



**CHELTENHAM COLLEGE**

**SIXTH FORM COURSES**

**2012 – 2014**

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## A LEVELS AT CHELTENHAM COLLEGE

Your choice of A Level courses has consequences for success and enjoyment in Sixth Form, at university and possibly in a career. This booklet aims to introduce the courses on offer at the College and to help everyone make an informed decision.

### **The structure of the A Level courses**

The school-leaving qualifications in England are called A Levels. Each A Level is made up of two parts: AS (Advanced Subsidiary) and A2 (Advanced 2nd year). AS is of a less demanding standard than A2 and will stand on its own as half an A Level. To get a full A Level in a subject it is necessary to take AS and A2 in that subject. The marks achieved at AS Level contribute half of the total A Level grade a student achieves. As AS is easier, it is vital that students score as highly as they can at AS.

At Cheltenham College you will study four subjects in Lower Sixth, and take the AS exams in May and June at the end of the Lower Sixth year. You are most likely then to drop one subject and study three in Upper Sixth, achieving three A Levels and an AS. Typical examples might be:

Lower Sixth: Chemistry, Biology, Maths and French

Upper Sixth: Chemistry, Biology and Maths

This would give you A Levels in Chemistry, Biology and Maths, and an AS in French.

Lower Sixth: History, English, Economics and Art

Upper Sixth: History, English and Economics

This would give you A Levels in History, English and Economics, and an AS in Art.

Doing three subjects in Upper Sixth gives the time for broad reading and the wide range of activities we offer; and the received advice from universities is that you will be in a stronger position with excellent grades achieved in three A Levels and an AS than with lesser grades in four or more A Levels. For some students applying to the most competitive of universities we may advise that they continue with all four subjects to A2, so long as this does not impair their overall achievement.

## **Combinations of subjects**

College positively encourages diversity and the logical mixing of arts, science, humanities and languages. To make the timetable work, however, the subjects must be grouped into blocks, and there is no blocking system that will meet every wish. Many combinations of choices will be available including all the obvious ones, but timetabling and other constraints may make certain combinations impossible to achieve each year. We do our very best to accommodate as many as we can, but cannot, unfortunately, always be successful.

## **GCSE grades**

It is difficult to succeed at A Level in most subjects unless your GCSE grades show that you are good at that kind of work and thinking. In general the minimum requirement for pursuing a subject at A Level is a B grade at GCSE either in the subject itself or in a closely-related one (GCSE History if you want to study Politics; GCSE Maths or Physics if you want to take Economics). In Mathematics, the Sciences and Modern Languages, an A grade at GCSE is usually the minimum requirement to study A Level: discuss the question with the appropriate Head of Department, with your tutor and Housemistress or -master, with the Head of Upper College or with the Deputy Head (Academic).

## **Universities**

Universities in the UK use A Level results to offer places. Some universities require specific grades (ABB for example); some require points (an A grade counts for 120 points, B for 100, C for 80 and so on). AS results count as half an A Level and can contribute towards university entry. An increasing number of highly selective universities including Cambridge, some of the London colleges and top Russell Group universities, are using the new A\* grade in their offers. The offer will also vary depending on the subject you wish to read.

At the end of the Lower Sixth, students receive AS grades based on the AS examinations sat during May and June. These grades are entered onto the UCAS university application form.

Universities are very keen to find out about students' independent research skills. To this end, College requires all Lower Sixth Formers to undertake an Individual Research project (in the form either of an essay or a multimedia presentation) on a topic of their choice. They are mentored by a member of staff, but are expected to carry out the work independently.

College also offers you the opportunity to enter for the Extended Project Qualification, which is a nationally-recognised qualification. This entails rather more work but attracts UCAS entry points: it requires students to complete a 6000-word dissertation or to enter performances or designs, on a subject of their own choice.

### **How to choose A Levels**

There are various things to think about:

- Some university courses require one or two specific A Levels. Please see the section on 'University Entry'. If you are set on a university course make sure you seek advice.
- The best choices are those based on academic enjoyment and interest. Which subjects (*not* which teachers!) are most rewarding, fun and challenging for you?
- You may wish to continue subjects where you have consistently achieved good results; after all, university places depend on good grades.

You should discuss choices with Housemistresses and Housemasters, with tutors, with Heads of Departments, with teachers, with the Head of Upper College, or with the Deputy Head (Academic). Those contemplating a new subject like Economics, Business Studies or Politics must discuss them with the Heads of Departments. There are many opportunities for such discussions and they should be taken. Do feel free to e-mail any Head of Department for further discussion: all College e-mail addresses work in the same way: [surname.firstname@cheltcoll.gloucs.sch.uk](mailto:surname.firstname@cheltcoll.gloucs.sch.uk).

Sixth Form is a marvellously exciting and enjoyable time of study, a chance to focus on strengths and to get to grips with them in depth. It lays the foundations for university study but also for a whole life's sense of interest and achievement. Make sure that you

find out what each subject entails by reading this guide and, more importantly, by talking to subject teachers.

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## UNIVERSITY ENTRY

### Higher Education - Dr R D A Woodberry

#### Subject requirements for Higher Education

The usual minimum entry requirement for a UK university is three passes at A Level, sometimes supported by one at AS Level. GCSEs in Mathematics and English (or the IELTS qualification) are required and sometimes a foreign language is as well. A GCSE in a science subject is necessary for certain careers, such as teaching.

At the more competitive universities the minimum offer is likely to be BBB (and may of course be higher). Medical, Veterinary Science, English, History and Law courses usually require AAA or AAB. Offers from Cambridge and Oxford are unlikely to be lower than A\*AA in any discipline.

#### Specific subjects

Care needs to be taken over A2 Level choices for certain degree courses.

Chemistry is normally **required** for Agriculture, Biochemistry, Biology, Dentistry, Food Sciences, Medicine, Oceanography, Pharmacy, Physiology and Veterinary Sciences. Biology would normally be highly advisable for Medicine/Veterinary Medicine though the third subject can be flexible.

Most other scientific subjects at the top universities prefer two Science A Levels plus Mathematics. Engineering requires Mathematics, and preferably Physics.

On the Arts side, the main theme of the degree course is usually required at A2 with, in some cases, a foreign language. Grouping Arts and Social Science disciplines together, such as English and History, or Geography and Economics with Government and Politics, can often be both beneficial and interesting. Arts subjects with a Modern or an Ancient Language are always a potent combination.

Pure Economics degree courses often require Mathematics A Level.

The following areas do not usually require any specific pattern:

Archaeology, Art and Design, Business Studies, Physical Education, non-European Languages, Law, Drama, Philosophy, Politics/International Relations, Psychology, Sociology, Theology,

but benefit from a range of disciplines, i.e. for Archaeology: Fine Art, History and Mathematics plus a fourth subject.

N.B. Art and Design courses will require both a portfolio of work and a Foundation Course to be taken in a gap year.

Cheltenham College has an excellent record in placing both Arts and Science candidates at the major universities with Birmingham, Bristol, Cambridge, Durham, Edinburgh, Exeter, Leeds, London, Manchester, Newcastle, Nottingham and Oxford being some of the most popular destinations over the last six years (precise details can be found in the red 'Higher Education' booklet for 2011).

GCSE performance has become an important selection factor - e.g. a good grade in Latin or Modern Languages for English or History, and, especially, a good GCSE Mathematics standard for Business Studies, Estate Management and Economics.

## ART

### Head of Department - Mr M H Ward

The A Level in Art is open to any student who has passed GCSE Art at Grade B or above.

Candidates must understand that use of free time on this subject is essential and that they must show the necessary dedication and interest to continue with their work whenever opportunities arise. If you are creative and good at drawing you will probably have the basic skills to succeed. However AS/A Level Art is not an easy option. You should have an understanding of the elements of Art - colour, tone, form, etc, and an understanding of its history and purpose. Above all you should have a personal interest in creating and a determination to develop that interest.

### Syllabus and teaching method

The skills that will be developed are varied but will include: a working knowledge of materials, practices and technology; the ability to interpret and express your ideas through materials; the ability to develop your imagination and creativity, to experiment, analyse and document using specialist vocabulary.

### Advanced Subsidiary (AS)

This is the first half of the A Level course. You can take the AS Level on its own: or you can decide to continue into the second year to complete a full A Level qualification. Bearing in mind the continuum of this subject, the accumulated skills, experience and maturity over two years rather than one, candidates are strongly advised to consider the full two-year course to A Level, as the standards achieved at the end of two years are likely to be very much higher.

There are four Units to the full A Level course.

### Unit 1 Coursework Unit

**60% of the AS or 30% of A Level**

This is an extended unit of practical coursework. You will be required to work sequentially and independently from a personal starting point towards a well-considered conclusion or number of conclusions. Work submitted must include a work journal or sketchbook, evidence of research, analysis, experiment, development, realisation and written evaluation. (Internally set and marked. Externally moderated.)

### **Unit 2 Timed Test**

**40% of the AS or 20% of A Level**

The question paper will be given to you in February. The timed element of **8 hours** will not be carried out until in the Summer Term of the year of the exam. You must submit an unaided unit of work, preparatory studies and investigative work in your work journal. (Externally set. Internally marked. Externally moderated.)

The above two units complete the first year of AS which can be certificated on its own or taken on with the next two units to become a full A Level qualification.

### **Advanced Level (A2)**

#### **Unit 3 Practical Work/ Personal Study**

**60% of A2 - 30% of A Level**

This unit incorporates two elements. Practical work which has definite links with the personal study, which will be an investigation into some aspect of Art and Design. Both elements will be marked under one assessment grid. The personal study can be a written, illustrated thesis of 1000-3000 words, a tape or slide presentation, a video or a display of practical work with a written text of no more than 1000 words. Design and presentation of this study will be important. (Internally set and marked. Externally moderated.)

#### **Unit 4 External Set Assignment**

**40% of A2 - 20% of A Level**

This will be a question similar to the one set for Unit 2 External Assignment, which will be available in February of the year of the exam. A very general topic will be set, e.g. 'Transitions', and a number of starting points given. It will be possible to develop this unit out of coursework already undertaken. Consideration for this unit should begin at the start of the A Level course but the **12 hours** of supervised work should not be carried out until the Summer term of that year.

This gives you a chance to bring together much of what has already been learned using personal style and expression. Work submitted must include sufficient preparatory work to cover the assessment objectives and the finished piece completed in 12 hours. (Internally marked. Externally moderated.)

### **Art and other subjects**

As a means of broadening the subject base for Sixth Formers it is hoped that due consideration will be given to including a practical, expressive subject. Those taking both Art and Design Technology will have the advantage of producing a portfolio of depth and variety for Art College application. It is imperative that you understand that time organisation, working to deadlines and the ability to work independently and in free time are extremely important to success in this subject.

### **Relevance of Art to your future**

Although the syllabus provides a framework and goal, it should be regarded as a means to develop interest, skills and experience rather than as an end in itself. The production of a varied portfolio of work showing evidence of independent ideas, commitment and ability, carries far more proof of artistic worth than examination work in isolation, particularly for those wishing to enter Art College. Applications for Foundation Study Courses at Art College are generally submitted in December of your final Sixth Form year. This is the usual route for those wishing to take practical Art further. After this Foundation year you will be able to apply for degree courses in more specialised areas. Many careers are possible including advertising, marketing, design, architecture, publishing and the media.

### **Examination specification**

Edexcel - AS Art and Design: Fine Art 6FA01/2

Edexcel - A2 Art and Design: Fine Art 6FA03/4

Web address: <http://www.edexcel.com/quals/gce/gce08/art/Pages/default.aspx>

## BIOLOGY

### Head of Department – Dr E R Chare

Biology is one of the most popular and relevant subjects in the school curriculum today and with such controversial and challenging issues as BSE, GM foods, AIDS, cancer, human fertility, the Human Genome Project, environmental destruction, pollution and global warming, this subject touches all of our lives in some way or another. At both AS and A Level, Biology is a modern and exciting course, which thrives on a keen interest in the study of living organisms, an enjoyment of investigative work both in the laboratory and in the field, and an awareness of new developments and their implications to society in the 21st Century.

Despite its popularity it is important to point out that Biology is a very demanding A Level and very different from the subject encountered at GCSE. Successful students will need to be proficient in a range of skills from understanding complex biochemistry, genetics, statistics, probability, data handling, chemical and mathematical equations to being able to write fluent essays and explain advanced physiological processes in succinct biological language.

It is essential that students choosing this subject have shown a distinct aptitude for Science and have achieved at least grades B in Mathematics and A in Biology or AB in GCSE Double Award Science, although A and A\* grades are a better indicator of ultimate success at A Level.

The AS and A2 courses aim to –

- Continue the enjoyment and further develop a personal interest in the study of living organisms.
- Develop a scientific approach to the solving of problems within the context of planning and conducting investigations, linking theory and experimental work.
- Develop skills necessary to work safely with apparatus, biological material and living organisms.

- Recognise the responsible use of Biology in society, i.e. technological applications and their ethical, social, economic, and environmental implications.
- Provide scientific training, either as an end in itself or as a foundation for more advanced study.
- Develop greater knowledge and a deeper understanding of the living processes within and around us.

### **Syllabus and teaching method**

The AS course consists of foundation units which include topics such as biochemistry, molecules, cell ultra structure, enzymes, body systems, biodiversity and how biology influences our lives today in the fields of industry, medicine and agriculture. The A2 course builds upon the AS foundation year and takes the subject to a deeper and more challenging level. Topics studied include inheritance, variation, evolution and ecosystems, physiology, gene expression and environmental adaptation.

Whenever possible our teaching is based upon practical work and the outstanding facilities of the department provide every opportunity for student involvement. At both AS and A2 Level practical work is assessed and contributes to the final grade.

### **Biology and other subjects**

For those students looking for a broad curriculum and wishing to study only one Science subject, then Biology is a popular choice. For those who wish to study Biology at university, we are finding that many do not now require another A Level Science. This increases the range of subject combinations that can be successfully chosen. However, those universities with the most demanding entry requirements will usually favour candidates with Chemistry or, in some cases, another Science. Intending medical and veterinary students are very strongly advised to take Biology, with Chemistry being compulsory.

### **Relevance of Biology to your future**

Many former A Level Biology students have happily followed degree courses in Biology, Environmental Science, Medicine, Nursing, Dentistry, Psychology, Pharmacy,

Anthropology, Physiotherapy, Food Science, Biochemistry, Agriculture, Sports Science, Education and Veterinary Science at a wide range of universities including significant places at both Oxford and Cambridge.

For the intending medical student, Biology is an obvious choice, since many topics relate closely to human anatomy and physiology and the sheer breadth of the subject will provide a continually stimulating intellectual challenge.

“Biology has always occupied a special position among the Sciences because its aims are to understand the living processes that go on within and around us. Today, in a world of dwindling resources, there are many crucial challenges for the future biologist, such as the development and improvement of agriculture, food production, medicine, environmental management and biotechnology. The botanist, geneticist, microbiologist and zoologist all have a part to play.” (University Prospectus)

### **Examination Specification**

AQA Biology AS 1411

AQA Biology A2 2411

Web address: [http://web.aqa.org.uk/qual/gce/biology\\_new.php](http://web.aqa.org.uk/qual/gce/biology_new.php)

## **BUSINESS STUDIES**

### **Head of Department – Mrs A Chapman**

Business Studies provides an excellent grounding in both the internal working of a business and the external influences that act upon it. The course aims to foster an understanding of the internal functions of contemporary business organisations of all types, the dynamic external environment within which businesses operate and the effects this can have upon decision-making within a business, major topical issues that can generate change for business organisations and the ways in which businesses respond to these issues and the range of stakeholder perspectives that can be taken on business activities.

Initially the course looks at the planning and start-up phase, then at managing a small to medium sized business, looking at marketing, finance, people management and production functions.

In the Upper Sixth students are encouraged to think at a strategic level, assess risk and consider the ways in which bigger firms especially manage change. This requires a good understanding of the competitive environment and the effects of economic, social and technological changes.

The method of teaching is to use as many examples of real businesses as possible, to examine the different ways firms organise themselves using case studies, visits and video to observe business in action. This is then supported by study of business theory. Business Studies gives an insight into the business world and the concepts studied will be applied in most commercial organisations. It provides a useful platform for degree level study in accounting, marketing and general business related courses as well as an awareness of commercial considerations for those who choose nominally unrelated careers and courses at university.

The course requires a wide range of skills including data interpretation and extended writing. An interest in current affairs and a constant awareness of the business world are critical to success in this subject. The pace of the course is brisk, so well-organised students tend to thrive.

There is no requirement to have studied GCSE Economics or Business Studies before undertaking the AS/A2 course. The main characteristics for success are hard work, a willingness to ask questions and a desire to take an interest in contemporary business issues. Please note that this subject requires good numeracy skills. Financial planning and strategic decision-making require students to be competent and comfortable with basic mathematics.

### **Examined units**

#### **AS Unit 1 – The Business Framework**

A combination of short answer questions, all compulsory. Duration 1 hour 15 minutes

#### **AS Unit 2 – Business Functions**

Data response plus short-answer questions, all compulsory. Duration 1 hour 45 minutes

#### **A2 Unit 3 – Business Decision-Making**

Compulsory questions based on a case study. Duration 2 hours

#### **A2 Unit 4 – Business Strategy and Practice**

Compulsory short answer questions and problem-solving questions followed by one synoptic essay from a choice of 3. Duration 2 hours.

### **Examination Specification**

WJEC Business Studies 3081

Web address: <http://www.wjec.co.uk/index.php?subject=34&level=21>

### **Textbooks**

Business Studies

ISBN: 1405892315

Recommended website: [www.tutor2u.net](http://www.tutor2u.net)

## CHEMISTRY

**Head of Dept - Mr J L Jones**

### **Introduction and academic requirements**

The course builds on the knowledge, understanding and process skills inherent in GCSE and IGCSE. Students embarking on the AS course should have obtained, as a minimum, grade A at GCSE Chemistry (separate science) or grade A at IGCSE Chemistry or IGCSE Double Award Science. Most of the AS and A2 courses' mathematical content is covered by GCSE Mathematics but students need good numerical skills to be successful in the problem-solving work. An A grade at GCSE Mathematics is, therefore, recommended. The subject integrates theory and practical work, which are developed at different levels throughout the course. Our excellent facilities allow extensive opportunities for experimental work, which underpins all we do.

### **The AS and A2 qualifications aim to**

- stimulate and sustain students' interest in, and enjoyment of, Chemistry
- enable students to gain a deep understanding and knowledge of Chemistry and to appreciate its inter-linking patterns
- show how the subject plays a vital role (social, economic, environmental and technical) in society
- develop students' skills in laboratory procedures and techniques
- provide opportunities for students to develop their powers of imaginative, logical and critical thinking.

Chemistry AS/A Level is suitable for students who have enjoyed their GCSE Chemistry course and who want to take it further for its own sake or to support other qualifications or progress to further studies.

### **Syllabus and teaching method**

In the Lower Sixth Form students will undertake a foundation course in the first unit, which involves study of atomic structure, bonding, Periodic Table and quantitative work. In the second unit students will study much more organic chemistry and physical chemistry such as equilibrium, rates and energy changes. The current specification

places a contemporary emphasis on modern analytical techniques and environmental science issues including the ozone problem and climate change.

In the Upper Sixth the central ideas from the first year are built upon in the A2 course; organic chemistry is developed to a greater extent and analytical spectroscopy is studied in depth. The physical chemistry becomes much more quantitative, involving some difficult problem-solving and analysis of data from quantitative investigation, such as in 'rates' and 'equilibrium' work. Inorganic topics, such as the transition elements, are covered fully. As the course develops students will appreciate how the subject plays such a vital role in modern society and how much it has to offer in solving some of the world's problems.

Practical work is central to our scheme of work and there will be opportunities for practical work most weeks. The practical aspects of AS and A2 Level Chemistry are assessed via specific tasks set by the examination board, undertaken under exam conditions. There will be opportunities to take two tasks in each assessment category each year so that the optimum overall mark for practical work is submitted prior to the theory units in June.

### **Chemistry and other subjects**

Chemistry fits well with all the other Sciences and Mathematics. Modern Biology relies heavily on chemical ideas and Chemistry A Level overlaps well with some of the A Level Physics course. The abstract thinking developed in Mathematics is of great value to chemists, and A Level geographers find that Chemistry helps them greatly with Physical Geography.

At the College it is common for Sixth Formers to choose mixed A Levels providing a broad platform of advance study. We welcome this approach. Some find that at the end of the Lower Sixth AS Level is sufficient to support their further studies but many students follow the subject to its full conclusion at A2 Level. Chemistry is an ideal subject to choose as a single science combined with other subjects since it sits at a central point in the sciences, spanning both the biological and physical domains. Many students have successfully studied A Level Chemistry with subjects as diverse as English, History or Economics.



## **AS CRITICAL THINKING**

### **Head of Department - Dr S J C Morton**

Well established in the USA as an academic discipline, Critical Thinking is relatively new on this side of the Atlantic but is currently the fastest growing A Level subject in the UK. It was first offered at College in 2007 and is at present available only at AS. The course operates during Monday and Wednesday afternoon activity time and is open to any student in the Fifth, Lower Sixth and Upper Sixth Form.

The central elements of the course are argument and counter-argument. Students will learn how to analyse, evaluate and present their own basic arguments and how to identify and analyse the components of more complex arguments. They will learn to appreciate how arguments can be constructed, present their own arguments and learn how to assess the credibility of evidence offered in support of the claims of others.

The factual content of Critical Thinking is quite minimal. Nevertheless the course is a challenging one and requires the routine use of the kind of skills that are considered 'high-level' in other disciplines. Students will apply these skills drawn from information in their other subject options and other academic areas as well as contemporary developments in politics, society, public policy, science and technology.

The ability to understand our own thought processes and to assess the validity of various lines of reasoning are important life skills in their own right. Critical Thinking is an implicit requirement in almost every academic discipline and is being increasingly used in professional and university entrance tests to select the most able candidates.

### **Examination Specification**

OCR Critical Thinking AS H052

Web address:

[http://www.ocr.org.uk/qualifications/type/gce/hss/critical\\_thinking/index.aspx](http://www.ocr.org.uk/qualifications/type/gce/hss/critical_thinking/index.aspx)

## **DESIGN AND TECHNOLOGY**

### **(Resistant Materials)**

#### **Head of Department – Mr G J Cutts**

It is impossible to escape from product design: how the products we surround ourselves with are produced, what technology gives them a competitive edge, what their aesthetic influences are and how can they be improved. The AS and A2 Product Design (Resistant Materials Technology) course aims to answer these questions and more, giving students an appreciation and understanding of the man-made environment we live in.

Students should have a strong interest in designing, problem solving, modelling, making and evaluating products and production systems. Throughout the course students will be given the opportunity to develop their creativity, presentation and practical skills, to apply knowledge and understanding of technological activities and to develop critical analysis skills. Students will be expected to contribute in a much more active role than at GCSE. They will be given guidance, but ultimately must be self-motivated and determined to succeed at the highest level.

#### **Syllabus and teaching method**

AS is broken down into two units

##### **Unit 1: Portfolio of Creative Skills (Coursework)**

- This will consist of three distinct sections
  - Product investigation: analysing a products performance; the materials and components used to manufacture the product; methods of manufacture used and possible alternatives and the quality checks and standards associated with the product
  - Product design: the design, development, presentation, modelling and testing of a design within a set brief
  - Product manufacture: the production planning, manufacture and testing of a product or products from detailed working drawings.

## **Unit 2: Design and Technology in Practice**

Students will study:

- Materials, components and systems used in product design
- The working properties of materials
- Industrial and commercial processes used in the production of products
- Production systems, scales of production and their related quality control issues, standards, and safety procedures
- Health and Safety at work.

The full A Level qualification is made up of the AS units plus two more units which are studied at A2 Level in the second year.

## **Unit 3: Design for the future**

Students will study:

- The use of Information and Communication Technology in design, manufacture, marketing and sales
- The use of biotechnology in the design of materials, their use in industry and environmental impact
- Manufacturing systems, the integration of computers and use of robots and artificial intelligence
- The effects of technological change on society
- Influences of design history on the development of products
- The use of ergonomics when designing and application of anthropometric data
- Sustainable design and manufacturing.

## **Unit 4: Commercial Design**

- Projects chosen, designed and made by the student
- Covers all of the skills related to designing and making, i.e. clarifying tasks, generating and developing ideas, solving problems, detail designing, communicating ideas and information, planning, evaluating, using ICT and working with materials
- Students must adopt a commercial design approach to their work, with a client or user group being referred to through the design process.

### **D & T and other subjects**

A Level Design and Technology is designed to be either a complementary subject to Mathematics, Physics, Art and Design or to be a contrasting subject with English, History, Geography and Modern Languages.

### **Relevance of D & T to your future**

The subject is particularly suitable for students considering a career in Design, Engineering or Architecture, but it is also likely to have a wider appeal to those wishing to gain a greater understanding of our man-made environment and to develop essential problem solving skills. It can also be taken if you just enjoy it.

### **Examination Specification**

Edexcel DT AS 8RM01

Edexcel DT A2 9RM01

Web address:

<http://www.edexcel.com/quals/gce/gce08/dt/product/Pages/default.aspx>

## **DESIGN AND TECHNOLOGY**

### **(Textiles)**

**Head of Department – Mr G J Cutts**

**Teacher – Miss B Kaja**

This is Product Design, but designing and making using Textiles Technology. Students can focus on either fashion or interior design products and the practical work is supported by an understanding of the technical aspects of textiles. They will develop their own ideas - exploring different decorative and production methods and learning how to plan ahead and problem solve. This will enable them to create original, high quality products. This gives the students a very strong foundation of knowledge to build on at University or Art School.

It is important to have some aesthetic sense and some practical skills to begin with. Students should be interested in designing and making their own products and also in evaluating current trends/innovations. The syllabus encompasses the creative, historical, cultural, moral/environmental, commercial and sociological aspects of this large area of study, and also covers the new technological developments that make the textile industry one of the biggest industries in the world.

### **Syllabus and teaching content**

AS is broken down into two units of study:

#### **Unit 1: Materials, Components and application**

Students will study:

- Fibre, yarn and fabric manufacture
- Smart materials
- Surface decoration
- Use of components and combining/ manipulating materials
- Fabric finishes and product testing
- History and development of design

- The role of the designer
- Marketing, including the use of new technology
- Communication methods, including illustration, modelling and use of ICT
- Health and safety and environmental concerns
- Industrial and commercial practices, including CAD and CAM
- Quality control and quality assurance systems.

### **Unit 2: Learning through designing and making (Coursework)**

- Knowledge of the AS subject content is applied to the designing and making of students' own projects.
- It consists of a coursework portfolio charting the progress of the project through the design problem solving process and a completed product.

The full A Level qualification is made of the AS units plus two more units that are studied at A2-level.

### **Unit 3: Design and Manufacture**

Students will study:

- Further understanding of fibres, fabrics and yarns and their commercial names
- Manipulating and combining materials
- Major developments in textiles technology
- The work of past and present textile designers
- Fashion cycles and marketing
- The role of designers, buyers, fabric and garment technologists and merchandisers
- Industrial and commercial practice, including global production
- Product manufacture and quality control systems
- Health, safety and environmental concerns.

#### **Unit 4: Design and Making practice (coursework)**

- A single project chosen by the student.
- The production of a coursework portfolio charting the progress from problem clarification through design development, manufacture and on to evaluation.

#### **D & T and other subjects**

A Level Design and Technology is designed to be either a complementary subject to Business Studies, Art and Design or Chemistry, or to be a contrasting subject with English, History and Modern languages. It also combines very well with Geography and History of Art.

#### **Relevance of Textiles Technology to your future**

The subject is particularly suitable for students considering a career in Art, Design or the Textiles or Fashion industry, but it is also likely to have a wider appeal to those wishing to gain a greater understanding of our man-made environment and to develop essential problem solving skills. It may also be of use to those wishing to pursue a career in Retail, Marketing and Merchandising, Fashion journalism and Business.

An extremely wide range of Textile, Fashion and Interior Design degree courses is available. This course of study may also appeal to those who are interested in the Media, Film, Theatre and Television. Design & Technology Textiles may also be of interest to some students who wish to go on to study Chemical Engineering.

#### **Examination Specification**

AQA DT Textiles AS 1560

AQA DT Textiles A2 2560

Web address: [http://www.aqa.org.uk/qual/gce/dt\\_textiles\\_new.php](http://www.aqa.org.uk/qual/gce/dt_textiles_new.php)

## ECONOMICS

### Head of Department – Mrs A Chapman

The study of Economics will help you develop a critical and analytical approach which will challenge any preconceived notions held about how the economy works. Whether it is your own welfare you are aiming to improve, or the welfare of others, Economics gives us an insight into the levers of wealth and well-being.

The course is designed to stimulate and provoke students into adopting an inquiring approach. It explores how firms and individuals behave and whether we need government to intervene in an industry or market. In addition it looks at how the whole (macro) economy works and how government can try to manipulate it to achieve their goals. Consider these profoundly important questions: how is it that when you want something, it is often available conveniently for you to buy? Why is it that the papers are full of derision regarding the NHS? Is it fair to tax the wealthy? Is it right to compensate the unemployed? Is Tesco too powerful? Will India's style of growth reduce poverty quickly enough? Is the discovery of oil a good thing? Does the World Bank and the WTO represent the global community? If these questions intrigue you, then Economics will provide you with a way of analysing them. You will be introduced to a number of formal, theoretical models in order to analyse the world. You will be expected to think independently about particular economic issues, local, national and international, and be encouraged to discuss your views to develop your critical distance – the ability to step back from the discussion and analyse the assumptions it may be resting on.

Students will develop key skills:

- a good command and understanding of the language of Economics
- an ability to explain how theories and policies are expected to work
- analytical skills which enable them to interpret economic data about the UK and world economy allowing them to analyse the nature of the problems facing it and finally to propose solutions and discuss their relative merits.

It is a subject that develops problem-solving skills using a logical thought pattern and requires students to be able to discuss issues using the tools of the economist. Although theoretical understanding is required it needs constant application to the real world and we analyse contemporary issues throughout the course.

There is no requirement to have done GCSE Economics or Business Studies to do AS/ A2 Level (it is also worth pointing out nor is A Level a requirement at degree entry level). Economics fits well with a wide range of choices at AS and A2. There are natural links with History, Politics and Geography; it develops scientific and logical arguments that fit well with the Sciences and Maths and yet because it is a social science there is plenty of discussion and debate involved.

Those considering taking their study of Economics to degree level are strongly advised that A Level Maths is often a requirement of university courses, especially for pure Economics.

### **The Course Structure and Exams**

In the **Lower Sixth** there are two module areas: microeconomics will focus on how markets work and where and why they fail; macroeconomics will deal with issues of growth, inflation and unemployment and develop analysis using the main economic models.

In the **Upper Sixth** we will develop the ideas further, considering theory of the firm, labour markets, the impact of competition, notions of equality and issues of income distribution in the microeconomics module. In the macroeconomics module we will further develop the ideas studied at AS and go on to put them in a global context. The two modules in the Upper Sixth use globalisation and the EU as contexts, students are asked to look on a more global scale than simply the UK.

Module 1 (Microeconomics) and 2 (Macroeconomics) consist of 25 multiple choice questions, and a data response question worth 50 marks. These papers are each 1 hour and 15 minutes long. Module 3 focuses on Business Economics and Module 4 on Macroeconomics. These papers are examined through a data response question and an essay. A themed approach will be used for the data response questions focusing on the themes of globalisation and the EU. These papers are 2 hours long.

## **Examination Specification**

AQA Economics 2140

Web address: [http://www.aqa.org.uk/qual/gce/economics\\_new.php](http://www.aqa.org.uk/qual/gce/economics_new.php)

## **Textbooks**

Economics 5<sup>th</sup> Edition, A. Anderton

ISBN: 1405892358

Recommended websites:

[www.tutor2u.net](http://www.tutor2u.net)

[www.anforme.co.uk](http://www.anforme.co.uk)

## ENGLISH LITERATURE

### Head of Department – Mr T E Brewis

English at AS and A2 will attract all those who enjoy reading, talking and writing about literature, from the earliest texts in the English canon, by poets such as Chaucer, right up to contemporary texts, such as Ian McEwan's *Atonement* and Cormac McCarthy's *The Road*. Students will acquire a sense of the wide scope of literature, which is expanded through exploration of its relationships with history, culture, politics, art and critical theory.

Lessons tend to be heavily discursive – this is a subject that thrives on lively debate; a willingness to investigate, share and question ideas is therefore very important. Students should also be prepared to read widely across all the genres of literature, and independently to seek out and explore critical and theoretical texts.

In addition to reading and researching, essay writing is the main occupation for students outside lessons. A good deal of time is spent on this most important of skills – that of expressing oneself lucidly, fluently and stylishly in the written medium. Students often come to see that the production of a good critical essay is a satisfying creative experience in itself, though an additional benefit of this course is that the study of literary styles has also often helped students in the development of their own creative writing skills.

The Department runs a wide range of co-curricular classes including a Lower College Book Club, a Poetry Society, and university classes that support students considering reading an English degree, as well as those simply wishing to expand their knowledge and skills. There are regular theatre and film trips to local venues in Cheltenham and further afield to places such as Stratford, London, Malvern, Bristol and Bath. We also invite authors, speakers and workshop groups into school to give students a fresh perspective on texts.

### Assessment

We follow the OCR specification. Assessment is via a combination of coursework and exam, with each examined unit worth 30% and each coursework unit worth 20% of total A2 marks.

	<i>Type of Text</i>	<i>Exam or Coursework</i>	<i>Number of texts/essays</i>
<i>AS Unit 1</i> F661	Poetry and Prose 1800-1945	Exam (Closed book)	3 texts, 2 questions
<i>AS Unit 2</i> F662	Literature post-1900	Coursework	3 texts, 3000 word portfolio (2 essays)
<i>A2 Unit 1</i> F663	Drama and Poetry Pre-1800	Exam (Closed book)	3 texts, 2 questions
<i>A2 Unit 2</i> F664	Texts in Time	Coursework	3 texts, 3000 word portfolio (1 essay)

### **Examination Specification**

OCR AS English H071

OCR A2 English H471

Web address: <http://www.ocr.org.uk/qualifications/type/gce/english/lit/index.aspx>

## GEOGRAPHY

**Head of Department – Mr R J Penny.**

### **Introduction – Why should you study Geography?**

“There can be few disciplines more useful and relevant to society than Geography. It has a long standing reputation for problem-solving research, coupled with a tradition of fieldwork and a suite of practical skills and technologies. Geographers focus on issues of everyday concern, but also take a long historical view of such things as land-use and climate change. Geography addresses the burning issues of the day in an unpretentious fashion, producing rational insights and solutions.” Dr Alisdair Rogers (Fellow, Keble College, Oxford).

Geography is a hugely popular A Level choice nationally, as well as in College. Teaching is characterised by a lively approach aimed at exploiting the geographer's natural curiosity and concern about the major contemporary issues. It is Geography's ability to integrate the study of the Earth's places, peoples, environments and societies that makes it so relevant to the understanding of the increasingly interconnected world in which we all live and work.

### **Geography at university**

Geography is recognised by Oxford, Cambridge and other leading universities as a challenging academic discipline with a wide range of courses to choose from. It is also listed by the Russell Group “Informed Choices” guide as a facilitating subject, which is preferred by admissions tutors for its contribution to preparation for university study in general. Geography A Level is therefore accepted by universities as an entrance qualification for both Science and Arts courses, as well as for vocational courses such as Law, Medicine and Veterinary Science.

In addition to its own unique content and skills base, Geography possesses both scientific and literary elements. It also combines well with both the Sciences (e.g. Biology, Chemistry, Physics and Maths) and the Arts (e.g. English, History, and Modern Languages), as well as with other applied subjects such as Economics and Politics.

### **Geographical skills**

Geography helps develop intellectual, practical and social skills useful in many other A Level disciplines, as well as to post A Level education and employment. An A Level geographer can expect to develop these transferable key skills as he or she completes the AS and A2 course, including numeracy, literacy, IT, investigation and research, problem posing and solving, logical reasoning and team work, cartography and statistics to help assess and clarify everyday issues.

### **Relevance of Geography to your future**

Geographers have excellent job prospects and enter into a wide variety of occupations. They enjoy one of the highest rates of employment following graduation and prospective employers are attracted to students with a range of critical skills and analytical abilities. With a good knowledge of the wider world and a genuine interest in economic, political, social and environmental issues, geographers are trained to deal with multivariate problems and to grasp their wider implications. They are used to writing essays and completing research projects on their own initiative and are skilled in information retrieval, data management and computing. Geographers work in almost every field of employment and can be found using their skills and knowledge in a wide variety of careers, such as financial services, medicine, law, marketing, computing, the media and Civil Service. Many career paths of geographers benefit from a more direct link with the subject (e.g. planning, leisure and tourism, environment consultancy, conservation, teaching and academia).

## **Must I have a GCSE in Geography to consider this A Level course?**

Although the skills and content base of the A Level course are intended to develop those covered at GCSE, it is *not* essential to have completed a GCSE in Geography if candidates apply themselves. However, the skills of a GCSE Geographer, particularly investigative fieldwork techniques, will be a significant advantage to any A Level candidate.

## **Syllabus and teaching methods**

The Geography Department is staffed with experienced, enthusiastic teachers who are passionate about the world and the role young people can play within it. The A Level specification encourages candidates to:

- develop and apply their understanding of geographical concepts and processes to understand and interpret our changing world
- develop their awareness of the complexity of interactions within and between societies, economies, cultures and environments at scales from local to global
- develop as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives
- develop critical and reflective thinking and appreciate the importance of attitudes and values, in decision-making
- become adept in the use and application of skills and new technologies through their geographical studies both in and outside the classroom
- be inspired by the world around them, and gain enjoyment and satisfaction from their geographical studies and understand their relevance.

### **What learning methods will be used?**

Written work comes in a variety of forms. At AS Level, topics will be investigated through personal research, structured questions and essays. At A2 Level the important skill of essay writing is fully developed and is fundamental to the entire assessment. Independent learning is strongly encouraged in the Geography Department with initiative, extension and challenge being priorities.

Fieldwork is an integral part of the AS and A2 course and there are three field days during term time to enable first hand investigation. There are also two residential field trips during the AS course, one four-day course at the end of the Easter holiday and an overnight trip at the end of the summer term, both of which are compulsory for AS/A Level geographers. They encourage learning but also provide a valuable educational and social experience.

### **What will you study and what examinations will you take?**

#### **OCR AS Units**

##### ***Unit 1 – Managing Physical Environments*                      F761**

Aims to develop an understanding of the physical processes and factors that produce the diverse features of the physical environment over space and time. At the core of this module is the interdependence between humans and the physical environment on which they depend. We investigate how human activities are influenced by a complex range of physical factors, and in turn how these landscapes are affected by such activities. Studies are focused on a range of environments including rivers, coasts, and cold landscapes.

Assessment:      1.5 hour written exam, 75 marks

***Unit 2 – Managing Change in Human Environments***      ***F762***

Aims to develop knowledge and understanding of the factors that produce a diverse variety of human environments. Central themes are the concepts of place and space, and how variety is dictated by a complex range of socio-economic and environmental factors. The need for sustainable management of such dynamic systems is fundamental in the context of future challenges and delicate balances. Urban landscapes are investigated and the industries of energy and tourism are used to exemplify the need for careful, well-conceived management.

Assessment:      1.5 hour written exam, 75 marks

**OCR A2 Units**

***Unit 3 – Global Issues***      ***F763***

Aims to display a synoptic understanding of a range of interlinked contemporary global issues. Candidates draw together their understanding from a range of topic areas to explain more complex events and issues. Both Environmental and Economic Issues are investigated in detail, from terrestrial and climatic hazards to globalisation, demographics and development. The theme is focused on human involvement in these issues and how they can be managed in a sustainable way for future generations.

Assessment:      2.5 hour written exam, 90 marks

***Unit 4 – Geographical Skills***      ***F764***

While assessed coursework has been removed mandatory fieldwork has been retained. Candidates are now assessed on their understanding of the skills required to conduct relevant, academically credible data collection. The rigours of geographical investigations are assessed in terms of an ability to design a route of enquiry that will take the candidate from a challenging geographical problem to a reasoned, evidenced conclusion. Throughout the course data is collected regularly. Beach profiling is conducted in Sand Bay (Somerset), urban morphology and management in Birmingham,

sustainable tourism in Weston-Super-Mare, and of course there are the annual residential trips to the Malham Field Studies Centre in the Yorkshire Dales, and Swansea University & The Gower Peninsular in the Lower Sixth.

Assessment: 1.5 hour written exam

### **Extension and Preparation**

The department is fortunate in having its own well-resourced independent study room. In addition to library books, the Geography Library has its own computer suite, printer and other audio-visual resources for private study. In addition students can participate in a vibrant Geography Society which attends or hosts seminars based around the themes of expeditions, academics linked to the A Level studies and geographers at work. There are also opportunities for UCAS and Oxbridge mentoring, interview preparation, extended essay prizes, mentoring of junior sets by senior geographers and in 2011 the department will enter the Royal Geographical Society Young Geographer competition.

### **Examination Specification**

OCR Advanced Subsidiary GCE in Geography H083. Papers F761 / F762

OCR Advanced GCE in Geography H483. Papers F763 / F764

<http://www.ocr.org.uk/qualifications/type/gce/hss/geography/index.aspx>

## HISTORY

### Head of Department – Miss J E Doidge-Harrison

The History department provides energetic and inspiring teachers and the courses it delivers reflect the particular strengths and interests of the teachers. The courses are offered in blocks, an example illustrated below, covering a range of periods and topics, while attempting to provide a degree of continuity across at least half of the course. There is an element of choice for current Fifth Form students dependent on blocking and numbers opting for a particular course. However, students should not be disconcerted if they are unable to cover the period in which they are currently interested for their A Level; a change of direction will provide new inspiration and the extended essay competitions to which we encourage entry allows for research and pursuit of any specific interests.

The courses follow the AQA specification and are planned to be as follows:

<b>The March of Democracy</b>	
1G <i>Britain 1815-65</i>	2P USA Civil Rights 1950-68
4 Historical Enquiry	3N Aspects of International Relations 1945-2004

<b>East and West</b>	
2L The Impact of Stalin's Leadership in the USSR, 1924-41	1D <i>Britain 1603-42</i>
3N Aspects of International Relations 1945-2004	4 Historical Enquiry

<b>The State and The People</b>	
2P USA Civil Rights, 1950-68	<i>1G Britain, 1815-1865</i>
4 Historical Enquiry	<i>3G British State and People, 1865-1915</i>

<b>Autocracy, Dictatorship, Democracy</b>	
2N Anti-Semitism, Hitler and the German People, 1919-45	1H Tsarist Russia, 1855-1917
4 Historical Enquiry	<i>3G British State and People, 1865-1915</i>

The Historical Enquiry is a taught course, which is then followed by the students taking what they have learned and honing their interests. Students write a piece of around 3,500 words, and will receive university-style guidance through the research and writing stages. The subject of the final work for the Historical Enquiry cannot overlap with the other examined topics within each block, so this adds to the broadness of the History studied, as well as allowing for specialisation.

You should not assume that you know everything about these periods, nor that you only have a particular interest in a single Historical period. Periods you have studied before will be developed in ways that will open them up to you in much more detail and lead to far greater understanding, while new areas of History will surprise you and develop your range of interest. Whichever block you end up in, you will receive invigorating teaching and be able to develop your personal ideas and interests.

### **Extension History:**

For students interested in applying to Oxford or Cambridge and other universities that have high entry requirements, or who are merely pursuing their love of the subject, the History Department offers a range of extension activities. These opportunities will include extended writing competitions, both inside College as well as submissions to national essay competitions, an activity in which the department has had notable success in recent years. Seminars and lectures to the History and Politics Morley Society by outside speakers add to the range of development the department offers.

### **Examination Specification**

AQA History AS 1041 / AQA History A2 2041

Web address: [http://web.aqa.org.uk/qual/gce/humanities/history\\_noticeboard](http://web.aqa.org.uk/qual/gce/humanities/history_noticeboard)

## HISTORY OF ART

### Head of Department - Mr N Nelson

This course offers an introduction to the methodology and terminology of Art History, and to the varied contexts in which art is produced, used and seen. The aim is to develop the visual skills of observation, description and analysis in a study of painting, sculpture and architecture. As this will entail a certain amount of written work, it is assumed that candidates will be able to write with fluency and interest and must have a degree of competence in subjects such as English or History. No prior knowledge of the subject is necessary. This is not a practical subject.

### Aims of the Subject

By studying this subject, the aim is to encourage students to develop and communicate their understanding of:

- The roles and achievements of practitioners
- The relationship between art and society
- Art historical terms, concepts and issues
- Methods of researching, investigating and analysing
- Use of evidence and how works are interpreted and evaluated.

### Key Features of the Subject

A Level History of Art:

- Encourages first-hand experience and critical awareness of works of fine art, architecture, craft and design
- Promotes a broad history of art experience for AS and a more focused one for A2
- Develops critical, research and other skills, providing a sound basis for progression to higher education and employment.

## Course Topics

**Four Units:** AS 1 and AS 2, one and half hour paper each; A2 1 and A2 2, two hours each, one essay response from each Part. One question in each section, giving choice of five questions in each Part.

<b>AS 1 Art</b>	<b>AS 2 Architecture, Craft and Design</b>	<b>A2 1 Art</b>	<b>A2 2 Architecture, Craft and Design</b>
Part A Selected Art Greek - 1870	Part A Selected Architecture Greek - 1945	Part A Selected Art Roman - 1900	Part A Selected Architecture Roman - present
1 Greek Sculpture	1 Greek Architecture	1 Roman Sculpture	1 Roman Architecture
2 Early Renaissance Italian Art	2 Early Renaissance Italian Architecture	2 High Renaissance and Mannerist Italian Art	2 High Renaissance & Mannerist Italian Architecture
3 European Art Renaissance to Rococo	3 European Architecture Renaissance to Rococo	3 European Art Renaissance to Romanticism	3 European Architecture Baroque to Romanticism
4 French Painting 1780-1870	Architecture 1835-1918	4 French Painting 1860-1900	4 Architecture 1945-1970
5 British Painting 1780-1870	Architecture 1900-1945	5 British Painting 1850-1900	5 Architecture 1970-Present
<b>Part B Selected Art 1850-1945</b>	<b>Part B Selected Craft and Design 1850-1945</b>	<b>Part B Selected Art 1945-Present</b>	<b>Part B Selected Craft and Design 1945-Present</b>
6 Lens-Based Art 1850-1945	6 Three-Dimensional Craft and Design 1850-1918	6 Lens-Based Art 1945-Present	6 Three-Dimensional Craft and Design 1945-1970
7 Painting 1880-1945	7 Three-Dimensional Craft and Design 1918-1945	7 Painting 1945-1970	7 Three-Dimensional Craft and Design 1970-Present
8 Painting 1910-1945	8 Textiles and Fashion Design 1850-1945	8 Painting 1970-Present	8 Textiles and Fashion Design 1945-Present
9 Sculpture 1870-1945	9 Graphic Design 1850-1945	9 Sculpture 1945-Present	9 Graphic Design 1945-Present
10 Irish Art 1900-1945	10 Automotive Design to 1945	10 Irish Art 1945-Present	10 Automotive Design 1945-Present

## **Knowledge, Understanding and Skills**

At **AS Level**, students should develop:

- The foundations of knowledge and understanding of art historical movements, practitioners and works, within chronological frameworks
- The ability and confidence to express and communicate knowledge and understanding
- Awareness of art historical terms, concepts and issues
- Knowledge and understanding of the significance of techniques and materials in the creation of artefacts
- Understanding of the principal methods of analysis and interpretation
- The ability to make critical judgements
- Active and independent learning.

At **A2 Level**, the course builds on AS, allowing for greater depth of study by providing the opportunities to develop:

- An awareness of different sources of historical evidence
- Understanding of the relationships between society and art within historical and other frameworks
- Knowledge and understanding of the significance and role of environment, setting, display and audiences
- An understanding of art historical approaches, such as technical, formal, iconographic and contextual
- Increased independence in learning
- Skills to explore, enquire, evaluate, discuss and compare evidence, and develop and support persuasive argument and counter-argument.

## **Art History and other Subjects**

The course is open to anyone with an interest and enthusiasm for the subject. However, it would complement Art, Politics, History, or English A Levels in particular. A background in a modern foreign language would also be an advantage. The course is supplemented by gallery trips, both in the UK and abroad.

## **Examination Specification**

CCEA GCE History of Art. Subject Code: 3830

Web address: <http://www.rewardinglearning.org.uk/>

## LATIN and CLASSICAL GREEK

### Head of Department - Mr T A Lambert

For both Latin and Greek, the A Level courses are evenly split between language work and the study of literature. Language work involves the study of the grammar, vocabulary and sentence structure of the languages, tested through translation and comprehension. Composition into Latin or Greek is an optional skill, but is usually one studied by students at the College. There is a vocabulary list of approximately 800 words, which must be learned thoroughly. The literature component of the course involves studying excerpts from ancient texts (450 lines at AS, 600 lines at A2), so that students are able to answer comprehension, translation, and stylistic questions on them. The sort of response required from students ranges from short sentences or one-word answers to extended, essay-style work, with an introduction and conclusion.

The number one requirement for both Latin and Greek is prior expertise with the language. Candidates will need good linguistic ability, the capacity to soak up vocabulary, and an enjoyment of the way that languages work. An interest in the Ancient World is also a useful advantage, and students will be given the opportunity to study the Romans beyond the confines of the exam course. Those with an interest in literature also benefit hugely from the study of the Classical writers.

An A or an A\* grade in the appropriate OCR GCSE would mean that students are well prepared for A Level.

### Latin, Greek and other subjects

Our students have studied Latin or Greek with a variety of subjects, including English, History, Modern Languages and Economics. The development of linguistic skills clearly complements Modern Languages, while the historical perspective extends the historian's appreciation of many aspects of the past and present. Students of English will find many parallels and many contrasts in the Greek and Roman authors. The influence of Roman work on later European culture tends to be very direct; the importance of Greek is that we see there the start of History, Drama, Epic, Oratory and many other genres.

## **Relevance of Latin and Greek to your future**

Our students have been very successful in obtaining places on university courses in Classics as well as courses related to their other subjects. A background in this rigorous but varied study is well received in many areas; recent surveys of former university students show that they have found careers in the City, Accountancy, Business, Law, Journalism, Civil Service and the Foreign Office amongst many other fields.

## **Examination Specification**

OCR AS Classics: Latin H039

OCR A2 Classics: Latin H439

OCR AS Classics: Classical Greek H040

OCR A2 Classics: Classical Greek H440

Web address: [http://www.ocr.org.uk/download/kd/ocr\\_9611\\_kd\\_gce\\_spec.pdf](http://www.ocr.org.uk/download/kd/ocr_9611_kd_gce_spec.pdf)

## MATHEMATICS

### Head of Department - Dr B E Enright

AS and A Level Mathematics requires a definite mathematical aptitude, which will usually have been demonstrated by a good pass (A\* or high A) at IGCSE (or GCSE). Those who have entered IGCSE early and have taken their studies beyond IGCSE Mathematics will be particularly well placed. Logic in thought and presentation, lateral thinking, mental tenacity, and the ability to deal with abstract ideas are all needed and developed by the course. The syllabus specifications have changed requiring, in particular, greater skill and accuracy with the algebraic demands of IGCSE than

previously. For example, knowing how to find solutions of the equation  $x - \frac{2}{x} = 1$  would be a positive encouragement.

### Syllabus and teaching methods

Mathematics A Level is achieved by accumulating marks in six separate modular examinations, each of which carries the same weight. Four of these cover, in a progressive manner, Pure Mathematics. These form the basic working techniques, which are largely algebraic, and cover the topics: calculus, co-ordinate geometry, vectors and numerical methods. The other two modules cover elements of Applied Mathematics. These are in Probability & Statistics and Mechanics. In Probability & Statistics you will learn the statistical skills necessary to analyse and summarise data which can be then be related to that predicted by the theory of probability. Contexts can vary from calculating the chance of winning the National Lottery to analysing quality control on a production line. In the module in Mechanics you will learn the skill of mathematical modelling; a complicated physical problem is simplified into one that can be analysed and solved using mathematical methods. Problems are associated with the motion of objects as a result of the forces applied to them. Contexts can vary from the movement of cars in the street to skiing down a slope. Those who go on to do some Further Maths also meet the ideas of Discrete or "Decision" Mathematics and study the techniques of optimisation needed in solving practical problems in the world of modern business and commerce. These can vary from deciding the minimum length of circuitry

needed on a printed circuit board to maximising the profit that can be made by judicious allocation of resources.

In the Lower Sixth and Upper Sixth, at least two-thirds of the time is spent working on modules of Pure Mathematics while the remainder is used for Applied Mathematics. Students are taught in sets, which relate to their previous experience and ability. Each set is taught by two teachers.

### **Mathematics and other subjects**

Mathematics has always been popular in combination with science subjects, but is increasingly appreciated as a complement to Geography, Economics, History, Modern Languages, English and Classics. The subject gives a sound training and discipline for the mind, and an awareness of statistics and the methods of problem solving, which permeate our technological society. It is also taken as an intellectual challenge in its own right.

### **Relevance of Mathematics to your future**

Mathematics A Level provides a sound basis for Higher Education and leads to a wide range of careers in Industry, Commerce, Finance, Computing and the Public Services, which increasingly depend on mathematical skills. It is also an entrance qualification for many post A Level vocational courses.

### **Examination Specification**

OCR, Mathematics 7890

<http://www.ocr.org.uk/qualifications/type/gce/maths/maths/documents/index.html>

## **FURTHER MATHEMATICS**

### **Head of Department - Dr B E Enright**

Further Mathematics A Level is available to those of high mathematical calibre who enjoy an academic challenge. This is a second A Level taken in addition to Mathematics. It extends studies of the same topics in greater depth, as well as introducing other more advanced areas, particularly in Pure Mathematics. Students are given four extra periods of teaching per week. The syllabus extends that already required for Mathematics A Level and requires the candidate to accumulate more "modules". Mathematics and Further Mathematics counts as one choice but count as two A Levels.

### **Further Mathematics and other subjects**

As well as the extension of pure mathematical techniques, more applied mathematics modules in Mechanics are studied which can link with areas covered in Physics. The study of Statistics is extended, particularly in respect of significance testing which supports any subject requiring data analysis. Discrete Mathematics is included which has applications in many business and scientific areas of marketing and optimization.

### **Relevance of Further Mathematics to your future**

Further Mathematics is valued by all universities for subjects which have a mathematical base; Mathematics, but also Physics, Engineering, Chemistry, Computing, Economics, Geography. The "better" universities will be particularly interested in those who have taken this option. It counts as a separate A Level to Mathematics: university offers based on 3 A Level grades can include Mathematics and Further Mathematics as two of these.

### **Examination Specification**

OCR Further Mathematics , subject code 7891

Web address: [www.ocr.org.uk/qualifications/as\\_alevelgce/mathematics/index.html](http://www.ocr.org.uk/qualifications/as_alevelgce/mathematics/index.html)

## **MODERN LANGUAGES (FRENCH, GERMAN AND SPANISH)**

**Head of Department – Mr S J Brian**

### **French, German and Spanish**

Students wishing to follow an AS or A Level course in Modern Languages need to have a sound knowledge of the grammatical basics of their chosen language and must feel confident in the four language areas of listening, reading, writing and speaking. They must have taken Higher Tier in all skills at GCSE level or have reached an equivalent standard if they have not been following the English education system. They must be interested in developing their knowledge and understanding of the culture and way of life of the target-language countries and they should be prepared to spend some time outside the classroom improving their listening and reading skills. They should arrange to spend a short period in a country where the target language is spoken, during the holidays. Modern Language students may seek financial assistance for travel by applying for a Calvert Memorial Award. Details of this award are distributed in the Autumn Term.

### **Syllabus and teaching method**

Students starting their AS or A Level courses in September will be prepared for the specification offered by AQA. (French 2650, German 2660 and Spanish 2695)

As well as learning how to communicate at a higher level in the language they have chosen, students will learn more about a wide range of aspects of the societies in which the language is spoken. Lessons will be conducted mainly in the target language.

### **Reading**

Students will be taught to read, understand and extract information from written passages in the target language that are taken from authentic sources such as internet sites, magazines, newspapers, reports and books. In the Lower Sixth, students will be introduced to literature through the reading of extracts, novels or poems. Two texts/topics/films will be studied in the Upper Sixth.

### **Listening**

Working in the language laboratory and with audio and video material in the classroom, students will be taught to understand contemporary spoken language. Passages for

listening practice will be taken from a range of sources such as podcasts, news reports on the internet and television, weather forecasts, announcements, interviews and discussions. Authentic news bulletins are regularly broadcast outside lesson time and students will have access to Internet sites in order to work on a range of listening material.

### **Speaking and Writing**

Students will learn how to write in a style that is more sophisticated than that required for GCSE and to hold conversations about matters of current interest in the target language. As well as class discussion, students will have one lesson a week in pairs or small groups with a native-speaking assistant. They will acquire the necessary linguistic and organisational skills to

- present information in the target language
- organise their arguments
- provide opinions
- analyse their ideas.

### **Examinations**

Students taking languages to AS Level only will sit two units, one of which will be an oral examination. Students taking languages to A2 Level will sit four units in total, two of which will be oral examinations.

### **Mandarin *ab initio***

Mandarin is offered as an extra-curricular activity. Any student who is keen to progress to a higher level can arrange one-to-one lessons with our Mandarin teacher, but there is an extra charge for this. Any student interested in studying Mandarin should contact the Head of Department.

### **Modern Languages and other subjects**

The study of a modern language combines well with any other subject taken to AS or A Level. Apart from the desirability of continuing with a foreign language beyond the age of 16, the skills acquired during a language course are applicable to all other disciplines. For those choosing the Sciences or Mathematics for A Level, the study of a language to AS Level can provide a useful and welcome balance.

## **Relevance of Modern Languages to future studies and career**

There is a wide range of opportunities open to students who have studied a foreign language beyond the age of 16. Some students follow degree courses entirely focusing on languages, others prefer to pursue a Higher Education course in another subject but choose a language option alongside it. International Business and International Law are two popular choices. Continuing a language in the Sixth Form keeps alive language learning skills which students can use to start a new language from scratch when they enter university. Mandarin, Japanese, Arabic and Italian are popular choices. Having a language at AS, A or degree level will certainly make students attractive candidates in the employment market, and will be an advantage if they wish to apply to companies which have international branches. The following website gives a great deal of useful information regarding the relevance and usefulness of languages:

[www.languageswork.org.uk](http://www.languageswork.org.uk)

## **Examination Specification**

AQA (French 2650, German 2660 and Spanish 2695)

Web address: [www.aqa.org.uk](http://www.aqa.org.uk)

## **Core course material**

AQA AS French course ISBN 978 0 7487 9807 0

AQA A2 French course ISBN 978 0 7487 9808 7 1876

AQA AS German course ISBN 978 0 7487 9811 7

AQA A2 German course ISBN 978 0 7487 9812 4

AQA AS Spanish course ISBN 978 0 7487 9810 0

AQA A2 Spanish course ISBN 978 0 7487 9809 4

All course books are published by Nelson Thornes. Students will subscribe to the website that forms an integral part of the courses.

## MUSIC

### Head of Department - Mr G S Busbridge

The AS and A Level Music courses offer an exciting combination of academic study, performing and composing. There is a good range of choice to suit the strengths of different candidates, but all candidates will need to be dedicated musicians as performance contributes a significant part of the course. A high GCSE grade and good musical background are essential for the course. Our students who have already achieved high grades in performing have a great advantage from the outset for both AS and A2.

### Syllabus and teaching method

The course is divided into six units, which cover academic music, harmony, listening, performing and composition. There is considerable variety of choice within the study areas, including both academic as well as performing. Composition is an important element of the course, and is compulsory at AS Level; at A2 Level, additional Harmony can be taken as an alternative to Composition.

### AS

The three course units involve performing, composing, listening, and academic music, which includes history and analysis work through the study of set works. This gives students a good opportunity to study music in detail, and the listening questions will be based on the pieces studied in this section. In Unit 1 Performing is assessed by the recording of prepared pieces of the student's own choice totalling 5-6 minutes. For Unit 2 one composition is required, which needs to fit into one of the composition briefs, and this is presented as a score and recording. The Unit 3 exam consists of the Listening section, which is based upon the set works, followed by the written academic questions on the works studied. There is a very short and simple harmony section included in the academic examination.

## **A2**

At A2 Level, there is a similar structure to the units. For Performing in Unit 4 candidates record 12-15 minutes of solo performance. For Unit 5, Composition and Harmony, there is a choice, as two pieces are required, but candidates are free to choose to produce two compositions or two pieces of harmony, or one of each. The Unit 6 exam contains the Listening and History and Analysis sections, which follow broadly the same pattern as at AS, but at a more advanced level.

### **Music and other subjects**

Music has always been a highly suitable subject to combine with other arts or humanities A Levels, and it is well known as a combination with Mathematics. More recently universities are showing more inclination towards broader mixtures of subjects at A Level and therefore Music is now an acceptable subject to combine with almost any other. Whilst Music is naturally taken by those considering it for further education, many students taking Music at A Level at Cheltenham College will be studying other subjects at university.

### **Relevance of Music to your future**

Students intending to pursue a career in Music will normally read Music at university or apply to a music college. This can lead to a variety of related career paths including arts administration, media work, music technology, the recording industry and TV, teaching, performing etc.

### **Examination Specification**

Edexcel AS Music – 8MU01

Edexcel A2 Music –9MU01

Web address: [www.edexcel.org.uk](http://www.edexcel.org.uk)

# PHYSICS

**Head of Department - Mr T R C Adams**

## **Introduction**

The subject is suitable for students who have an interest in Physics, who want to find out how things work in the physical world and who enjoy applying their mind to solving problems. We study the popular AQA Physics A course.

This specification is designed to encourage candidates to:

- develop in-depth knowledge and understanding of the principles of physics
- gain hands-on practical skills and data analysis skills
- appreciate how science works and its relevance beyond the laboratory
- see how physics links to other sciences and how the subject underpins important technologies
- study optional topics so they can specialise in topics that generate interest.

Students who work hard and who have already attained GCSE grades at A\* or A in Mathematics and in Physics or Dual Award Science should thrive on this course. Those who have only managed B grades will struggle to achieve respectable grades at A Level. Those who have failed to reach B grade standard should think very hard before embarking on a course that they will find extremely demanding. It is helpful, but not essential, for students taking A Level Physics to continue to study Mathematics. For those intending to continue with Physics or Engineering at university, an A Level in Mathematics is essential, and an A Level in Further Mathematics is strongly advised.

## **The Physics Course**

The AS course consist of two units that are assessed externally by written exams and a third, based on practical skills, that is assessed internally. Unit 1 consists of two contrasting topic areas: Particle physics and Electricity. In the first of these, students will be introduced to the mysteries of quantum theory, wave-particle duality and antimatter, and they will learn about fundamental particles called leptons and quarks. The second half of the unit is on the more familiar topic of electricity. Unit 2 builds on previous

knowledge of mechanics and waves and introduces the new topics of Materials and Optics. All these topics underpin many work-related areas, including communications, engineering, transport and technology - and nanotechnology.

Unit 3 is about investigative and practical skills. Throughout the course, students will carry out practical work and through this will develop a variety of practical skills such as working safely, obtaining accurate measurements and recording them clearly, processing data and evaluating their results. Towards the end of the AS year they will carry out a practical task set by AQA where they will be required to take measurements and process their data. They will then sit a written paper (in lesson time) in which they will have to evaluate their own measurements, and then analyse and evaluate some data that they are given. In addition to this, their teacher has to observe them carrying out a range of practical experiments during the year and award them marks for practical competence.

The structure of the A2 course is similar to that of the AS with two theoretical units and one practical one. Unit 4 covers momentum, circular and simple harmonic motions, and fields (electric, gravitational and magnetic). Unit 5 has a core part consisting of nuclear physics and thermal physics, plus one option topic. This is chosen from Astrophysics, Medical Physics, Applied Physics (rotational and thermo-dynamics) and Turning Points in Physics (including Relativity). Unit 6 is very similar to the AS Unit 3 but the practical tasks are more demanding.

Student learning is supported by an excellent pair of text books, written specifically for the course, and by a very useful on-line resource.

During the two years students are encouraged to enter national competitions and to attend occasional lectures at local universities. The 'Headstart' Engineering courses enable them to stay at a university for five days and to find out much more about Engineering as a degree course and a career. We strongly recommend these to all who are considering this path – they also provide excellent material for their UCAS personal statement. We also urge students to consider the superb Year in Industry scheme ([www.yini.org.uk](http://www.yini.org.uk)) as an excellent gap year occupation.

## **Physics and other subjects at College and beyond**

Physics is a key subject for intending engineers and for most pure and applied scientists. Most Physics students also study Mathematics and many also take Chemistry. However, an increasing number of students combine Physics with Economics, Geography or a Language. A Physics qualification provides evidence of numeracy and an ability to think logically, analytically and to solve problems. A good grade in Physics is thus held in high esteem by admissions tutors for any course for which these skills are at a premium, and by future employers. Many students will study the subject as a necessary stepping-stone to their career objective. However the course has much to commend it in its own right. All who study it will develop skills that are vital if they are to derive the greatest benefit from, and make the greatest contribution to, our increasingly technological society. It should therefore also be considered as a possible option for those who have no intention of continuing in a Science discipline after leaving College.

### **Examination Specification**

AQA Physics A      AS Award 1451

AQA Physics A      A Level Award 2451

Web address:

[http://web.aqa.org.uk/qual/gce/science/physics\\_a\\_overview.php?id=03&prev=03](http://web.aqa.org.uk/qual/gce/science/physics_a_overview.php?id=03&prev=03)

The text books that we use are:

AQA Physics A AS Student Book    ISBN: 9780748782826

AQA Physics A A2 Student Book    ISBN: 9780748782819

## **POLITICS AND GOVERNMENT**

### **Head of Department - Mr R E T Moore**

As this subject is not offered in the Lower College, it is important that those who take it have a lively interest in the current political scene both in this country and the rest of the world, and in the processes and institutions through which decisions are made and conflicts resolved. If a student thinking about studying Politics at A Level had no interest in the engaging election campaign of May 2010, then this is probably not the subject for them! The ability to think in a logical and objective way, and to write clearly, are important to achieving success in the subject at A Level.

### **Syllabus and teaching method**

Unit 1: Introduces students to the key channels of communication between government and the people, with a particular focus on the United Kingdom. It encourages them to evaluate the adequacy of existing arrangements for ensuring representative democracy and participation.

Unit 2: Introduces students to the major governmental processes within the UK. The aim is to develop a critical understanding of the role and effectiveness of key institutions.

Units 1 and 2 make up the AS Level. The A2 develops this understanding in Units 3 and 4, which are referred to as Key and Extended Themes in Political Analysis.

Unit 3: Students will study the unit 'Representative Processes in the USA': elections and voting, political parties, pressure groups and racial and ethnic politics.

Unit 4: Students will study the unit entitled 'Governing the USA'. Topics include the Constitution, Congress, the Presidency and the Supreme Court.

The teaching aims to generate interest and informed discussion while providing the basic material and directing further reading and research. The topics covered involve a good awareness of recent and contemporary political developments, and students do need to engage with this material and make connections outside the classroom. This is

enhanced through regular talks given to the Morley Society and trips to different institutions, including Parliament. Writing essays and shorter answers develops the ability to argue a point effectively, using the evidence with discrimination, and this helps develop confidence and command of the subject.

### **Extension Politics: The Cambridge Pre-U**

For students interested in applying to Oxford or Cambridge, or other universities that have high entry requirements, the Politics Department is investigating an additional course in which students study the nature of Ideologies and Philosophies of Politics and Contemporary International Debates. These will be taught alongside the A Level course, which will potentially enable students to sit the academically stretching Pre-U exam, as well as developing their thought to what approaches undergraduate level.

Introductory lectures followed by group discussions in seminars, supported by the new textbook are the basis for this course. An examination of the historical developments of politics and international relations will introduce students to the key concepts of social and political thought and international relations. Through the evaluation of original texts and the ideas of notable early modern political theorists, students will be encouraged to think critically about their own political values and ideas. By the end of the course, students will be able to identify and comment on the positions of some of the major contributors to the history of political thought and to compare, contrast and evaluate the ideas and works of notable political theorists. The comparative nature of the course is further developed as students begin to analyse the different political systems and political beliefs of other nations. This is not only an academically helpful course, but one that should interest the brightest and best.

For further information on Pre-U see the following website:

[www.cie.org.uk/cambridgepreu](http://www.cie.org.uk/cambridgepreu)

### **A Level Examination Specification**

Edexcel Government and Politics AS 8GP01

Edexcel Government and Politics A2 9GP01

Web address: <http://www.edexcel.com/quals/gce/gce08/gov/Pages/default.aspx>

## PSYCHOLOGY

### **Head of Department (from September 2012) – Dr T A Norman**

Psychology A Level is being offered at College for the first time in 2012. Students will follow the AQA Syllabus A. Dr Tricia Norman is joining us from Marling School in Stroud, where she has been teaching the A Level in recent years; she is also an AQA A Level examiner.

A minimum of grade B in Mathematics and English Language will be required to study Psychology at A Level. In Year 13 students will be required to write essays, so a good grasp of essay writing would be helpful, although some guidance on how to write a psychology essay will be given.

### **Why study Psychology?**

It offers a student the ability to understand moral, ethical, social and cultural issues. It is about you, the people around you and differences that exist in different people. Therefore knowledge of the way people behave will benefit students personally, socially and in any job that requires you to interact with or understanding other people. Psychology will prepare students for a variety of future professions and give them a skillset that will be useful in a wider arena such as their other learning and any interactions with other people.

### **Learning Methods**

Psychology is taught using a variety of teaching and learning methods, which means students will experience different ways of learning, offering variety and the chance to discover their learning preferences. These are important in helping them to become effective independent learners. Practical work offers students the opportunity to pursue their own interests.

### **Careers and H.E. opportunities**

There are a number of employment opportunities in Clinical Psychology, Industrial or Occupational Psychology as well as many personal benefits to be gained from studying Psychology. There are many other jobs where psychology is indirectly used as Nursing, Social Work, Teaching and Business.

## Outline of Units

AS	Unit 1	Cognitive & Developmental Psychology & Research Methods:- <ul style="list-style-type: none"> <li>• Memory &amp; Eye Witness Testimony</li> <li>• Attachment &amp; Effects of Day Care</li> <li>• Research Methods</li> </ul>	1 hour 30 exam  May Lower Sixth
	Unit 2	Biological Psychology, Social Psychology and Individual Differences:- <ul style="list-style-type: none"> <li>• Stress – causes and management</li> <li>• Conformity, Obedience &amp; Independent Behaviour</li> <li>• Definitions of Abnormality, Approaches &amp; Therapies</li> </ul>	1 hour 30 exam  May Lower Sixth
A2	Unit 3	Topics in Psychology – 3 from a range of topics:- <ul style="list-style-type: none"> <li>• Biological Rhythms &amp; Sleep</li> <li>• Perception</li> <li>• Relationships</li> <li>• Aggression</li> <li>• Eating Behaviour</li> <li>• Gender</li> <li>• Intelligence &amp; Learning</li> <li>• Cognition &amp; Development</li> </ul>	1 hour 30 exam  June Upper Sixth
	Unit 4	Psychopathology, Psychology in Action & Research Methods:- <ul style="list-style-type: none"> <li>• Psychopathology – Schizophrenia or Depression or Phobias</li> <li>• Psychology In Action – Addiction, Media or Anomalistic Psychology</li> <li>• Psychological Research &amp; Scientific Method</li> </ul>	2 hour exam: essays and structured questions  June Upper Sixth

### Examination Specification

AQA GCE Psychology AS 1181

AQA GCE Psychology A2 2181

## RELIGIOUS STUDIES

**Head of Department: Dr G L Jardim**

A genuine interest and sense of enquiry are required to study Religious Studies at A Level. The syllabus (or *specification*) is intended to be accessible to candidates of any background. No previous course in this or any related subject is assumed, although candidates must expect the demands of the subject to be comparable with those of any other A Level course. The specification at AS and A Level is AQA's GCE Religious Studies 2060.

It is not the purpose of the examination to assess the personal religious persuasions of candidates. The syllabus is deemed to be suitable for candidates of any faith or of none.

Those who might benefit from the course are those who intend to study any aspect of the humanities, although it will also benefit those who intend to study medicine or economics, since it involves a rigorous training in the ethics pertaining to these disciplines. It will also benefit those intending to read law, because it imparts a number of valuable transferable skills, especially the ability to construct compelling and coherent arguments. This is a dynamic and exciting modern syllabus, which may appeal to those who wish to pursue theology or philosophy at university, as well as those with an interest in the key issues of life and how they relate to religion in the 21st century. The emphasis on the acquisition of philosophical skills, thought and reasoning would be important for all those entering higher education.

### **Syllabus and Teaching Method**

The aims of the syllabus are to:

- promote the study of religion and its significance in human life and history
- appreciate the importance in such study of the social, political and religious relevance of the period or topic studied
- provide good training in the use of academic tools of analysis

- develop an interest in and enthusiasm for a rigorous study of religion
- encourage an understanding of the Judaeo-Christian tradition
- use an enquiring, critical and empathetic approach to the study of religion.

The subject is taught through lecture and discussion with much scope for student participation. Increasing use is made of ICT, especially researching on the Internet. Essays require wide reading and research on the part of the students.

### **The AS course**

A choice of topics is offered for study including ethics, philosophy, aspects of Christianity, and religion and contemporary society. The Specification is designed to be flexible and to allow teachers and candidates to either focus on one area of Religious Studies, or provide a broader study of religion through selection of a variety of topics. **Candidates have to study two units out of a possible eleven units. The Religious Studies Department studies AS Unit A – RSS01 (Religion and Ethics 1) and AS Unit C – RSS03 (Philosophy of Religion).** For example, candidates who study religion and ethics (AS Unit A – RSS01), would study four topics in that unit – Utilitarianism, Situation Ethics, Religious teaching on the nature and value of human life, and Abortion and Euthanasia. The students then have a choice of answering two questions out of four in the examination on this unit.

### **Advanced Level (A2)**

At A2 the specification enables candidates to study in greater depth aspects of one or more religion(s), including textual, theological, historical, ethical, phenomenological and philosophical perspectives. For example, candidates continue to study religion and ethics at A2-level (A2 Unit 3A – RST3A). They would again study four topics in that unit – Libertarianism, Free Will and Determinism, Virtue Ethics, Religious views on sexual behaviour and human relationships, and Science and Technology and would have to answer **two questions out of four** in the examination on this unit. Candidates have to study two units out of a possible eleven units. **The Religious Studies Department studies A2 Unit 3A – RST3A (Religion and Ethics 1) and A2 Unit 4B – RST4B (Religious Fundamentalism).**

## SPORTS SCIENCE

### Head of Department – Mr M K Coley

The Sports Science course follows the AQA Physical Education syllabus. However, the College describes the course as Sports Science, because this reflects more accurately the content of the syllabus.

### Why choose Sports Science?

The new GCE specification builds on students' experience from a range of GCSE courses to enhance their knowledge and increase their understanding of the factors that affect performance and participation in physical education. The course offers students the opportunity to experience and develop an interest in a variety of roles in sport such as performer, official and/or leader/coach at AS and then the opportunity to specialise in one at A2. As well as covering topics like anatomy and physiology, skill acquisition and sports psychology, the course addresses current contemporary topics in sport such as the impact of ergogenic aids, technology and the increasing commercialisation of sport.

It is not necessary to have taken Physical Education at GCSE level but a good science background is very beneficial for both the AS and the A2 courses.

### Specification

#### AS units

#### Unit 1: Opportunities for and the effects of leading a healthy and active lifestyle

- Applied Exercise Physiology
- Skill Acquisition
- Opportunities for participation

#### Unit 2: Analysis and evaluation of physical activity as a performer and/or in an adopted role/s

- Section A: ability as a performer, official or leader in **TWO** sports
- Section B: application of theoretical knowledge for effective performance (Assessed in the written paper)

## **A2 units**

### **Unit 3: Optimising performance and evaluating contemporary issues within sport**

- Applied physiology to optimise performance
- Psychological aspects that optimise performance
- Evaluating contemporary influences

### **Unit 4: Optimising practical performance in a competitive situation (One Role)**

- Section A: Practical performance
- Section B: Observation, analysis & critical evaluation
- Section C: Application of knowledge to optimise performance

## **Physical Education and other subjects**

It is possible to combine PE usefully with most other subjects. The multi-disciplinary nature of the subject means that it combines well with both the liberal arts (especially History and Geography) and the Sciences (particularly Biology for those who are strong enough scientists to take A Level Biology).

## **Relevance of Physical Education to your future**

Physical Education can be selected for one of two reasons:

- To underlie a Higher Education course in a related sphere, e.g. sports science, sports studies, exercise science, physiotherapy, leisure management.
- As a second or third subject to support university entry in an unrelated subject. PE is an acceptable qualification for entry to all universities.

## **Examination Specification**

AQA GCE Physical Education AS 1580

AQA GCE Physical Education A2 2580

Web address: [www.aqa.org.uk/qual/gce/pe\\_new.php](http://www.aqa.org.uk/qual/gce/pe_new.php)

## THEATRE STUDIES

**Head of English and Drama Department – Mr T E Brewis**

**Teacher i/c Drama and Theatre Studies – Mrs S McBride**

Theatre Studies is a highly practical course which is designed for students who enjoy exploring plays practically, as well watching and performing a diverse range of drama. It will interest students who have had some performance experience already and now wish to build upon this experience in a more focussed and formal way. However, students who have a passion for Theatre and the Dramatic Arts, but limited practical experience, may also have much to gain from this exciting and stimulating course. It complements any combination of AS subjects and, indeed, universities have indicated that they especially value its emphasis on group cooperation, which is at the heart of the practical element of this course.

The practical focus of the AS course is preparation for the Performance Assessment (40%), a performance of an extract of a published play, directed and produced entirely by the students. For this element of the course students are required to use the ideas, theories and practical exploration of an established theatre practitioner to interpret their chosen play for performance. As well as honing performance skills and increasing their knowledge and understanding of specific practitioners, this unit develops vital, group communication and interpersonal skills. Due to the emphasis placed on student direction and creative control, to succeed students must be highly focussed, totally committed and self motivated.

The written AS examination, taken in the summer of L6, continues to explore Drama from a distinctly practical point of view. As part of the examination candidates will be required to answer one question on a set text they have studied (30%) and complete a review of a specific element of a theatre production they have seen as part of the course (30%).

During the study of the set text candidates will be encouraged to explore the text as practically as possible. They will consider ways that they might stage particular scenes, use a range of dramatic and design elements in performance, as well as interpret characters and relationships as performers.

As preparation for the review question candidates will be expected to see a diverse range of theatre productions during the year, including a trip to London's West End, as part of the College's extensive programme of extra curricular trips.

At A2 the same balance of exploration of text, study of practitioners and development of performance skills is maintained, with a devised drama assessment and the study of two more set texts.

This is an exciting, but often exhausting subject to study - one that will rarely see students sitting quietly behind a desk in a classroom but will more often see them up and about, interacting and improvising, talking and planning, and hopefully laughing and applauding. By choosing this course students are making a firm commitment to contribute actively and practically to every lesson as part of a series of stimulating exploration workshops and production processes.

### **Resources**

The English and Drama Department has a good range of Drama texts and the Main Library is continually increasing its stock of both primary texts and critical and practical guidebooks. Apart from the theatre trips already mentioned, reviewing can be aided by the Department's considerable stock of DVDs and videos, which contains many acting performances worthy of study.

### **Examination Specification**

AQA Drama and Theatre Studies - 2240

AS - DRAM1 & DRAM2

A2 - DRAM3 & DRAM4

Web address: [http://web.aqa.org.uk/qual/gce/drama\\_theatre\\_new.php](http://web.aqa.org.uk/qual/gce/drama_theatre_new.php)

## LEADERSHIP AND LIFE SKILLS

**Facilitators – Mr Michael Todd (Director of Leadership) / Mr Dominic Faulkner (Director of Activities)**

The over-riding aim of the course is to give students more chance of realising their potential and becoming more content; with the premise that as a result of their improved well-being they will hopefully perform better and start to discover their real passions and aptitudes.

We continue to be bombarded in the media by what schools are not doing to prepare students for the “real world”. Chief Executives from leading companies have been calling out for ‘soft’ life skills in the workplace and the general feeling is that most schools are not specifically developing these skills. In addition, Generation Y are calling out for help, as they are facing an increasingly complex and demanding world that is driven by peer pressure, globalization, the media, technology and the Internet. Add to this a ‘global war’ for talent in the workplace and you have young people under unprecedented levels of pressure.

As a College, we strive to promote leadership and lifelong learning by inspiring our students to be the best they can be, while at the same time encouraging and nurturing well-being and contentment. It is an important part of our role at College, in partnership with parents and guardians, to help prepare students for the challenges and decisions they will face in a digitized and demanding world. We are aiming to help the Lower Sixth to be more effective in these exciting times and to become more attractive to both universities and prospective employers by focusing on:

- Goal setting and time management
- Listening skills
- Giving a speech and interview skills
- Social etiquette
- Creative thinking
- Leadership.

In 2011-12 we are introducing some aspects of well-being which complement many facets of the Seven Habits framework:

- Caring for your body – the importance of sleep, exercise and a healthy diet
- Handling your emotions
- Resilience
- Balancing Workload with Technology and TV
- Building Confidence.

**What is the programme based on and how does it work?**

- Stephen Covey's book 'The 7 Habits of Highly Effective People'
- As well as using Covey material, the course will also be tailored to meet the needs of our students
- Each Lower Sixth student attends one timetabled Leadership and Life skills session each week during the Autumn and Spring terms
- The course will be interactive and will involve group work
- Each student will be required to prepare a five minute presentation.

## INDEPENDENT PROJECTS

L6 students undertake an independent research project on a topic of particular and unique interest. Students identify, plan and research in depth, developing knowledge and understanding beyond the curriculum and managing their own learning. Information about the project can support university applications by individualising the personal statement, enabling students to showcase their depth of interest, knowledge and research skills and providing possible discussion points for interview.

The skills of reading, research, review, analysis, writing and evaluation are developed in the project process. These core skills mirror the skills important to successful university study and careers:

- to think logically about arguments which are encountered in personal research
- to gather and handle source material critically
- to appreciate the importance of precision in the use of language or data when building a case for their point of view
- to show sensitivity to counter-arguments or rival theories
- to develop skills in presenting the project in a persuasive, cogent fashion
- to undertake a reflective study of what has been learned during the course of research or the significance of the results.

During the Autumn Term, students will be introduced to the features and requirements of the three kinds of projects offered. In consultation with parents and tutors, they should decide which would be most beneficial:

- The L6 Independent Project, which is assessed in College
- A national academic competition, which is externally judged, examples of which are the Robert Robson History Prize and the Royal Economics Essay Prize Competition
- The Extended Project Qualification, which is externally assessed.

## **THE L6 INDEPENDENT PROJECT**

**Co-ordinator: Dr M Plint**

The L6 Independent Project has recently been introduced to College. Students select a topic of personal interest that excites them and about which they are motivated to read in depth. They are encouraged to be adventurous and imaginative in their topic selection, so they will be enthused by thinking beyond the curriculum. Cross-curricular themes can be explored. Students meet twice with their mentors, firstly to discuss ideas, relevant resources and referencing of the literature review and secondly to propose a timeline for the process. They then work independently to produce an assessed work, marked by mentors according to the specified criteria. Most students choose to submit an essay. Alternatively, students may submit a multimedia presentation. Research, a research log and full reference is required for both.

## **NATIONAL ACADEMIC COMPETITION**

Any student wishing to undertake a national academic competition instead of the L6 Independent project seeks approval from the relevant Head of Department during the Autumn Term.

## **EXTENDED PROJECT QUALIFICATION**

**Co-ordinator - Mr J L Jones**

The Extended Project Qualification (EPQ) is offered by exam boards. Assessment is by dissertation or project rather than examination. UCAS awards 70 points for a top grade, the equivalent of half an A\*. It is a large undertaking in addition to A Levels and is a qualification most suited to able, ambitious learners. Currently universities are unlikely to make offers conditional on an EPQ but a good project provides evidence that a candidate is very effective in his or her studies and gives an edge when applying for competitive courses at good universities. College follows the scheme offered by Edexcel and more information can be found at their website. Web address: [www.edexcel.com/quals/project/level3/](http://www.edexcel.com/quals/project/level3/)

## ENGLISH AS AN ADDITIONAL LANGUAGE

### Head of Department – Miss Sarah Proudlove

Students for whom English is not their first language sit an English as an Additional Language (EAL) examination as part of the admissions process. They are also interviewed by the Head of EAL as part of the entrance procedure and /or on arrival. There is an induction programme for new EAL students prior to the start of the academic year organised by the Tutor for International Students and the EAL department.

Upper College students who do not have the prerequisite language qualifications for university entry are entered for the IELTS examination, usually in the Lower Sixth form, and classes are held to prepare students for this exam. This examination is an internationally accepted university entrance qualification. The examination is designed to grade students' level of English at A Level of 1.0 – 9.0. The grade needed for university entry depends on the individual university but most require a minimum of 6.5 – 7.0.

The IELTS exam consists of four modules: Reading, Writing, Speaking and Listening. Very usefully, it targets relevant academic skills required for courses in further and higher education. The materials used in each of the modules mirrors the range of topics most likely to feature in the examination. The Environment, Education and Technology are examples of subject areas used. Scientific journals, magazines and newspapers represent common sources from which materials are taken. The materials and methods used, both for analysis and for the production of written texts, reflect the type of work that the students will encounter during their first year at university. In this respect the ability to present and recognise a balanced and objective argument, together with efficiency of communication and use of time, are regarded as key skills for success in both IELTS and at university. As the course progresses the students' competency in the English language improves which, in turn, helps with their involvement in their main subjects.

In addition to IELTS preparation, the department offers EAL support to those who require it and this takes the form of individual, shared and small group lessons. Lessons are tailor made to address each individual's needs and areas of weakness, aiming to

develop each of the skill areas. In addition, there is a focus on English for academic purposes and on study skills.

It should be noted that many universities in America still use TOEFL (Test of English as a Foreign Language) rather than IELTS. Occasional students who want to go to American universities may have individual lessons to prepare for this exam. Students may also sit Cambridge ESOL suite examinations if desired.

## LEARNING SUPPORT

### Head of Department: Dr Mary Plint

Many students who have received additional support for learning in Lower College feel that they have developed their skills sufficiently to be able to apply them independently in the Sixth Form. Others find that the greater demands and higher expectations of A Level work lead them to seek additional support, especially early on.

The Learning Support Department can help with the following skills:

- time and task management skills
- note taking and note making
- advanced level reading and comprehension skills
- planning and structuring an essay
- developing clarity of expression in written work
- spelling and grammar
- revision and examination techniques.

Additional individual lessons are offered and arranged where regular, ongoing support seems most beneficial. Students are also welcome to seek help informally from the Learning Support Department. The Learning Support Department also provides advice regarding special arrangements for examinations.

Students who join College in the Sixth Form must inform the department if they have received any examination concessions at their previous school and provide a copy of any assessment reports. Assessment reports should be sent for attention of Dr Plint, Director of Learning: [plint.mary@cheltcoll.gloucs.sch.uk](mailto:plint.mary@cheltcoll.gloucs.sch.uk)

## **UCAS and Universities**

Adviser/ Administrator: Mrs E Ryder

The College handles a large and diverse range of university applications. These are made, via UCAS (Universities & Colleges Admissions Service), to British universities as well as to foreign institutions principally in North America, Australia and Europe.

There is a series of termly meetings with Dr Woodberry, six in total, to cover all the issues in the two-year cycle. Matters relating to admissions and applications are discussed with parents at the relevant meetings. A comprehensive booklet is produced annually ensuring that the most up to date information is available.

Individual students see both Dr Woodberry and Mrs Ryder in order to discuss their particular circumstances and to seek advice over personal statements and choices about degrees and institutions. A comprehensive mock interview programme is in place to cover those students likely to be called: Oxbridge, Law and Medical, Dental and Veterinary Medicine applicants particularly. The Department coordinates preparations for the increasing number of university tests such as the national ones for Medicine (BMAT and UKCAT) and Law (LNAT) and the individual ones, particularly for Oxford and now for Imperial College, London, as well.

Gap years, university finance and all other related matters are also covered and all students who have left and subsequently wish to re-apply to university are overseen by Dr Woodberry.

## Careers and Work Experience

Adviser/ Administrator: Mrs S Merheim-Kealy

Careers guidance and personal skills development are considered central aspects of a student's education at the College. The office is located at the heart of the school: it is complete with a library, containing information on all areas, sponsorship schemes and general literature on work experience and career planning.

In the first two years, careers guidance is of an educationally informative nature. The Fifth Form and Upper College each have a course designed for their needs. The Fifth Form and new entrants to the Lower Sixth are offered the 'Futurewise' Morrisby tests (covering the years 16 – 23) with full interview and feedback. They and their parents will be introduced to the many online services that are available with this membership. For the Lower Sixth Form, the 'Coursefinder' electronic questionnaire and a follow up interview with an ISCO adviser, if needed, will help identify possible university degrees.

The Department fosters a range of contacts with local and national businesses (especially those used by the College), professional bodies (such as RIBA, the Royal College of Surgeons and the Law Society), hospitals and charities for work shadowing opportunities. In future it is hoped that through working with the Cheltonian Association it may be possible to offer overseas placements. Liaison with the Junior School and its Year 8 work experience programme further extends the range of contacts for both institutions.

## APPENDIX 1

### A Level results 2008-11

Subject	Students	A*/A	B	C	D	E	% A/B	% pass
Art	52	27	15	7	3	0	81%	100%
Biology	98	38	28	18	9	4	67%	99%
Business St.	87	17	30	24	13	1	54%	98%
Chemistry	113	52	27	15	10	7	70%	98%
D&T: Materials	48	21	17	5	5	0	79%	100%
D&T: Textiles	20	6	10	4	0	0	80%	100%
Economics	130	66	37	17	8	2	79%	100%
English	122	59	41	16	6	0	82%	100%
French	45	22	14	4	4	1	80%	100%
Geography	127	49	47	24	5	1	76%	99%
German	18	13	2	2	1	0	83%	100%
History	122	58	38	21	5	0	79%	100%
Hist. of Art	34	20	8	5	1	0	82%	100%
Latin	10	10	0	0	0	0	100%	100%
Mathematics	174	103	32	18	14	5	78%	99%
Further Maths	48	26	14	4	1	3	83%	100%
Music	11	8	2	1	0	0	91%	100%
PE	75	23	24	18	7	2	63%	99%
Politics	76	26	24	14	9	2	66%	99%
Physics	89	37	17	18	8	8	61%	99%
Religious St.	14	8	3	3	0	0	79%	100%
Spanish	19	11	4	1	1	0	79%	89%
Theatre St.	25	6	14	3	2	0	80%	100%
<b>TOTAL</b>	<b>1557</b>	<b>706</b>	<b>448</b>	<b>242</b>	<b>112</b>	<b>36</b>	<b>74%</b>	<b>99%</b>

*A\* was introduced at A Level in 2010*

## APPENDIX 2

### PRE-A LEVEL READING

Anyone taking an A Level in a subject should be prepared to go beyond the course itself. Universities will certainly expect students to have read widely. The summer vacation before the Lower Sixth is a great opportunity to read. A comprehensive selection of books put together by the Heads of Departments can be found on the Cheltenham College website on the following link:-

[www.cheltenhamcollege.org/sixth-form-curriculum](http://www.cheltenhamcollege.org/sixth-form-curriculum)

(Click through: Academic - Curriculum overview - 6th Form). It is at the top of the three banner links.

This is updated on a regular basis.