes
Lacrosse	Clarinet Group	Geographical Association
Netball	Concert Band	Historical Association
Swimming	Flute Choir	Literary & Debating Society (joint with Boys' Div.)
Tennis	Instrumental Lessons	Law Society (joint with Boys' Div.)
	Jazz Band	Medics' Society (joint with Boys' Div.)
<i>Non-team sports are catered for in the CEP programme.</i>	Joint Orchestra	Model United Nations Society
	Percussion Ensemble	Modern Languages Societies and Film Evenings
	Saxophone Group	Politics Society
	Senior Choir	Psychology Society and Film Evenings
	String Orchestra	Quiz Society
	Vocal lessons	RS Society and Film Evenings

### Year 13 Yearbook

The Yearbook is prepared by students in Year 13 as a memento of their time at Bolton School. Each student in the year is individually featured in the book, along with a large range of activities that have taken place throughout their time in the school. This is a light-hearted look at life in the Sixth Form.



### **Curricular and Extra-Curricular Trips and Visits**

Many Departments supplement the work which they do in the class room with a wide variety of trips and visits, either in term time or in the holidays. Some of these incur a supplementary cost. All are designed to extend your learning and help your interest in the subjects which you are studying.

In the past three years, for example, the following Sixth Form departmental trips have taken place: a Biology residential field trip to Blencathra in the Lake District for Year 12; a French/ Business Studies / Economics trip to Paris; a Sixth Form Physics course at Keble College, Oxford; a Spanish Study trip to Cadiz; the German exchange; a German Study Weekend; a Spanish/ Geography trip to Cuba; a Geography residential field trip to Devon and one to Blencathra; a Psychology trip to London; a Classics trip to Italy; a History and Politics trip to the US; and a History trip to London.



There are also a wide variety of extracurricular trips involving Sixth Formers every year.

### **Competitions and Awards - Celebrating Success**

At Bolton School, we encourage girls to take part in competitions as a way of testing their capabilities and proving to them how competent they are! Recent successes have seen one Sixth Form pupil winning the University of Cambridge's Psychology Essay Writing Prize; another pupil came second in her age group in a

national journalism competition organised by Amnesty International; in the past five years, nine Design Technology students have been awarded Arkwright Scholarships in this prestigious national competition and one of our Year 13 girls was named as the winner of the Portico Prize for Young Writers – two others were Highly Commended in this regional competition.



In addition, School groups and individuals have enjoyed success locally and nationally in both music and sport.

The School has also won acclaim for Sixth Formers' contribution to Community Action (see below) and for the number of students involved in the Duke of Edinburgh Award at Silver and Gold level.

## **Enrichment Through Service to the Community**

### **Sixth Form Charity Committee**

As a school we feel it is important for our pupils' development to acknowledge how privileged they are, and how they can nurture their skills to play an active role in supporting others in the wider community. This can be done in one of two ways: volunteering their time or raising funds. Sixth Form representatives work with forms lower down the school to lead the younger pupils in charitable fundraising. They also organise their own charitable fundraising events for causes of their choice.

Some Sixth Form fundraising activities are traditionally held each year, such as the Prefects' Panto – a comedic play based on the Prefects' interpretation of school life. Year 12 students also lead on the 'Hamper Challenge', raising money and collecting food items to support Urban Outreach's Christmas Hamper project.

### **Year 12 Community Action Programme**

In the Lower Sixth in particular, we put a strong emphasis on the importance of community service. All girls are encouraged to give up some time for the benefit of others and to take part in the Community Action Programme. They visit a 'Volunteering Fayre' at the start of Year 12, attended by over 20 local organisations, to help them to organise their voluntary work. This might involve visiting the elderly, assisting in hospitals or hospices, going into local state schools to help children with their studies or helping in our own junior and infants' schools. Three large projects are the Hamper Challenge at Christmas, the Christmas Shoebox Campaign and 'Tea at the Riley', which sees older members of the local community come in to School for a monthly tea party.

Girls record the number of 'hours' of service which they complete and their achievements are celebrated at a Community Action Evening at the end of the summer term. Girls regularly comment on the personal satisfaction gained from the scheme and on the way in which it builds their self-confidence and communication skills.



## **Leadership Roles and Role Models within Bolton School Girls' Division**

Sixth Formers in the Girls' Division play a vital role in setting a good example for the younger girls about behaviour and values. They themselves benefit from the experience of interacting with more impressionable pupils. In the Upper Sixth, the girls and staff elect a group of Prefects who will have particular leadership responsibilities with regard to the rest of the school. Other Sixth Form pupils may play a part in the School Council, as Form Representatives, School Council Representatives and as Riley Centre Representatives.

## **Support for You as an Individual**

Your personal and academic development at Bolton School will be carefully monitored by pastoral and academic staff who are always ready to assist you if you need help. You will be assigned to a Tutor Group of about 12-15 students from both the Lower and Upper Sixth – this means that the older pupils can mentor the less experienced ones in the Sixth Form. You will have a Form tutor who will look after your needs and be responsible for monitoring your academic progress during the two years in the Sixth Form. Your tutor will help you to get the most out of your time in the Sixth Form and will be the first point of contact for advice and help. At the end of Year 12, your Form Tutor will begin working with you on your UCAS form if you are applying for University.

### **Monitoring Your Progress**

At regular intervals throughout the Autumn and Spring terms, time is set aside for staff to assess your progress. The content of each test, practical or oral, will vary according to the subject. Results of these will be sent home in either a full or interim report and you will discuss your results with pastoral and academic staff. A 'full' report, i.e. a complete set of subject reports, will be provided in both Year 12 and in Year 13. There will also be the opportunity for you and your parents to see your subject tutors in both Year 12 and Year 13 to discuss your progress at Consultation Evenings.

Your GCSE scores and your performance in an on-line aptitude test (ALIS) will be used to give you an idea of the subject grades which you should be targeting and your performance in your different subjects will be regularly discussed with you in relation to these targets.

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# Planning for the Future with the BSGD Careers & Higher Education Department

The Careers and Higher Education Department work closely with Mrs Winder, Head of Sixth Form, and the Sixth Form Year Tutors and Form Tutors to ensure that you are well prepared for life after Bolton School. The Head of Careers and Higher Education, Mrs E Lowe, oversees an extensive Sixth Form programme designed to prepare you for the opportunities and responsibilities of adult life. The two full time Careers Assistants, Mrs Knowles and Mrs Sutcliffe, are also available throughout the day to give advice and help.

The Girls' Division is listed in the Sutton Trust 'Top 100 schools for getting girls into the top 30 universities'.

## Your CV and Personal Statement

Throughout the Sixth Form you will write and update your Student Statement and fill in your Pupil Passport, with the assistance of the Head of Careers and your Form Tutor, who will be your UCAS reference writer. This process will help you to review your academic progress and extra-curricular achievements. It will also give you the opportunity to identify difficulties, and seek help to overcome them. At the end of Year 12 and the start of Year 13 you will use this to help you write your UCAS statement for university application.

## References

Whether you apply for a course in Higher Education or go straight in to a job, you will need a reference which has been written by somebody who knows you well and who can emphasise your strengths. At Bolton School, your reference will be written by your Form Tutor as a member of a small team of experienced teachers who devote a lot of time to learning what makes a reference stand out from the rest and who will take the time to get to know you well. This will give you the best chance of getting an offer from the course of study or employer of your choice.

## Supporting Your University Application

### Medicine, Dentistry, Pharmacy and Veterinary Science

We recognise how competitive it is to make an application for these vocational degrees and we have a well-established programme of support which enables you to give yourself the best possible chance of success. We will:

- Give you one to one support on writing your Personal Statement
- Meet whenever you need help with your application. Our careers assistant, Mrs Knowles, is available throughout the day to assist with any form-filling issues!
- Give you the opportunity to join a CEP group that will cover every aspect of your application, including practice with MMIs.
- Arrange an interview with a doctor/dentist/vet to discuss your application
- Give you the opportunity to attend specialist UKCAT training delivered by a professional company in school. BMAT training will be done in-house (see [www.bmat.org.uk](http://www.bmat.org.uk) & [www.ukcat.ac.uk](http://www.ukcat.ac.uk))
- Arrange visits and talks from Medical and Dental school admissions managers/tutors to give you advice.
- Buddy you up with a recent leaver who will provide support and advice as you make your application.

There will also be a whole day of dedicated preparation in the Autumn Term for Year 13s on interview practice in both panel and multi mini interviews. This will be provided by professional experts in the field.

### Engineering, Design & Architecture

For subjects which demand a particular technical skill or understanding, such as **engineering, design or architecture**, Bolton School will offer a range of enrichment activities to develop your interest in your area of choice. For future engineers, for example, activities organised by the Physics department will help you understand what to expect of the course, including specialist areas such as Civil, Mechanical, Aeronautical,

Production, Chemical, Electrical and Electronic Engineering. You will also be advised to look at the Engineering Council website ([www.engc.org.uk](http://www.engc.org.uk)).

### **Law and subjects with an Aptitude Test**

For subjects which require you to take an aptitude test to demonstrate your suitability to read the subject at certain universities, such as **English, History, Classics, Languages, Mathematics and Physics**, Bolton School will help you to understand how to take and pass the relevant test, as well as hosting your examination when this is possible in school. For example, applicants to read **Law** at many top universities are required to sit an entrance test known as the LNAT, a multiple choice test which looks at your reasoning ability. Although you cannot take this particular exam in a school, Bolton School will help you decide if the test is something which you need to take and how best to prepare. If you want to read law, you will also have the opportunity to join the Law Society and to take part in a competitive moot (or mock trial), held in Manchester in the Autumn term.

### **Applying to Academically Competitive Universities, including Oxbridge**

Numbers of applicants to Oxbridge have risen dramatically over the past 10 years and it is getting more difficult to win a coveted place at either of these two universities. We aim to support you if you wish to make an application by offering the following:

- An evening talk for you and your parents about Oxbridge applications.
- A trip to the Oxbridge conference for schools in the North West.
- One to one support in the Summer Term of Year 12 when choosing course and college.
- Specialist support and teaching in departments along with practice for any aptitude tests in the Summer and Autumn Terms.
- A course taken as part of CEP to develop your skills (see page 9 above).
- The Essay Society, run jointly with the Boys' Division and chaired by the Headmaster and Headmistress.
- Advice on completing the Supplementary Application Questionnaire (Cambridge), submitting examples of your written work (Oxford and Cambridge) and making a strong impression at interview: mock interviews are arranged with a member of staff in the Boys' Division.
- A Saturday morning of mock interviews in the Autumn Term to replicate the real experience as closely as possible.
- Interviews with members of Boys' Division staff, ie people who are not known to you personally but who can challenge you intellectually.

### **Considering study in Europe?**

Bolton School will help you think of the pros and cons of this option if you are doing a Liberal Arts or Social Sciences degree- for example, Universities have a very strong commitment to student satisfaction and entrance is relatively easy, but there is a high drop-out rate at the end of the first year. Maastricht University in Holland has led the way in recruiting British students, but other Dutch universities (notably at Utrecht and Leiden) are taking an increasing number of UK students.

### **Considering study in the US?**

The school will help you think about reasons whether it is a good (or bad) idea for you to study in the US. For full details of courses and institutions, go to [www.usnews.com](http://www.usnews.com). You will have to gain good scores in the Scholastic Aptitude Test (SAT1) which involves Math(s) and Verbal Reasoning as well as an essay. The SAT can be taken more than once (all scores are received by colleges, but your highest score is the one that will count) at a registered centre. You may also have to take SAT2s (subject SATs) in up to three subjects. At Bolton School, we may be able to host and help you prepare for the PSAT, which is a preliminary examination in preparation for the SAT and which is recommended if you are looking to win a scholarship to an American University.

### **Interviews:**

In the first instance you will be interviewed by your Form tutor about your progress and career plans for the future.

**Careers/Job/Scholarship Interviews:** at any time you are welcome to arrange an interview with the Head of Careers to discuss applications for work or university. Mrs Knowles and Mrs Sutcliffe are always available to consult for help and advice throughout the day in both the Riley Centre and the Careers Room.

**University Interviews:** if you are interested in applying to a university which requires you to undergo an interview, we are happy to offer you a mock interview.

## Summary of Support From the Careers Department

### Year 12 Autumn Term

- **Business and Enterprise Skills Training (BEST):** we start the year with a whole day of business activities which are designed to help you develop employability skills with workshops and seminars delivered by professionals from the world of work.
- **Inspirational speakers:** previous keynote speakers have included old girl and entrepreneur, Caroline Plumb, the CEO of the FreshMinds Group, who spoke about leadership and making the most of your own ambitions.
- **Joint Business Competition and the KPMG Enterprise Trophy:** working in mixed teams with the boys, you will come up with innovative business ideas and make a pitch, Dragons' Den style to a panel of judges. Six teams are selected to compete for the Enterprise Trophy.
- **A Careers Focus Day:** we have introduced opt-in specialist days which take place in the autumn and spring terms and are designed to focus on particular career areas. So far, days have included Business Careers, Creative Industries, working in the NHS and Engineering.
- **Higher Education and Careers Convention:** every two years we run this joint event which is open to the public, housing over 100 stands and covering a wide range of areas from Architecture to Apprenticeships. Representatives from universities across the UK attend so that you have a chance to talk about making your application without even leaving Bolton! A programme of seminars means that you can listen to presentations from visiting speakers about subjects as varied as Apprenticeships, Student Finance, applying to Oxbridge or training to be a doctor.
- **Applications for the Cowgill Holloway scheme are invited:** this is an opportunity to apply for 4 weeks of paid work experience spread over the school holidays.

### Year 12 Spring Term

- **An Introduction to Higher Education:** a number of talks take place this term. We are visited by a university liaison officer who delivers presentations separately to both you and your parents about Higher Education and finance.
- **Getting Ready for the Future:** The Head of Careers will spend a PSHEE session looking at how to plan for the future, whether it is preparing for university, a gap year, apprenticeships or applying for work. You will start to write a Year 12 Personal Statement allowing you to reflect on the year so far and consider your plans for the near future.
- **Another optional Careers Focus Day:** last year we invited our alumni in to talk about a range of career areas.
- **World of Work Morning:** a whole morning is dedicated to talks given by visiting speakers who cover a wide range of career options. You choose the three that most interest you so that you can make contacts for work experience if possible. You will also listen to a presentation from a national expert on graduate employment to help you prepare for the future.
- **Applications for the KPMG Summer Scheme:** you are invited to apply for a two week work placement with KPMG, one of the largest professional services companies in the world. This gives you the opportunity to put yourself through a rigorous selection process, including an interview at their Manchester office.
- **CV Skills:** you will be given extensive advice about to update your CV in readiness for next term.

## Year 12 Summer Term

- **CV Skills and Interview Practice:** whatever your aspirations, whether you want to go straight into work or onto university, the two interview skills evenings provide an invaluable opportunity to have your CV scrutinised by a professional who will then give you a challenging interview followed by written and verbal feedback.
- **Meet recent leavers:** an early evening event where you can meet old girls and old boys who are first year undergraduates and keen to pass on their newly acquired insights face to face.
- **Work Experience:** you are encouraged to continue to build up your portfolio of work experience, using the contacts we have given you throughout the year as well as discovering your own.
- **Beyond Bolton School:** in the second half of the summer term you will spend a whole day on preparing for the next stage. This will include the opportunity to sign up for the following: more information on Apprenticeships, Personal Statements, life at university, interview practice, how to study abroad or take a gap year and how to prepare for the BMAT. Everyone will register with UCAS at this stage as well, although there is no compulsion to apply!

# General Organisation

## The Sixth Form Centre (The Riley Centre)

In September 2013, we moved into a brand new, purpose-built Sixth Form Centre, right at the heart of the school. The aim of the Centre is to provide you with one of the best study and social areas available to any Sixth Former in the country. This building, alongside the single-sex teaching in both the Boys' and Girls' Divisions, provides you with the opportunities to make the very best of these crucial two years of your lives. The Sixth Form centre includes:

- A mixed social area with comfortable seating and dining areas, where you can relax, meet new people, discuss and take advantage of your own catered food counter;
- State-of-the-art study areas with areas for you to study in groups or for silent, individual work;
- Wifi access to the internet, with recharge points for laptops and tablets;
- Seminar rooms and spaces for Sixth Form Presentations;
- Bases for Sixth Form pastoral staff, so that you are never far from guidance and advice when you need it.



## **Tutor Rooms and Lockers**

The new Sixth Form Centre notwithstanding, registration and tutor meetings take place in allocated tutor rooms in the Girls' Division. Individual lockers are provided in the downstairs corridor in the Girls' Division.

## **Lunches**

Full school lunch facilities are provided as part of your Sixth Form fee in the Dining Room between 1.00pm and 2.15pm or, if you want to collect a picnic lunch from the Dining Room, between 10.55am and 11.20am. There is also food and drink on sale in the Sixth Form Centre at an extra cost.



## **Student Health**

The Medical Suite is run by qualified Nursing staff, to whom you can turn if you have medical or emotional issues which are disturbing your work whilst at School. There is also a School Counsellor, with whom you can book confidential appointments.

## **Some 'School Rules': Exeats and Appearance**

Once parental permission has been obtained, Sixth Form students can leave the campus at lunchtime on any day. Year 12 students are able to select two non-contact periods (each week) and Year 13 students three non-contact periods (each week) as exeats when they can leave the school campus. This could include going home early if the free time is at the end of the afternoon.

## **Dress Code**

Girls must dress smartly and wear a jacket as part of their outfit. They should adopt a conventional hair style and keep jewellery and make up discreet. Full details are available from the school website and from the Head of Sixth Form. Girls also wear formal dress (a black skirt or trousers with a white blouse) on special occasions, such as Sixth Form Presentation Day.

## iPads and ICT Facilities

All pupils at Bolton School, including members of the Sixth Form, are issued with an iPad for their own personal use whilst they are a member of the School. These iPads are used as a learning resource in the classroom, as well as for independent study at school and at home.

**The Girls' Division PC Network** extends across more than 200 computers around the school. All Girls' Division students have access to the network through an individual Username and Password. Over the week, Sixth Formers may make use of a range of different network terminals in various locations.

**The Computer Suite** on C floor comprises three rooms of PCs. These rooms are used for specific Computing and ICT lessons but also for cross-curricular ICT and for individual private study.

**The Sixth Form Centre** has a large number of PCs for the use of Sixth Form students. It is also WiFi-enabled.

**The Library** has an extensive range of ICT facilities.

## Library & Research Facilities

Our well-stocked library has over 16,000 items. All Sixth Form courses are well-resourced with a combination of traditional texts and the latest information retrieval systems. The Library staff are always happy to help with your enquiries.

Resources are chosen by the Librarian in close consultation with Heads of Departments. There is also an extensive choice of fiction which has been developed with the help and suggestions of the students themselves. A broad selection of DVDs and CDs are available for student loan. Daily newspapers, magazines and a wide range of academic journals are also provided. The library has many online subscriptions which are particularly useful for A Level students. These can be found, along with the online catalogue on the library site on the intranet. The Girls' Division Library is a quiet space in which to work and complements the quiet areas in the Riley Centre.



# Making Your Choice - With Your Future in Mind

## How the Options System Works

In the following pages, you will find outlines of the courses normally offered in the Girls' Division at Sixth Form level. Once you have indicated your preferences for your Lower Sixth courses, we draw up option pools which allow for as many of your different combinations as possible. The enormous flexibility of this arrangement is illustrated by the fact that there are more than 100 different weekly timetables in operation. **Please bear in mind, however, that we may not be able to offer a subject if there is insufficient demand for it at AS or A2 level. In addition, we cannot guarantee to give every girl all of her choices.** Please also be aware that some smaller subjects may be taught in conjunction with the Boys' Division. Also, where a subject is not offered in the Girls' Division, but it is taught in the Boys' Division, it *may* be possible for a girl to go to the Boys' Division to study (and vice versa). Subjects currently on offer to girls at A Level in the Boys' Division alone are: PE, Graphics and Electronics. If you are interested in one of these, please let the Head of Sixth Form or, for pupils currently in school, Mrs Smalley know as early as possible.

After the initial options choices have been made, the Option Blocks are created. Thereafter, you may ask to change one or more of your options, **but you will only be able to do so within the Blocks which have been created. If only one girl (or no girls) have chosen a course by this stage, it will not be timetabled.**

## What to Consider When Making Your Choices

When you come to make your Sixth Form choices, you may already have a Higher Education course or career in mind. If this is the case, lucky you! You will need to use your knowledge of what you want to do to ensure that you choose the subject combination which makes this possible. If it is a university course which you intend to do, check internet sites such as [www.ucas.com](http://www.ucas.com) as well as individual university sites, to find out what the entrance requirements are- the course may specify certain subjects, as well as grades or points.

It is particularly important if you want to enter a highly competitive university or to study a competitive subject (such as medicine) that you check whether there are any subjects which the institution does not accept for particular courses. *Be aware that the Universities often change their advice at short notice so make sure that you keep checking the website if there is something which you particularly want to do.*

If you are not so sure about what you want to do after school, it can be more challenging to choose your AS and A2 subjects. If you have done a Careers Profiling Test, such as Morrisby, do use the results of this to consider what your interests and aptitudes are. Otherwise, you might need to rely on supportive but frank friends, relations and teachers to give you a sense of where your strengths may be.

Consider carefully the balance of subjects which you choose and the work each one entails. Are you best suited to essay writing or problem solving? Do you wish to spend time doing practical work or would you rather spend it researching information? Is it important to you that you have AS grades in your profile or are A Levels enough on their own?

Make sure that you have the capability to study the subjects which you choose! Remember, a subject may be very different at A Level than at GCSE. Do make sure that you ask your subject teacher's advice- and follow it! You may have an ambition to follow a certain career path but, if it demands skills which you do not possess, you will make yourself unhappy striving for something beyond your reach. At the same time, don't play down your strengths- if you are gifted in a certain area, have the confidence to go for it! As a rule of thumb, **you will need at least an A grade (or grade 6-9) at GCSE in many of the subjects on offer in the Sixth Form if you want to get a good (A\* to B grade) at A Level.** Do talk to the Head of Department if you don't think you are going to get this grade in your GCSE exam!

# Subjects Offered

The following subjects will be offered in the Lower Sixth and most, if not all, will go on to the Upper Sixth. When choosing a subject, do make sure that one of your choices will not be 'discounted' by another choice when you apply for University- this is most likely to happen with Design & Technology: Product Design and Design Technology: Fashion & Textiles.

Art & Design  
Biology  
Business  
Chemistry  
Classical Civilisation  
Computer Science  
Design & Technology: Product Design  
Design & Technology: Fashion & Textiles  
Drama and Theatre Studies  
Economics  
English Language  
English Literature  
French  
Geography  
German  
Greek  
History  
Latin  
Mathematics  
Further Mathematics  
Music  
Physics  
Politics  
Psychology  
Religious Studies  
Spanish



# ART & DESIGN

## Aims

Advanced Level Art and Design aims to provide an all-round visual and aesthetic education. You will have the opportunity to work in art and craft media in two and three dimensions. This will be supported by contextual studies in the History of Art & Design. You will produce a portfolio of your work.

## What will I study?

**All girls will have the opportunity to take AS and A2 in this subject.** Practical work emphasises recording from observation, and the creative and imaginative development of a theme or themes. Alongside this you will learn methods of printing, digital media, ceramics and other art disciplines. Contextual references in Art & Design will be studied to inform your own work.

## How will I be assessed?

### AS Level Art and Design

AS level involves one coursework component or 'portfolio' worth 60% of the AS marks. There is also an externally-set assignment worth 40% of the AS marks.

### A Level Art and Design

A Level involves one coursework component or 'personal investigation', which is supported by a 1000-3000 word written study. This component is worth 60% of the A Level marks. There is also an externally-set assignment worth 40% of the A Level marks.

## Desirable requirements

You should have an interest in the subject, good Art skills, plus Art GCSE or a portfolio of good work. You should also be capable of independent, self-generated study.

## How will I study?

The Art Department has excellent facilities and specialist equipment, which are also available for your use in free time. You will do a wide variety of work in both Art and Craft-based media and, in the A Level course, you will be able to specialise in one or more areas if you wish. You should also make independent visits to Art Exhibitions and look beyond the school environment for background research.

We arrange visits to London, local Art Galleries and Degree shows at local University Faculties of Art. There is also the opportunity to attend seminars, lectures and courses.

## Where will it lead?

For Art Specialists it will lead to Art & Design Foundation courses and Art & Design degrees in one of the very many Art Disciplines including Fine Art, Graphics, Three Dimensional Design, Textiles, Fashion and Product Design.

Careers using Art training include Museum and Conservation work, Architecture, Landscape Architecture, Theatre Design, Graphic & Commercial Art, Interior Design, Fashion & Textile Design, and specialist occupations such as Silversmiths, Art Therapists and Art & Technology teachers.

*"I am studying English Literature, Psychology, Religious Studies and Art. Art is a nice reprieve from all my other essay subjects and allows me to explore and develop skills that I don't really use in other subjects. In my Art lessons I have also learnt about History and Politics. I really enjoy the research and development aspects of the subject, as well as the creative elements."*

Shakira Campion



# BIOLOGY

## Aims

To extend the work done in Biology at GCSE and to give you an appreciation of the wide variety of applications of Biology in the modern world.

## What will I study?

**All girls will have the opportunity to take AS and A2 in this subject.** The Biology course is extremely varied and provides an excellent foundation for a wide range of courses at University.

At AS level, topics covered include Cells, Biochemistry, Enzymes, DNA and protein synthesis, Immunology, variation and genetic diversity, heart and lungs, plant transport.

At A2 topics covered include Respiration and Photosynthesis, Energy and Ecosystems, Nervous coordination and Muscles, Homeostasis, Populations, Gene Technology, Fieldwork and Ecosystems.

## How will I be assessed?

Currently, the AQA specification is studied for A Level. There will be three 2 hour papers at the end of Year 13, covering all the content studied in both Year 12 and Year 13. Compulsory practical tasks will be integrated into the course and the content of these tasks will be examined in the written paper. At AS, there will be two 1 ½ hour papers at the end of Year 12 covering all of the topics studied in Year 12.

## Desirable requirements

A minimum of Grade 7 in Biology at GCSE or Grade 7/7 in Combined Science, plus a Grade 7 in Mathematics is required to access A Level material in Biology. In order to achieve a very good grade at AS/A2, however, it is likely that a candidate must have an 8 or 9 grade at GCSE. We are looking particularly for students who have a genuine interest in the subject.

## How will I study?

The course will be divided between theory and practical work. In practical classes you will often be working on your own, although some investigations may be done in small groups. Homework will often be related to work done in class but you should also be prepared to do background reading on your own.

During the Summer term of the Lower Sixth year, there will be a 3 day residential field trip to Blencathra in the Lake District.

## Where will it lead?

Career areas using Biology include the Medical field, Food Science, Biotechnology, Sports Science, Biological Research, Teaching and many aspects of environmental work.



*“I am currently studying Biology, Chemistry, Mathematics and Geography at AS Level as I am hoping to pursue a career in medicine. A Level Biology is a fantastic, interesting, all-round subject and helps you build up research, problem solving, organisation and analytical skills. In the practical work you will also find yourself working on group projects which will help build your teamwork and communication skills, too. Biology will support your study of other sciences and Mathematics, as well as subjects such as Psychology and Geography. If you study alongside a language or essay-based subject you may have even more career choices available. The teachers are approachable and friendly and make the learning of the subject really interesting.”*

Amie Murray

# BUSINESS

## Aims

To develop an in-depth knowledge and understanding of the core business concepts. To recognise that business behaviour can be studied from a range of perspectives and to challenge assumptions. With the application to a wide range of contexts and complex business information you will begin to take a more strategic view of business opportunities and issues.

## What will I study?

**All girls will have the opportunity to take AS and A2 in this subject.** The focus of both the AS and A Level courses is on the main functional areas found within most business organisations. You will be introduced to the market and explore marketing and people functions, as well as investigating entrepreneurs and business start-ups. You will also explore the finance and operations functions and investigate influences on business. The A Level moves from functions to strategy with students assessing the cause and effects of change and how businesses mitigate risk and uncertainty. With a focus on the global business environment, you will investigate the reasons for trading overseas and also consider the ethical and moral dimensions of global business activities.

The Edexcel Business Specification promotes a holistic understanding of business, encouraging analytical skills, critical approaches and methods of enquiry. The inclusion of international business equips students with the knowledge and understanding to either work in or manage a business in an international context.

## How will I be assessed?

For the AS award you will be assessed through two written data response-based examinations. For each paper the main focus will be on the concepts covered in each theme: Theme 1 Marketing and People, and Theme 2 Managing Business Activities. However, on both papers there will be one question that will require you to make connections between the two Themes.

For the A Level award there will also be two data response-based examinations. Paper One will assess marketing, people and global businesses using local, national and global contexts. Paper Two will assess business finance, operations, business decisions and strategy, whilst Paper Three will be based on a pre-released context document which students will have researched prior to the examination.

## Desirable requirements

Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business. The course includes decision making: the ability to select, analyse and evaluate data in order to reach the most effective decision. You need to have numerical skills and the ability to present a structured argument objectively and articulately. A willingness to contribute to the frequent class discussions is also important.

## How will I study?

Work will be completed independently and in groups and there is a requirement to play an active role in class discussions. You will also make use of a wide range of material on current business affairs as presented in newspapers, journals, television and radio, including the use of Library resources.

## Where will it lead?

Business is regarded as a sound base from which to proceed to more or less any degree, but particularly those in the business and management sphere, and it is also highly respected as a starting point for many professions/careers.

*“Choosing Business was a great decision as it complements my other subjects of Economics and Geography. I would recommend this subject to anyone as it applies outside knowledge to the subject and will be useful for everyday life. I find it thoroughly interesting to learn about the different techniques a business uses to make you want to buy their products over those of their competitors and how quickly a person can become loyal to a brand such as Apple. It is also interesting to see how a comment by a single person such as Theresa May, can have an overwhelming effect on a business, which could happen overnight. It is definitely a subject I wish to pursue at university as it holds many opportunities for a career in the future. “*

Olivia Bromley



# CHEMISTRY

## Aims

To develop a knowledge and understanding of the concepts of Chemistry and the skills needed to use them in new and changing situations.

To sustain and develop your enjoyment of, and interest in, Chemistry.

To develop an understanding of the link between theory and experiment.

To be aware of how advances in Information Technology and instrumentation can be used in Chemistry.

To recognise the value of Chemistry to society and how it may be used responsibly.

## What will I study?

**All girls will have the opportunity to take AS and A2 in this subject.** The content of the A Level builds on GCSE topics such as atomic structure, amount of substance and bonding, as well as introducing new areas such as organic mechanisms, redox equations and instrumental methods. You will learn about the patterns and principles which help us to understand the complex world of chemicals and their reactions.

## How will I be assessed?

Currently the AQA specification is studied for A Level. There will be three 2 hour papers at the end of Year 13, covering all the content studied in both Year 12 and Year 13. Compulsory practical tasks will be integrated into the course and the content of these tasks will be examined in the three written papers. There will be a practical skills endorsement as part of the A level. At AS level there will be two 1½ hour papers at the end of Year 12 covering all the topics studied in Year 12, including questions on practical work.

## Desirable requirements

An enjoyment of and an interest in Chemistry. A minimum of a Grade 7 in Chemistry and in Combined Science (Trilogy or Synergy) Grade 7-7. N.B. Any candidate who has taken the Combined Science Award at GCSE, should discuss taking AS with the Head of Chemistry before a firm decision to opt for Chemistry is made. Studying Mathematics at A Level is highly desirable and recommended.

## How will I study?

Practical work will be related to the theoretical work covered in lessons. You will be encouraged to use a variety of text and ICT materials so that you can learn independently as well as in class. Your homework will be designed to help you consolidate and extend the work done in lessons.

## Where will it lead?

Many academic institutions, industrial organisations and professions appreciate the attitudes and skills gained during an A Level course in Chemistry. A Level Chemistry is a highly respected A level, which teaches you to be methodical, logical and analytical. It is a welcomed A Level for courses in Accountancy, and Finance and Law. It can really lead you anywhere.

Chemistry at A Level is an essential requirement for further studies in Dentistry, Medicine, Pharmacology, Pharmacy and Veterinary Science. Chemistry also combines well at Advanced Level with Biology, Food Technology, Geography, Physics, Mathematics and Textile Technology.

*“This year I am currently studying Mathematics, Chemistry, Biology and Latin. The subject of particular interest to me is Chemistry and I have loved learning the more complicated topics in this subject. As an aspiring medic it is always interesting to challenge myself and Chemistry is a subject which really tests my ability, not only to learn but also to apply my knowledge. My favourite part of this subject is learning about the nomenclature of certain substances, as this is a particular difficult aspect of the course. Overall, the experiments and required practicals this year have been the most exciting, as we were allowed to carry out more experiments individually and independently. Our classes are small and I think this has been truly beneficial as it allowed more one-on-one time with my teachers to ask about any specific problems. The teachers have been extremely supportive and I intend to carry on with this subject into the following year and continue challenging myself.”*



Leena Ahmed

# CLASSICAL CIVILISATION

## Aims

To encounter the ideas of two of the most innovative and influential cultures in history: Greece and Rome. By studying their literature, to understand some of the moral, political and aesthetic values of these societies, and to compare and contrast them with our own perceptions.

## What will I study?\*

**All girls will have the opportunity to take AS and A2 in this subject.** You will study Greek and Latin authors in English translation. Through close study of the core texts, you will develop your analytical skills. You will study a range of topics which may include: Greek Tragedy, Homer's *Odyssey* and *Society*, Virgil and the world of the Hero, Comic Drama in the Ancient World, Art and Architecture in the Greek World.

## How will I be assessed?

AS Classical Civilisation

Module 1: Homer - Epic literature in translation – Examination 1 hour 30 minutes

Module 2: Greek Theatre – Greek Drama in translation – examination 1 hour 30 minutes

A Level Classical Civilisation

Module 1: Greek and Roman Epic literature in translation – Examination 2 hours 20 minutes

Module 2: Greek Theatre – Greek Drama in translation – Examination 1 hour 45 minutes

Module 3: Athenian Democracy – Examination 1 hour 45 minutes

## Desirable requirements

No knowledge of the Greek or Latin languages is required, as all work is done in English translation. The course will enhance the understanding of the ancient (and, indeed, the modern) world for those who have studied a classical subject at GCSE, but also caters for those who have had no contact with the ancient world but have a desire to know more. There is quite a large amount of reading to do and you will also need an ability to write clearly and fluently. Ask yourself whether you like subjects such as English and History, and whether you do well in them; the subject also combines well with Theatre Studies, Religious Studies and Government & Politics.

## Where will it lead?

Students go on to do a wide variety of courses at university including Law, Ancient and Modern History, Archaeology and Architecture. University Classicists enter a varied range of careers including Law, Banking, Industry and Commerce, Publishing, the Civil Service, Journalism and even Computing.

*"I am currently studying Textiles Technology, History, Classical Civilisation and Business. I have found the Sixth Form to be more challenging than expected; however, I have found it to be a really enjoyable experience. I have enjoyed studying all my subjects throughout the year, but I have particularly enjoyed Classics. I had never been given the opportunity to study Classics before A Level therefore I was a little sceptical at first, as I was unsure if I would like it or not. However, I had always been interested in Ancient Greek civilisation and myths, which is why I found learning the subject so interesting".*

Katie Wright



\*The specification is still in draft form.

# COMPUTER SCIENCE

## Aims

This Advanced Level course will develop:

- An understanding of, and the ability to apply, the fundamental principles and concepts of computer systems.
- The ability to analyse problems in computational terms through practical experience of solving problems, including writing programs to do so.
- The capacity to think creatively, innovatively, analytically, logically and critically.
- Mathematical skills.
- The ability to articulate the individual, social, legal and cultural opportunities and risks of digital technology.

## What will I study?

- The fundamentals of computing such as hardware, software and systems development.
- The implications of computer use.
- Computational thinking.
- How to design solutions to particular problems and how to write maintainable programmes using a range of real-world programming approaches.
- How computer architectures are structured.
- Data representation, Boolean algebra and databases.

## How will I be assessed?

**AS Level** – There are two examinations (50% each)

Paper One (On-screen) & Paper Two (Written)

**A Level** – There are two examinations and one piece of coursework (80% theory exams, 20% coursework)

Paper One (On-screen) & Paper Two (Written)

Practical Programming Project

## Desirable requirements

You should have good mathematical/verbal /written skills with an ability to think logically, creatively and critically. An interest in computing and programming, with motivation for background reading and problem solving is essential. It is **not** absolutely necessary that you have studied GCSE Computer Science or BCS.

## How will I study?

The course will be divided into practical programming techniques and theory work. **You will receive a Raspberry Pi computer kit for independent programming work at home.** You will also use textbooks, read current newspaper and magazine articles, as well as carry out research via the internet (simply search for Computer Science!) and practical independent study. You will use programming languages such as Python to solve challenges which will enable you to develop your problem solving skills.

## Where will it lead?

This course will be useful for all career paths as computers are used in all areas of working life. A Level Computer Science has a systematic and logical approach to problem solving which is valuable across a wide range of educational studies. Mathematics is often studied alongside Computer Science and is generally required for those students who intend to go on to study Computer Science at university.



*“I am currently studying Mathematics, Further Mathematics, Chemistry and Computer Science. I have enjoyed all of my subjects this year, in particular Computer Science. I decided to choose this subject because I am logically minded and enjoy problem solving. Computer Science is very different to ICT GCSE because it involves being able to programme, something I have a great interest in. I sometimes find the subject a little challenging which makes me want to keep trying to get the programme I am creating to work. The opportunities are endless; you can make a programme to do almost anything and I like the flexibility that the course provides. I wish to study Mathematics at university and, having done Computing, I feel it is an advantage which may enable me to programme algorithms in the future.”*

Anika Patel

# DESIGN AND TECHNOLOGY: PRODUCT DESIGN

## Aims

On this exciting and forward thinking A Level course, we aim to encourage independent learning and creativity through the setting of inspirational and practical problem-solving tasks. Strong emphasis is placed on students developing confidence in their own innovative ability and on making unique products.

## What will I study?

**All girls will have the opportunity to take AS and A2 in this subject** and for both courses girls will study:

- How to design products professionally using methods ranging from hand drawn sketching to 3D Computer Aided Design.
- How materials and components are used in the manufacture of a broad range of modern products.
- How to combine designs and materials to create your own individual products of high quality.

## How will I be assessed?

### AS Level

Paper 1: Written examination (50% of AS) - a 2 hour paper with multiple choice, short answers & extended response  
Assessment: non-examination (50% of AS) - a 35 hour single 'design & make' project from a context set by AQA

### A Level

Paper 1: Written examination (25% of A Level) - a 2 hour paper with multiple choice, short answers & extended response  
Paper 2: Written examination (25% of A Level) - a 2 hour paper consisting of a product analysis question & a commercial manufacturing question as well as a series of short answer & extended response questions  
Assessment: non-examination (50% of A Level) - a 45 hour single 'design & make' project of your own choice

## Desirable requirements

Prior knowledge of Design and Technology is not assumed but we expect that you will have an interest in design and production.

## How will I study?

You will work both individually and as part of a group. There will be practical and theoretical work throughout the course. The non-exam assessment practical project will allow you to demonstrate creativity and apply a wide range of technical skills. Theory will be covered through investigation, analysis and understanding of materials and industrial practice.

## Where will it lead?

Product Design is recognised as an excellent basis for a number of higher education courses and leads onto interesting and varied career paths. The course is ideal for those intending to follow a career in Product Design, Interior Design, Engineering, Architecture, Fashion Design, Materials Science or other related areas. It may be taken in combination with most other A Level subjects. NB It isn't possible to study other Design and Technology based subjects alongside this one.

*"I chose to study Product Design, Chemistry, Biology and Mathematics at AS Level. I have really enjoyed my subjects so far as they have been interesting and very different from what we learnt at GCSE level, Product Design especially. At AS Level, we get a lot more independence to explore design briefs, and to create and manufacture a suitable product. This year I made a child's lamp because I feel children's furniture is a wide, creative area to design for and something which I enjoy. By taking Product Design this year, it has improved my time management and organisation skills, as I had to juggle coursework and making my actual product, alongside learning theory."*

Sudah Ahmed



# DESIGN AND TECHNOLOGY: FASHION AND TEXTILES

## Aims

Fashion and Textile Technology offers both theoretical and practical opportunities for problem-solving through studying and working with a wide variety of textile materials and components. There are many opportunities to develop your independent learning, creativity, innovation and project management skills.

## What will I study?

**The course is offered as an AS Qualification and as an A Level.**

At both AS and A Level you will study a set of core technical, designing and making principles alongside the specialist knowledge required to apply these principles to textile products. For both qualifications you would complete a coursework assessment project. The course has a strong emphasis on practical problem solving and students will also be expected to demonstrate an application of their maths and science skills and knowledge.

Examples of activities include:

Developing a critical understanding of the influences on designing and producing textile products, by analysing and comparing historical and contemporary fashion.

Applying your knowledge and skills in the production of your own innovative and creative product(s), developing an understanding of industrial practice from design through to production and marketing.

## How will I be assessed?

### AS Fashion and Textile Technology

Paper 1: Written examination (50% of AS) - a 2 hour paper with multiple choice, short answers & extended response

Assessment: non-examination (50% of AS) - a 35 hour single 'design & make' project from a context set by AQA

### A-level Fashion and Textile Technology

Paper 1: Written examination (25% of A Level) - a 2 hour paper with multiple choice, short answers & extended response

Paper 2: Written examination (25% of A Level) - a 2 hour paper consisting of a product analysis question & a commercial manufacturing question as well as a series of short answer & extended response questions

Assessment: non-examination (50% of A Level) - a 45 hour single 'design & make' project of your own choice

## Desirable requirements

You should be able to research information for a particular purpose and a strong ability to analyse and evaluate the work that you do. You should also have a keen interest in the practical aspects of the design and production of textile products.

## How will I study?

You will work both individually and as part of a group on a range of practical and theoretical tasks.

## Where will it lead?

The breadth of the syllabus and the skills gained allows for entry into a variety of university courses. It is particularly useful for those wishing to pursue careers in managerial roles within textile industries, design work in fashion or interiors, materials science research and development, teaching or journalism.



*"I chose to study Mathematics, English Literature, Business and Textiles at AS level. Having loved Textiles since Year 7, I have continued to enjoy it even more in Sixth Form. I have found the change from GCSE to A Level has allowed me to become more independent, as well as being able to try new techniques and learn more complicated skills. Textiles has been a great creative subject to study alongside my other academic subjects, so I would definitely recommend it to anyone who enjoys being creative. I have learned new things from the practical side how things work in industry and how trends are promoted. For me it has confirmed that it is something I would like to continue once I finish school and I hope to combine it with Business to study Fashion and Marketing at university."*

Lauren Crowther

# DRAMA & THEATRE STUDIES

## Aims

To study theatrical forms and understand the roles of director, designer, performer and audience.  
To create original drama using the devising process and to interpret scripted drama through performance.

## What will I study?

**All girls will have the opportunity to take AS and A2 in this subject.** At AS you will study theatre forms and functions from the points of view of director, performer and designer. You will stage your own productions consisting of a scripted extract, as well as a reinterpretation of a second extract from a text from a different social or cultural context. Furthermore, you will prepare for a written examination in which you will respond to a series of questions on one performance text. You will consolidate your knowledge and understanding at A2, by creating a more substantial piece of theatre based on a reinterpretation of an extract from a text. The piece must be developed using the techniques and working methods of either an influential practitioner or a recognised theatre company. You will also participate in the creation, development and performance of two pieces of theatre, based on a given stimulus.

## How will I be assessed?

AS – Component 1 - Performance Workshop & Component 2 - Text in Context: open book written examination  
A2 – Component 1 - Theatre Workshop & Component 2 - Text in Action & Component 3 – Text in Performance: open book written examination

## Desirable requirements

Self-confidence in your ability to express yourself, both on stage and in group discussion, is an important quality in this course. Commitment and teamwork are essential.

## How will I study?

You will work both individually and within a group. You are normally taught in a group which includes members of the Boys' Division. As the course progresses, you will find you are asked to take much more responsibility for your learning and achievement. We offer you plenty of opportunities to attend theatre productions and workshops. You can develop your own areas of interest within the course, for example, by choosing a design or lighting option. You may wish to get involved in school theatre productions or the Middle School Drama Clubs.

## Where will it lead?

Employers and universities are very interested in the teamwork focus of the course. In addition, the course has obvious benefits in developing speech, confidence and performance skills. There are many academic, practical and vocational theatre courses in this country run by a wide range of institutions.

*“Initially, I was very nervous about studying Drama and Theatre Studies for AS Level. However, this soon subsided and I love taking this subject. I also study English Literature and History, and Drama has complemented these two subjects brilliantly. Learning about the historical and cultural background is intrinsic when it comes to writing about plays and performing. In addition, Theatre Studies has helped me gain an excellent eye for detail when analysing plays and this has helped me immensely in my English studies. Taking a shared Drama class with the Boys' Division students gives a different learning experience and one which offers a varied insight to the study of plays, as the boys offer contrasting opinions which enhance the subject. Acting with others on stage has improved my confidence hugely and I have learned so much about the dynamics of a working theatre over the past year. I have been able to develop my critical and practical skills with the support of the Drama department, which prompted me to continue with Theatre Studies for A Level. I have made some solid friendships and am certain I would not be the person I am today without it!”*

Eve Stephenson



# ECONOMICS

## Aims

To provide a strong grounding in both microeconomics and macroeconomics drawing on local, national and global contexts. To develop the basic knowledge and understanding of the essential aspects of economic theory and concepts. To develop an enquiring, critical and thoughtful approach to the study of economics and gain an ability to think as an economist.

## What will I study?

**All girls will have the opportunity to take AS and A2 in this subject.** ‘Economics is the study of the use of limited resources to produce the goods and services to satisfy the unlimited wants of mankind’. This basic theory has a vast amount of applications to everyday decisions that are made by consumers and firms as well as crucial political decisions.

The OCR Economics Specification will enable you to explain, analyse and evaluate the strengths and weaknesses of the market economy, and the role of the government within a market economy. You will study the role of competition within the marketplace and how this impacts upon economic efficiencies. You will evaluate the economic policy objectives and the indicators of macroeconomic performance, for example: economic growth, unemployment and inflation.

## How will I be assessed?

There is simple straightforward assessment with no coursework and a balanced set of short, medium and extended response questions including multi-choice questions. There are two papers at AS one for microeconomics and the other macroeconomics.

At A Level the assessment is made up of three mandatory components: focusing on microeconomics, macroeconomics and themes in economics. The latter offers an exciting opportunity for students to apply theories and concepts to current contexts.

## Desirable requirements

The course involves much discussion, together with analysis of data, interpretation of statistical information and essay writing. Students who would profit most are those who have the diligence necessary to understand the theories and terminology of a subject not previously studied, together with a willingness to contribute to the many lively class discussions. There is an element of quantitative data in both content and examinations and so, while Mathematics A Level is not required, good numeracy skills are an advantage.

## How will I study?

By working independently, occasionally in groups, and by taking an active part in class discussion. The dynamic nature of the subject requires a willingness to take an active interest in current affairs, making use of a wide range of economic material in newspapers, journals, television and radio.

## Where will it lead?

Economics is regarded as a sound base from which to proceed to more or less any degree and is also highly respected as a starting point for many professions/careers.



*“This year I have taken Chemistry, Mathematics, Economics and Geography. I have found Economics particularly interesting: it is a subject I have never studied before so it has introduced me to lots of new ideas and theories. As a subject it is very relevant in today's world and learning about it has enabled me to have an increased understanding of the economy and current affairs. I would recommend studying Economics to anyone interested in increasing their knowledge of the wider world and looking for a chance to study something new.”*

Zoe Ashworth

# ENGLISH LANGUAGE

## Aims

To provide you with a framework for the study of authentic texts, both spoken and written.  
To help you develop the ability to write for a variety of specific purposes and audiences.  
To develop analytical skills that will help you consider how issues relating to gender and power influence language use.

## What will I study?

**It is expected that girls taking this subject will do a two year course, without the option of AS at the end of the Lower Sixth.**

How language is used in society.  
How to produce original writing for a real-world purpose on a topical language issue.  
How children acquire language.  
How language changes over time.

## How will I be assessed?

At A Level there are two examined units: Exploring Language and Dimensions of Linguistic Variation, both of which are 2 hours and 30 minutes long. There is also a piece of Independent Language Research coursework.

## Desirable requirements

You should have a keen interest in how writers and speakers use language for different purposes and in different contexts. You should be interested in how society and culture influence the ways in which we use language. You should be able to work independently, collecting and investigating a range of texts. You should enjoy writing and be able to write fluently. You should read widely.

## How will I study?

You will work in pairs, groups and independently, carrying out research into a variety of areas of language study. You will take part in whole class discussion. Your work may take you into other areas of the school or into the wider community. You will write essays analysing texts and present your research findings to the rest of your class. You will profit most from the course if you have the diligence necessary to acquire the grammar and terminology that comes with studying English Language at this level.

## Where will it lead?

Just about anywhere you want it to because it combines so well with other Advanced Level subjects: the Languages, Sciences, Arts and Humanities. It is widely accepted as entry for degree courses and is directly useful in most professions.

*“I am currently studying English Language, English Literature, Psychology and Politics. At GCSE, English proved to be my favourite subject and English Language has continued to be so at AS Level. I thoroughly enjoy my English lessons as we are able to analyse texts closely as a group and also voice our opinions on the topics that we learn about. One of the topics that particularly interested me was learning about how different genders are presented in language. English Language lessons have come to be the ones that I most look forward to during the week.”*

Maryam Patel



# ENGLISH LITERATURE

## Aims

To explore individual works of literature, relationships between texts and significant cultural and contextual influences. To develop analytical skills through both writing and discussion. To be aware of the relationship between Literature and other academic disciplines. To produce informed, independent opinions and judgements.

## What will I study?

**It is expected that girls taking this subject will do a two year course, without the option of AS at the end of the Lower Sixth.** You will study poetry, prose and drama texts from a range of periods. You will explore the connections between them and the social and cultural contexts within which they were written. You will analyse the ways in which writers use literary and linguistic devices to shape meaning in both studied texts and unseen extracts.

## How will I be assessed?

At A Level there are two examined components and one coursework component. The first, 'Drama and Poetry Pre-1900', offers candidates the opportunity to engage in close reading and consider Shakespeare's use of language. The second, 'Comparative and Contextual Study', will consist of an unseen exercise and a comparative essay. Topics include: American Literature 1880-1940, The Gothic, Dystopia, Women in Literature and The Immigrant Experience. The coursework component requires candidates to study three texts from across the genres of poetry, drama and prose.

## Desirable requirements

You should have a keen interest in how writers of different genres and from different periods use language. You should be interested in how society and culture influence works of literature. You should be able to work independently and as part of a group offering your own interpretations of texts. You should enjoy writing analytical essays and be able to write fluently. You should read widely.

## How will I study?

You will work in pairs, groups and independently studying set texts, unseen extracts and your own text choices. You will take an active part in whole class discussion. You will attend lectures and take part in enrichment activities such as theatre trips. You will profit most from the course if you have the diligence necessary to pursue the wider reading that comes with studying English Literature at this level.

## Where will it lead?

It combines so well with other Advanced Level subjects: the Languages, Sciences, Arts and Humanities. It opens doors to a wide range of careers for those who are considering Teaching, Management, Personnel, Journalism, Law, PR and writing.



*"I am currently studying English Literature, Religious Studies, Classical Civilisation and History. The English Literature course this year is very enjoyable due to the wide variety of different works we study, from Tennessee Williams to Christina Rossetti. The difference between English Literature at AS and at GCSE Levels is the fact you have to be more proactive and analyse the books and context of the material more independently at AS Level; however, this is very interesting as you gain different views from those of your peers. I have taken many useful skills from my studies of English Literature this year, such as developing my language skills and arguments, which I can confidently apply to my other subjects. I hope to study Classical Civilisation with English Literature at university due to my love and enthusiasm for both modern and ancient literature."*

Anna Hill

# FRENCH

## Aims

We aim to help you become a confident French speaker with an interest in all aspects of French life.

During your course you will:

Develop your speaking, listening, reading and writing skills

Expand your knowledge of vocabulary and grammar so that you can express ideas and arguments forcefully and accurately

Learn new skills

Learn about culture and topical issues in French-speaking countries.

## What will I study?

### AS level

You will explore some of the current trends in French-speaking countries such as the changing nature of family, the 'cyber-society' and the place of voluntary work. You will gain an insight and appreciation of the artistic culture of the French-speaking world including its music and cinema. You will study the film '*Un long dimanche de fiançailles*' by French director, Jean-Pierre Jeunet.

### A2 level

You will consider current issues and aspects of political life which affect the French-speaking society such as immigration and law and order. You will study the novel '*No et moi*' by Delphine de Vigan and complete an individual research project.

## How will I be assessed?

AS: Paper 1: Listening, Reading and Translation (into English) worth 45% of AS.

Examination length: 1 hour and 45 minutes.

Paper 2: Writing: Translation (into French) and an essay based on the study of a film worth 25% of AS.

Examination length: 1 hour and 30 minutes.

Paper 3: Speaking worth 30% of AS.

Examination length: 12-14 minutes.

A2: Paper 1: Listening, Reading and Translations (into English and French) worth 50% of A Level.

Examination length: 2 hours and 30 minutes.

Paper 2: Writing: 2 essays based on the study of a film and a book worth 20% of A Level.

Examination length: 2 hours.

Paper 3: Speaking worth 30% of AS

Examination length: 21-23 minutes.

## Desirable requirements

You should have a keen interest in French and be willing to get involved with the life of the department. You should enjoy communicating in the language and undertaking independent work in order to consolidate and extend your knowledge. We would also strongly recommend that you should have a grade 7 at GCSE.

## How will I study?

Each group is shared between two members of the French department. In lessons, you will use a variety of resources such as textbooks, magazines and films. You will work in pairs, groups or independently and be encouraged to use the Internet to find up-to-date information on the topics. You will have a weekly conversation lesson with the French assistant. There will be opportunities to attend the French society, film evenings and university lecture days. You may also choose to spend time in France.

## Where will it lead?

Competent linguists are in demand in the world of work. Whatever your career – Commerce, Law, Tourism, Industry, Teaching – whatever your destination – Britain, Europe and beyond – linguistic competence is always useful and often essential. Foreign language skills also enable you to take advantage of schemes which allow you to study many different subjects at a European university.

*“French is always a lesson to look forward to: each lesson is new and exciting, yet also intriguing as we not only study France, but also the French-speaking world, such as Morocco or French-speaking Canada. You are always offered extra aid either by the teachers or by the French assistant when struggling on specific things. Moreover, the small class sizes offer another advantage when taking this subject for A Level as the classes seem more intimate and it give you the opportunity to speak to your teachers more freely. In my opinion, I believe French and languages are key to the exciting multinational world we live in. Languages are also a valuable skill that many employers are looking for in future employees. I would like to further my studies in this subject at University, where I'm planning to take it with Politics and International relations.”*

Amélie Bamford



# GEOGRAPHY

## Aims

To develop an understanding of our ever-changing world; its societies and environments. To promote better informed decision-making. To encourage lively and reasoned enquiry.

## What will I study?

**All girls will have the opportunity to take AS and A2 in this subject.** In A level Geography you will learn how today's world was shaped and investigate some of the most challenging issues facing natural and human environments in the world today. As global population increases, how do we cope with the growing pressure on resources, landscapes, natural systems and people's quality of life? How can we build resilience into our coping strategies when faced with a range of natural hazards? What are the challenges and opportunities afforded by globalisation?

## How will I be assessed?

AS Level:	Paper 1:	50%	Coastal systems and landscapes and Hazards
	Paper 2:	50%	Changing places and Geography fieldwork investigation and geographical skills
A Level:	Paper 1:	40%	Water and carbon cycles, Coastal systems and Hazards
	Paper 2:	40%	Global Systems and Global Governance, Changing Places, Population and the Environment
	Individual Investigation:	20%	

## Desirable requirements

The most essential requirement is an interest in the world about you. The pace of change can be rapid – volcanic eruptions, refugee movements, urban riots – or gradual – continental drift and climatic change.

## How will I study?

The course involves both independent study and group work. You will participate in a number of day and residential field trips and also have the opportunity to join a foreign field trip: Manchester, the Lake District, USA, Sicily, Cuba, Iceland, The Azores – Geography has no limits! Alongside the subject content, you will also learn: how to recognise the different sides in debates and make decisions based on sound argument; how to undertake a fieldwork enquiry developing transferable skills in research, data collection, analysis and evaluation; written and verbal communication skills, including report writing and data presentation; independent learning and team work skills; how to analyse a range of information, often using cartographic, graphical and statistical skills.

## Where will it lead?

Geography bridges the Arts and Sciences, giving flexibility for Higher Education courses. Many of our A Level Geographers go on to study Geography and related subjects. Others go on to study a wide range of degrees, including Law, Medicine and Engineering, to name but a few.

*“Geography at AS Level is extremely diverse and covers a number of issues at both a local and a global scale, such as that of climate change. This year I have particularly enjoyed the 'Hazards' unit as it considers the relationship between both physical and human Geography and how these may impact each other. The course has enabled for lots of independent thought through wider reading which has enhanced my knowledge of the world around me.*



*“In addition to Geography, I also study Chemistry, English Literature and Mathematics. In spite of the differences between these subjects, I have found that each of my subjects overlap with Geography as it is so varied.*

*“The staff in the Geography department are always willing to offer help outside of lessons and the small size of my class has meant that we have developed a close bond, particularly during a field trip to the Lake District.”*

Anu Jain

# GERMAN

## Aims

We want you to be a fluent and confident speaker of German who is interested in German life and culture. During your Sixth Form course you will: develop your speaking, listening, reading and writing skills; expand your knowledge of vocabulary and grammar so that you can express ideas and arguments forcefully and accurately; acquire new skills; learn more about German-speaking countries.

## What will I study?

**All girls will have the opportunity to take AS and A2 in this subject.** At AS Level, you will explore a range of topics relating to the society and culture of German-speaking countries. You will develop your understanding of themes such as the changing state of the family, the digital world and youth culture. You will gain an appreciation of the artistic culture in the German-speaking world through the study of festivals and traditions, art and architecture and the cultural life in Berlin. You will also study a film.

At A2 Level, you will develop your awareness of current social issues which affect the German-speaking society such as immigration and racism. You will also gain an insight into aspects of political life including the European Union and German re-unification and its consequences. You will study a book and complete an individual research project which relates to a country or countries where German is spoken.

## How will I be assessed?

AS: Paper 1: Listening, Reading and Translation (into English) worth 45% of AS  
Paper 2: Writing: Translation (into French) and an essay based on the study of a film worth 25% of AS.  
Paper 3: Speaking worth 30% of AS

A2: Paper 1: Listening, Reading and Translations (into English and French) worth 50% of A Level  
Paper 2: Writing: 2 essays based on the study of a film and a book worth 20% of A Level.  
Paper 3: Speaking worth 30% of AS

## Desirable requirements

You should have a keen interest in the German language and its culture and an aspiration to develop and consolidate your knowledge through independent study. You should enjoy communicating in the language both in and out of the classroom environment. We would also strongly recommend that you should have a grade 7 at GCSE.

## How will I study?

Each group is taught by two members of the German department. In lessons, you will have access to a range of resources including textbooks, the internet, magazines and films. You will have a weekly conversation lesson with the German assistant which will allow you to develop your speaking skills. You will be encouraged to work independently and to use the Internet in order to research your own individual interests, but you will also have the opportunity to work in pairs and groups. There will be opportunities to attend film evenings. You may also choose to spend some time in Germany.

## Where will it lead?

Whatever your career and whatever your destination – Britain, Europe or beyond – a language is a valuable asset. For instance, you can study Medicine, Law or Fine Art at a foreign university, as long as you are competent in the language. Linguists are much sought after in the world of work because they are known to be highly skilled and adaptable.

*“I am currently studying Mathematics, Geography, German and Spanish at AS Level and thoroughly enjoy all of these subjects, although my real passion has always been for languages - especially German and Spanish - two of the world’s most important languages. I am planning to read both languages at university, ultimately to achieve a joint honours degree. Furthermore, I believe the ability to understand and communicate in another language is a lifelong skill for education, employment and leisure throughout the world.”*

Natalie Turner



# GREEK

## Aims

To help you discover more about the Greek language, your own language and also about the nature of language in general. To enable you to read and appreciate the works of Greek literature in their original form, and learn to analyse and respond to them with increasing sophistication.

## What will I study?

**All girls will have the opportunity to take AS and A2 in this subject.** The course consists of a combination of linguistic and literary modules. You will consolidate and build upon your existing knowledge of vocabulary and grammar; and you will study a range of texts, including both verse (epic, tragedy, comedy) and prose (history and philosophy).

## How will I be assessed?

At AS Level you will sit two examinations: one in Greek language and one in Greek Literature. The work will feel very similar to the area of study at GCSE. The content will prepare you very well for A Level.

At A Level you will sit two language papers and two set text papers: one verse and one prose. 50% of the content will already have been studied at AS, so that you should feel extremely well prepared for your A Level examinations.

## Desirable requirements

You should have at least a grade B in Greek at GCSE, and an interest in Greek literature and thought. Ask yourself if you have enjoyed the GCSE course – including your study of the language. To study the language at Advanced Level requires hard work, but the greater depth of the course should be even more stimulating and less of a rush than GCSE. The subject combines well with most other subjects; there are particular links with English, History, Modern Languages, Latin and Classical Civilisation.

## How will I study?

The course is sometimes taught in mixed classes consisting of both Girls' and Boys' Division students and may be delivered by teaching staff from both divisions.

## Where will it lead?

As with Latin, most students go into a wide variety of careers, including Law, Banking, Industry and Commerce, Publishing, the Civil Service, Journalism and even Computing.



*“At A Level, I have chosen to study History, Government & Politics, Greek and French. I really enjoyed Greek at GCSE and have therefore chosen to continue with it. I feel that it teaches me valuable language skills and helps me understand the grammar of my modern languages. Greek also makes you stand out as it is something different not many people study.”*

Tilly Rodriguez

# HISTORY

## Aims

To stimulate interest in this ‘never-ending’ subject; to increase understanding and knowledge, not only of historical events, their causes and consequences but also of human behaviour, past and present; to develop the many general and specialist skills of the historian. In brief, our aim is to make the study of history interesting and rewarding.

## What will I study?

**All pupils will complete the AS and A2 examinations.**

We will cover two main areas of history. The first is a breadth study of the Stuart period. You will learn how, between 1603 and 1702, successive monarchs faced a reduction in their power with the rise of the English parliament. We will look at the English Civil War, the execution of Charles I, the regime of Oliver Cromwell and the restoration of the monarchy. The second area of History is a study in depth; we shall consider the divisions that existed in the USA between 1845 and 1877. There will be significant attention paid to the American Civil War and the abolition of slavery.

In Year 13 you will complete a Historical Investigation which is a personal study based on a topic of your choice.

## How will I be assessed?

At AS, you will complete an exam on each of the two areas of History; however, the content will cover roughly half of the chronological range required for the full A-level.

At A2, you will complete two examinations (Unit 1: Breadth Study, 40% of A-level and Unit 2: Depth Study, 40% of A-level) and submit a Historical Investigation of roughly 3000-3500 words (worth 20% of A-level).

## Desirable requirements

Students who take Advanced Level History will have a love of the subject and should enjoy thinking, questioning, reading and discussing. The course requires an ability to write clearly and concisely, and present reasoned arguments. An interest in people is important, since history is a subject where the study of human beings is central.

## How will I study?

You will be working both independently and in groups. Each group is taught by two members of the department. In class there will be some formal teaching, lots of opportunity for discussion, and use of written sources and audio-visual materials. Homework will be related to and extend work done in class.

A willingness to undertake thorough background reading and research is essential for class discussion, essay writing and the personal study.

There will be opportunities to attend lectures in and out of school, visit places of historical interest both in this country and abroad, and to enjoy a visit to the cinema or theatre when the subject is related to our History course. We often arrange trips abroad, particularly to the USA, to enhance knowledge and enjoyment of the subject.

## Where will it lead?

That is up to you. The answer to the question “What can I do with History?” is “virtually anything”. The attitudes and skills acquired by the historian are attractive to most employers, and history students enter a wide range of professions, especially Law, Administration, Management, Journalism, the Media and Broadcasting, Museums, Archive and Library work, to name but a few.

*“At A Level, I have chosen to study French, Religious Studies, English Literature and History. In History, I am particularly enjoying the topic of the American Civil War and, also, find that my subjects fit well together. The essays at A Level are much longer with a greater depth of study needed, but this makes the subject more interesting. History develops good analytical skills for looking at sources, as well as essay-writing abilities, which is also extremely useful for a wide range of subjects. I believe that the skills I am learning in History will be helpful for my chosen course in Philosophy at University.”*

Amy Henderson



# LATIN

## Aims

To help you discover more about the Latin language, your own language and also about the nature of language in general. To enable you to read and appreciate the works of Latin literature in their original form, and learn to analyse and respond to them with increasing sophistication.

## What will I study?

**All girls will have the opportunity to take AS and A2 in this subject.** The course consists of a combination of linguistic and literary modules. You will consolidate and build upon your existing knowledge of vocabulary and grammar; and you will study a range of texts, including both verse (epic and love poetry) and prose (oratory and history).

## How will I be assessed?

At AS Level you will sit two examinations: one in Latin language and one in Latin Literature. The work will feel very similar to the area of study at GCSE. The content will prepare you very well for A Level.

At A Level you will sit two language papers and two set text papers: one verse and one prose. 50% of the content will already have been studied at AS, so that you should feel extremely well prepared for your A Level examinations.

## Desirable requirements

You should have at least a grade B in Latin at GCSE, and an interest in Latin literature and thought. Ask yourself if you have enjoyed the GCSE course – including your study of the language. To study the language at Advanced Level requires hard work, but the greater depth of the course should be even more stimulating. The subject combines well with most other subjects; there are particular links with English, History, Modern Languages, Greek and Classical Civilisation.

## How will I study?

The teaching of AS and A Level Latin is usually delivered by two members of staff.

## Where will it lead?

Contrary to popular belief, Latin students do not all become teachers of Latin. Actually, very few do. Most go into a wide variety of careers, including Law, Banking, Industry and Commerce, Publishing, the Civil Service, Journalism and even Computing. Some found dot.com companies or even become pop stars!



*“Throughout the year I have studied Latin, History, English Literature and Politics. I have taken particular interest in Latin as, not only has it given me an opportunity to further my skills from GCSE, but it compliments my other subjects giving me valuable analytical skills. The Latin course consists of an unseen text and then two set texts, Virgil and Cicero. Studying Cicero has particularly caught my interest as I intend to study Law at university and Cicero is based on a criminal law case. I find Latin enjoyable as it provides a chance to focus on translation skills opposed to my other essay-based subjects.”*

Ellie Twist

# MATHEMATICS & FURTHER MATHEMATICS

## Aims

To develop your understanding and enjoyment of Mathematics, to extend your range of mathematical skills and techniques and to help you to acquire the foundation necessary for the further study of Mathematics and other disciplines.  
To develop your ability to think more logically and to recognise and analyse situations which can be represented mathematically.

## What will I study?

**All girls will have the opportunity to take AS and A2 in this subject.** The content of A Level Mathematics comprises both Pure and Applied Mathematics. Pure Mathematics topics include Algebra and Functions, Coordinate Geometry, Sequences and Series, Trigonometry, Exponentials and Logarithms, Calculus, Vectors, Numerical Methods and Proof. Applied Mathematics content includes both Statistics and Mechanics topics. Statistics topics include Sampling, Data Presentation and Interpretation, Probability, Statistical Distributions and Hypothesis Testing. Mechanics topics include Kinematics, Forces and Moments. The more able mathematicians may choose to study both Mathematics and Further Mathematics. The Advanced Level in Further Mathematics has some choice of content. The compulsory content is Pure Mathematics. Optional content is taken from a choice of more Pure Mathematics, Statistics and/or Mechanics.

## How will I be assessed?

The examinations for your A2 are taken at the end of Year 13 and examine the full two years of work studied. Two thirds of examination content will be Pure Mathematics topics and one third Applied Mathematics topics.  
In Further Mathematics, half of the examination content will be from compulsory topics and half from the optional topics.

## Desirable requirements

The level of Mathematics studied is most suited to pupils who have achieved a good A grade or A\* grade at IGCSE or GCSE. (Pupils scoring less than 70 UMS at GCSE or IGCSE tend to find this course very challenging). Your enthusiasm for the subject will be beneficial in meeting the many challenges posed by this rigorous and highly interesting course.

## How will I study?

Students of Advanced Level Mathematics will be taught by two different members of staff. In general you will be working independently, but you are encouraged to discuss problems with your friends or a member of staff.

## Where will it lead?

Mathematics is as much a channel of communication as it is a problem-solving resource. It is increasingly useful as a passport to many interesting careers in fields as diverse as Engineering, Science, Economics, Finance, Marketing, and Computer Sciences.

*"I am currently studying Mathematics, Further Mathematics, French and Economics. I chose to study both Mathematics and Further Mathematics as I really enjoyed the subject at GCSE. I feel that Mathematics is a great subject to study at A Level because the skills learnt can be applied to many other subjects, especially the Sciences. Studying Mathematics has definitely helped me to think more logically. I would recommend Mathematics to anyone who thoroughly enjoys the subject; you have to work extremely hard to meet the challenges faced during the rigorous, yet interesting, A Level course."*

Maaria Patel



# MUSIC

## Aims

The new AQA Music A Level is a rigorous course with broad appeal that is designed to suit potential University or Conservatoire students, as well as engaging those who simply enjoy music.

## What will I study?

**All girls will have the opportunity to take AS and A2 in this subject.** The subject content is divided into three components: Appraising Music; Performance & Composition.

## How will I be assessed?

### AS level

Appraising Music (40% of AS): Exam paper with listening and written questions using excerpts of music:

Performing Music (marked externally by AQA examiners) (30% of AS): Solo and/or ensemble performing as an instrumentalist and/or vocalist (50 marks).

Composing Music (marked externally by AQA examiners) (30% of AS).

### A2 level

Exam paper with listening and written questions using excerpts of music (40% of A Level)

Performing Music (marked externally by AQA examiners) (35% of A Level)

Composing Music (marked externally by AQA examiners) (25% of A Level).

## Desirable requirements

You should have a real love of and interest in music, with a performing standard of at least Grade 5 (you do not need to have taken the exam), and a commitment to be involved in at least one extra-curricular activity. Grade A at GCSE is desirable together with Grade 5 theory, but neither is essential.

## How will I study?

The course is taught by Girls' Division staff, but there are close links with the Boys' Division for extra-curricular music. The course is divided across teaching staff to utilise the full range of expertise available.

## Where will it lead?

A Level music can lead to a degree course in Music at University, or entrance to a Conservatoire to focus on musical performance. Music A Level sits well within a portfolio of subjects as it enables students to develop such a broad range of contrasting skills, including detailed analysis, essay writing and critical listening.



*“My AS Level subjects are Music, French, Latin and History. The Sixth Form has been a challenging but really enjoyable year, and I have learned to balance my subjects well as the year has gone on. I have loved studying all my subjects but particularly enjoyed my AS Music course. There has been a large jump from GCSE to A level but, if you really enjoy the subject and put hard work in, it becomes much more fun and easier to study. The emphasis at A Level is much more on performance and, as someone who adores this aspect, it has been brilliant year preparing pieces to enter in for a recording and other such grades for Music. As someone with a passion to study Music at university, it has really helped me develop and prepare for conservatoire or university applications with added help in theory and practical aspects.”*

Caroline Blair

# PHYSICS

## Aims

To learn how and why the Universe behaves in the way it does. To understand how Physics is applied to a multitude of situations in everyday life. To develop a fascination for the scope of Physics, ranging from the extremely large (the Universe) to the incredibly small (the structure of matter).

## What will I study?

**In A Level Physics, all students will have the opportunity to take an AS Level qualification at the end of Year 12, although this may not be necessary for those intending to proceed to the full A-Level.** The OCR Physics A Course combines a blend of practical and theoretical Physics and is an excellent foundation for a wide range of university courses. At AS level topics covered include: Forces, Motion, Electrons, Waves, Photons, Electrical Circuits and Quantum Physics. In addition, the full A Level topics include: Thermodynamics, Oscillations, Gravitational Fields, Astrophysics, Cosmology, Capacitors, Electric Fields, Electromagnetism, Nuclear and Particle Physics and Medical Imaging

## How will I be assessed?

By two 2¼ hour papers and one 1½ hour paper at the end of Year 13, covering all the content studied in both Year 12 and Year 13. Compulsory practical content will be integrated into both years of the course and the content of these tasks will be examined in the three written papers. There will be a practical skills endorsement as part of the A level. At AS level there will be two 1½ hour papers at the end of Year 12 covering all the topics studied in Year 12 including practical work.

## Desirable requirements

If you have an enquiring mind, are keen to discover how things work and enjoy challenges, then Physics is for you. A minimum of either Grade 7 in Physics at GCSE, or a Grade 7/7 in Combined Science plus at least a Grade 7 in Mathematics GCSE is required to access A level material in Physics. In order to achieve a good or very good grade at AS/A level, however, it is likely that a candidate will have 8 - 9 grades at GCSE. You do not need to take Advanced Level Mathematics. However, A level Physics requires students to be confident at applying Mathematics to areas of Physics and an A level in Mathematics (Mechanics) does significantly enhance their Physics studies.

## How will I study?

You will receive a specific textbook to support your studies and have access to many additional resources. Group sizes vary but are around 12 students. Most lessons involve discussion since Physics problems are best solved by sharing ideas. You will also be expected to work independently, use the library and internet to find current scientific articles and use additional textbooks. Homework will be related to and extend the work done in class, giving you practice in tackling a wide variety of problems. Your practical skills will be developed as you progress and will consolidate your coursework at AS level and A level. You will design experiments, use data-logging and devise your own models. You will learn to work individually and in groups.

## Where will it lead?

Physics is incredibly versatile. There is exciting work in Astronomy, Electronics, Meteorology, Power Generation, Telecommunications, Scientific Journalism and the Aerospace industry. It is useful as a qualification for Architecture, Business, Dentistry, Engineering, Geophysics, Health Studies, Material Science, Medical Physics and Pharmacy, to name but a few.

*“This year I have been studying Physics, Mathematics, Chemistry and French. I am passionate about continuing with Physics at university thanks to the enthusiastic teachers who give varied and excited lessons, and go out of their way if you need any help or want to know more. Physics doesn't only compliment Science subjects, as it can be a very useful contrast to essay-based subjects. My favourite topic this year has been Quantum Physics which we hadn't done at GCSE. This is all about wave-particle duality. We also got to study some GCSE topics in greater depth such as Forces and Electricity. Studying Physics gives you lots of skills such as problem-solving and planning skills, which are valued greatly by employers and universities.”* Nadiaya Hall



# POLITICS

## Aims

To develop an interest in, and an engagement with, contemporary politics. To develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both in the UK and globally. To become more aware of our rights and responsibilities as citizens in a democratic society.

## What will I study?

In Year 12 you will study various aspect of UK Government and Politics, including elections, political parties, the constitution and the role of the Prime Minister. You will also begin studying the Government and Politics of the United States of America, including elections, political parties, the judiciary and the US Constitution. In Year 13 you will continue studying US Government & Politics, including pressure groups, civil rights, congress, the President and the judiciary. You will also study political ideas, including conservatism, liberalism and socialism. Finally, you will use what you have learned in order to consider the comparative Government and Politics of the UK and USA.

## How will I be assessed?

**It is expected that girls taking this subject will do a two year course, without the option of AS at the end of the Lower Sixth.** You will be examined by three papers at the end of Year 13. All papers are two hours in length and each account for 33.3% of the total marks.

Paper 1 - Government and Politics of the UK

Paper 2 - Government and Politics of the USA

Paper 3 - Political ideas

## Desirable requirements

No previous qualification in Politics is required. All we ask for is an interest in the way the UK and USA are governed, an open-minded approach, a willingness to follow political events in the newspapers and on TV, and a readiness to express your own opinions whilst at the same time respecting the views of others. You will need the ability to express your arguments fluently in written work.

## How will I study?

Teaching and learning take place through a variety of methods: reading, discussion, presentation and essays. There are regular assessments throughout the two years. We visit the UK or Scottish Parliament at some time during the course and we also run a trip to the USA once every two years, visiting Washington D.C., New York and Philadelphia.

## Where will it lead?

Successful students of Politics, either at A Level or graduate level, are in great demand in the media, the law, the Civil Service, teaching and also, of course, in the House of Commons itself. If you see yourself as a future MP or even Prime Minister, this could be where you start!



*"I am currently studying History, Religious Studies, Geography and Politics, with Politics being the newest subject of the four and also the subject that stands out most to me. It is very topical, making this subject extremely interesting, because the politics of the UK and US is constantly changing. It has also helped with my other subjects, in particular History where Politics has enabled me to understand American History more thoroughly. My favourite part of the course is learning about the Judiciary as I intend on studying Law at University. Taking Politics has definitely broadened my knowledge of current affairs, which is always something employers are interested in. Overall, it is a subject I would most definitely recommend to anyone who has an interest in the subject area."*

Zoe Howell

# PSYCHOLOGY

## Aims

To develop an increased awareness and understanding of the ‘main schools’ in Psychology and how they each interpret human behaviour. To develop understanding of the research methods psychologists use and an ability to apply these across a range of contexts. To develop independent learning skills within the subject. To learn to draw conclusions based on evidence.

## What will I study?

**All girls will have the opportunity to take AS and A2 in this subject.** The AQA Psychology Specification offers an interesting and applied content which we anticipate students will enjoy.

At AS Level you will develop in-depth knowledge of the core approaches and topics in Psychology including Approaches, Biology, Social Influence, Memory and Attachment. The A Level is a separate qualification which comprises three units. You will develop a detailed understanding of various methods and approaches in Psychology and be able to apply your knowledge to a variety of topic areas such as Psychopathology, Schizophrenia, Forensic, Issues, Debates and Methods including Statistics in Psychology. At both levels, you will take part in practical activities which provide invaluable knowledge in order for you to be stretched and challenged academically which will support you in the attainment of higher grades.

## How will I be assessed?

You will be assessed on two units at AS or three units at A Level. Skills known as AO1 (Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures), AO2 (Application of Knowledge and Understanding of scientific ideas, processes, techniques and procedures) AO3 (Analyse, interpret and evaluate scientific information, ideas and evidence) will be measured and you will have the opportunity of gaining up to an A\* grade on your final A Level. There is no externally examined coursework at either AS or A2. Practical skills will be developed through class activities and the methods used will be taught through the experimental method, observations, interviews and other research methods. Ethical considerations and safe practice used in the real world of psychology will be fully explored. These skills, known as ‘How Science Works’ will be assessed throughout the units described above.

## Desirable requirements

You should be enthusiastic, communicative and diligent. Some knowledge of Science and Biology is always helpful, especially as the discipline follows the scientific method in its research practice. 10% of the skills assessed at A/S and A Level require Maths skills so a good grade in GCSE Maths is desirable.

## How will I study?

Through a wide variety of methods including reading, debating, ICT, learning theory and carrying out practical work. It is important that you participate in independent learning and wider reading; watching relevant television programmes will also enhance your understanding of the subject.

## Where will it lead?

Psychology has recently been reclassified as a science subject; therefore, the course may support applications to a range of scientific fields such as medicine, pharmacy and dentistry. Psychology, due to its broad content, has many applications in areas ranging from education, law, counselling, social work, industry, child care, media and public relations, plus many others.

*“This year, I have studied Biology, Psychology, Religious Studies and Textiles. I have enjoyed studying all of these subjects but Psychology has been by far my favourite subject. I have found the content to be the most engaging as it helps you understand yourself and others. I find this enlightening because it helps you reflect upon your own experiences and understand them better. The Psychology teachers are wonderful and offer unlimited support which has contributed massively to the joy I get from being in a Psychology lesson. They have helped me to surpass my own academic goals for which I’m grateful. I now intend to study Psychology at university because I want to learn as much as possible about this fascinating subject! My advice for anyone considering their A-Level subjects would be to choose the subjects you genuinely like because this will give you the motivation to excel.”*

Clara Lewison-Hawkworth



# RELIGIOUS STUDIES

## Aims

The A Level course helps to develop the skills of analysis, logical presentation of argument and critical thinking, whilst allowing you to gain knowledge which may help you to make sense of the world and the competing demands of life in the 21<sup>st</sup> century.

## What will I study?

**All girls will have the opportunity to take AS and A2 in this subject.** There are three elements to the course, Philosophy of Religion, Religion & Ethics and Developments in Christian Thought. Philosophy of Religion considers the question of God's existence, the nature of the self, the challenge of evil and suffering, to belief in God and the age-old question of what, if anything, happens when we die. Ethics involves asking questions about right and wrong, and whether it is possible, or even desirable, to develop a system for telling us how we ought to behave in every situation. You will learn about ethical decision making in the real world by focusing on euthanasia, business ethics and issues concerning sex and sexuality in the Twenty-first Century. Developments in Christian Thought focuses on key areas of Christian theology which have shaped Western Philosophy and culture over the past two thousand years and investigates reasons why religion seems to be in decline in the modern world. You will also study some of the ways in which Christianity has responded to the changing roles of men and women, and the way in which feminist theology has challenged traditional male-dominated religious world views. Due to the nature of the subject matter and the skills you will develop, RS A Level complements both the Sciences and the Humanities and is an excellent preparation for any degree course or career which values a questioning mind, academic rigour, critical analysis and the ability to construct persuasive arguments.

## How will I be assessed?

### AS level

One examination for each module

### A level

One examination for each module

There is no coursework.

## Desirable requirements

You should enjoy discussing, reading, thinking and expressing your ideas, both orally and in writing, and keeping up to date with current ethical issues. It is essential that you question, make judgements and formulate your own opinions. It is not necessary to have studied RS at GCSE.

## How will I study?

Lessons largely consist of discussion but you will also have the opportunity to read, research and practise your writing skills.

## Where will it lead?

Wherever you want it to! Religious Studies is welcomed by the top universities as a valuable academic subject. The skills developed through RS make it a good foundation for a degree in any subject and the knowledge acquired provides a useful background for many occupations. Medicine, Law, Psychology, Politics, Journalism, Public Relations, the Police and Business Management, are just some of the careers that students with A Level RS have gone on to follow.



*"I chose to study Religious Studies because I really enjoy it and it was one of my favourite subjects sat GCSE. At A Level we study philosophy, ethics and Christian thought and I like it because there are some topics from GCSE that you study in more depth and many new topics which are really interesting. Religious Studies lessons are so much fun: I always look forward to them! I also do Mathematics, Physics and History and, even though Religious Studies is a contrast to my other subjects, it means I learn to use a range of different skills. I would recommend to anyone to take it for A Level."*

Abigail Holt

# SPANISH

## Aims

Our aim is to help you to extend your linguistic skills so that you can speak and write Spanish both confidently and fluently.

During the course you will:

Develop your speaking, listening, reading and writing skills.

Expand your knowledge of vocabulary and grammar and acquire new skills such as translation and interpreting.

Learn to analyse literary texts and films in the target language.

Recognise the importance of linguistic competence in today's global workplace.

Learn more about Spanish speaking countries.

## What will I study?

**All girls will have the opportunity to take AS and A2 in this subject.** At AS you will cover a range of topics which will give you an opportunity to discover more about modern & traditional values, cyberspace & equal rights within the Spanish speaking world. You will gain an insight into Hispanic culture through the study of modern day idols & cultural heritage and you will also study a film. At A2 you will look at topics such as multiculturalism, today's youth and different types of government from a Hispanic perspective. You will also study a book and to increase your appreciation of the culture & society of a country where Spanish is spoken you will be able to do an individual research project.

## How will I be assessed?

There are **three** parts to the assessment at **AS Level**:

- |          |                                                                                                                                                     |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Paper 1: | Skills assessed – listening, reading and translation (into English).<br>Examination length: 1 hour 45 minutes, weighting 45% of AS.                 |
| Paper 2: | Skills assessed – translation (into Spanish) and writing (based on study of a film).<br>Examination length: 1 hour 15 minutes, weighting 25% of AS. |
| Speaking | 12-14 minutes (plus 15 minutes' preparation time before the test), weighting 30% of AS.                                                             |

There are **three parts** to the assessment at **A2 Level**:

- |          |                                                                                                                                                       |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Paper 1: | Skills assessed – listening, reading and translation (into English and Spanish).<br>Examination length: 2 hours 30 minutes, weighting 50% of A Level. |
| Paper 2: | Skills assessed – writing (based on the study of a book and a film).<br>Examination length: 2 hours, weighting 20% of A Level.                        |
| Speaking | 21-23 minutes (incl. 5 minutes' preparation time), weighting 30% of A Level.                                                                          |

## Desirable requirements

You should have an interest in Spanish language and culture and a desire to extend your knowledge through hard work and independent study. You should be keen to explore how language works and a willingness to communicate with others both in and out of the classroom is a key requirement. We would also strongly recommend that you should have a grade **7** at GCSE.

## How will I study?

Each group is taught by two members of the department. In lessons you will access material from a variety of sources including textbooks, the internet, magazines and films. You will have a weekly conversation slot with the language assistant to help you develop your speaking skills. You will be encouraged to become a more independent language learner and to pursue your individual interests. There will be opportunities to attend film evenings and university language days and to participate in a Sixth Form study trip. You may also choose to undertake work experience in Spain.

*“This year I have studied Spanish, French, English Language and Mathematics, of which I have especially enjoyed Spanish. At university I hope to study Spanish and French. This year I have had the opportunity to go on the Cadiz trip in the autumn term, which was a really fun experience, and it helped to improve my speaking. The topics we covered this year were really interesting and gave us an insight into many aspects of the Spanish-speaking world. Although this year has been a challenge, as the AS Spanish course is much harder than GCSE, we have all improved massively, particularly in our speaking due to regular sessions with the language assistant. My favourite part of the course has been studying the film, because it is different to anything I have done before.”*

Maya Drummond

