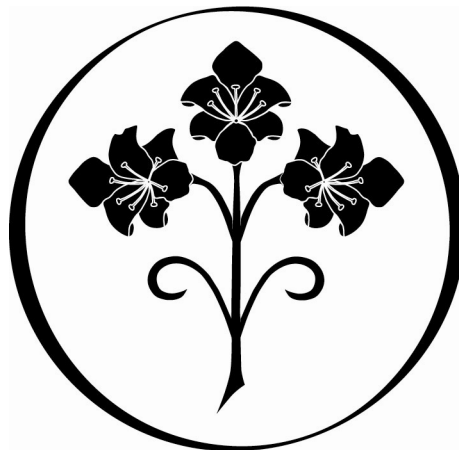


# Rye St Antony

O X F O R D



**Introduction to Sixth Form Courses**

**2009-2011**

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## INTRODUCTION

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All AS/A Level courses are modular, AS courses comprising either two or three modules, and A Level courses comprising four or six modules. An AS course may be either a one-year course, complete in itself, or the first half of a two-year A Level course, the second year of study being referred to as the A2 course. Modules can be assessed in the January and June of each year. Modules may be re-taken, as required.

In each subject the course content and the assessments are set by one of three awarding bodies:

Assessment and Qualifications Alliance (AQA)  
Edexcel  
Oxford, Cambridge and Royal Society of Arts (OCR)

Although it is possible to study up to five subjects in the first year of Sixth Form, the norm is four subjects, three of which will be continued in the second year of Sixth Form.

Subject choices need to be made in relation to your strengths and interests and in relation to your university plans. It is therefore important that your choices are careful and informed. By the time that you make your final decisions concerning your Sixth Form course you should have clear answers to the following questions:

- What is the content of the syllabus in each subject that I am proposing to study?
- What academic and personal skills does each of my subjects require?
- How will my work be assessed?
- Which university courses will I be eligible or ineligible for as a result of my Sixth Form choices?
- Which careers will be open or closed to me as a result of my Sixth Form choices?
- What AS and A Level grades am I aiming for?
- What difference will it make if I study just three instead of four AS subjects?
- What would be the consequences of studying five instead of four AS subjects?
- What difference will it make if I study just two instead of three A Level subjects?
- What would be the consequences of studying four instead of three A Level subjects?
- What has Sixth Form to offer in the way of a general education, in addition to AS/A Level work?

## **INTRODUCTION (continued)**

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- How much time will I have for learning a new musical instrument or fitting in sport, art or drama or working for my Duke of Edinburgh's Gold Award?
- How am I planning to organise my private study time?

Sixth Form is a time to specialise, concentrating on subjects which really interest you and which will lead to your future career. Subjects need to be combined carefully, and in deciding on your combination you should consult your current teachers, your future Sixth Form teachers and your careers advisers. You will find that each AS/A Level subject will occupy up to four and a half hours of teaching time a week and about five hours of independent study time a week. In addition you will be fitting in your work experience placements, your university preparations and your wider studies and interests.

You will find that teaching methods are different from those with which you are familiar. Classes will be smaller, and most lessons will be in the form of seminars. You will be expected to think independently and you should be prepared to question, challenge and argue. There will be opportunities for visits to conferences, exhibitions and study centres relevant to your courses, and you will be expected to make use of the internet, the school library and other libraries for both specialised and general study. Texts and/or textbooks will be provided on loan unless you wish to annotate these, in which case you will be required to purchase them.

As a member of the Sixth Form you will have the opportunity to take an increasing share in decisions which affect the whole school, and you will be able to take on responsibilities both in school and in the local community.

If you use your opportunities to the full you will find yourself working hard and often short of time, but you will have the satisfaction of seeing your achievements and realising that they reflect the initiative, independence and intellectual development which Sixth Form seeks to promote.

### **Provision of Sixth Form Subjects**

Subjects are offered according to demand. At any one time about twenty AS/A Level courses are available, the major subjects being chosen regularly, the choice of minority subjects varying from year to year. Subjects not included in this current booklet may be provided if there is sufficient demand. The School reserves the right to withdraw any subject for which there is insufficient demand.

A Jones

## **ART AND DESIGN**

**Edexcel FINE ART (AS 8FA01, A2 9FA01)**

**Edexcel TEXTILE DESIGN (AS 8TE01, A2 9TE01)**

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Art and Design may be studied either as Fine Art or as Textile Design:

### **Art and Design: Fine Art**

The course gives opportunity to work in one or more of the following areas:

- painting and drawing
- printmaking
- sculpture
- alternative media

### **Art and Design: Textile Design**

The course gives opportunity to work in one or more of the following areas:

- constructed textiles
- dyed textiles
- printed textiles
- fine art textiles
- fashion textiles

Members of the Art and Design team will advise about requirements, and see also the website [www.edexcel.com/gce2008/Pages/Overview.aspx](http://www.edexcel.com/gce2008/Pages/Overview.aspx)

## **AS Course**

### **Unit 1 Coursework** (60% total AS marks; 30% total A Level marks)

This unit gives the opportunity to develop ideas from primary and contextual sources, experimenting with media and processes, refining ideas and presenting outcomes. Examples of coursework themes are as follows:

- Neglect
- Surface Textures
- Identity
- Icons
- Concealed and Revealed

### **Unit 2 Externally Set Assignment** (40% total AS marks; 20% total A Level marks)

The externally set assignment represents the culmination of the AS course. The paper consists of one broad based thematic starting point. This unit comprises a preparatory period and an eight-hour examination.

## ART AND DESIGN (continued)

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### A2 Course

#### Unit 3 Coursework (30% total A Level marks)

This unit incorporates two linked elements, each with a separate final outcome: the Practical Work and the Personal Study. The investigation and development for both the Practical Work and the Personal Study will be shown through supporting studies. The Personal Study is 1000 – 3000 words based on themes and starting matter developed from personal starting points.

#### Unit 4 Externally Assessed Assignment (20% total A Level marks)

The externally set assignment represents the culmination of the A2 course. The paper consists of one broad based thematic starting point. This unit comprises a preparatory period and a twelve-hour examination.

#### How is it assessed?

Each unit of work is assessed within the one-year programme at regular intervals. The externally set assignment is also marked internally. At every stage there is opportunity to refine and improve coursework performance. The units of work are then assessed internally and an external moderator decides the overall grade.

#### Assessment Objectives

There are four assessment objectives to meet during each unit of work.

AO1	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	25%
AO2	Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as the work develops	25%
AO3	Record in visual and/or other forms ideas, observations and insights relevant to intentions, demonstrating an ability to reflect on work and progress	25%
AO4	Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, oral or other elements	25%

## **BIOLOGY**

### **AQA Specification A 2410 (AS 1411, A2 2411)**

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Students decide to study AS/A Level Biology for a wide variety of reasons: they may intend to read medicine, dentistry or veterinary science; they may plan to follow a largely arts-based course but wish to demonstrate scientific skills as well; they may simply enjoy the subject and wish to continue to study it in greater depth.

#### **Unit 1: Biology and Disease**

- how digestive and gas exchange systems may be affected by communicable and non-communicable diseases
- how knowledge of basic biology allows us to understand the symptoms of disease and interpret data relating to risk factors

##### Assessment

- written paper lasting 1 hour 15 minutes
- 33% total AS Level marks
- 16% total A2 Level marks
- Five to seven short answer questions plus two longer questions (a short comprehension and a short, structured essay)

#### **Unit 2: The Variety of Living Organisms**

- the influence of genetic and environmental factors on intra-specific variation
- how the variety of life is reflected in similarities and differences in its biochemical basis and cellular organisation
- how size and metabolic rate affect an organism's requirements and give rise to adaptations

##### Assessment

- written paper 1 hour 45 minutes
- 46% total AS Level marks
- 23% total A Level marks
- five to seven short answer questions plus two longer questions (one will emphasise data handling and include a section requiring continuous prose, the other will assess How Science Works)

#### **Unit 3: Practical and Investigative Skills (Coursework)**

- practical work in the contexts of Units 1 and 2
- assessment of skills on practical work as a whole
- assessment by AQA-set tasks

##### Assessment

- can-do tasks throughout the course
- investigative skills assignment (ISA): investigation; examination paper checking methods, fair tests, and validity of data.
- 20% total AS Level marks
- 10% total A Level marks

## BIOLOGY (continued)

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### Unit 4: Populations and Environment

- how living organisms form ecosystems through which energy is transferred and chemical elements cycled
- how human activity affects ecological balance in a variety of ways
- how genetic variation and isolation may lead to the formation of new species

#### Assessment

- written paper lasting 1 hour 30 minutes
- six to nine short answer questions plus two longer questions (one comprehension and one short, structured essay)
- 16% total A Level marks

### Unit 5: Control in Cells and in Organisms

- stimulus and responses- the biology of nervous and endocrine systems
- homeostasis and the maintenance of a constant internal environment
- genes and genetic expression

#### Assessment

- written paper lasting 2 hours 15 minutes
- eight to ten short answer questions plus two longer questions (a data-handling question and a synoptic essay, with a choice of one title out of two)
- 23% total A Level marks

### Unit 6: Practical and Investigative Skills

- can-do tasks throughout the course
- investigative skills assignment (ISA): investigation; examination paper checking methods, fair tests, and validity of data; further investigation to analyse and evaluate
- 10% total A Level marks

Students considering AS or A Level Biology should have gained at least grade B in both the GCSE Gateway and Additional Science. The ability to think logically is important, as is the ability to learn and assimilate a large amount of new vocabulary. A confidence in mathematical processes will be an advantage at A2.

There is a residential field course at the end of the August between Year 12 and Year 13. The course is a five-day course costing approximately £280. As there is no longer a compulsory individual investigation at A2, it would be possible to continue to A2 without attending the field course.

J Owens

## **BUSINESS STUDIES**

### **AQA 2130 (AS 1131, A2 2131)**

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Are you:

- actively interested in the business world around you?
- able to think logically and analytically?
- a regular reader of newspapers and periodicals?
- unafraid of statistics, charts and columns of figures?

If the answer to the above questions is 'yes' then Business Studies would be a good choice for you.

Business Studies is an integrated study of a range of disciplines based around the central matter of how and why business decisions are made in a changing external environment. Theoretical aspects of business are studied, but the subject is firmly based on practical problems faced in the real world.

The key areas of study are:

- marketing
- people
- operations management
- accounting and finance
- the external environment (economic, social, governmental, technological and international)
- business objectives and strategy

In the AS course the focus is initially on the challenges and issues of starting a business, including financial planning. Practical experience in running a business is given through the Young Enterprise scheme. The Unit 1 examination may be taken in January of the first year and will consist of short questions and extended responses based on a mini case study. The second module focuses on how small to medium sized established businesses might improve their efficiency. The Unit 2 examination is taken at the end of the first year and consists of multi-part data response questions.

In the second year the course focuses on larger businesses and how managers might measure the performance of the business. The Unit 3 examination consists of questions requiring extended answers based on an unseen case study drawing upon knowledge from AS units. The final module considers the effects that external factors can have on a business and how a business can plan for and manage change, including leadership styles and change in business culture. The examination for this module consists of two parts. The first section contains questions based upon a prior research task, and in the second section there is a choice of essays. This is a synoptic paper which draws together the whole course.

Business Studies is a useful subject for anyone thinking of a career in the business world. AS/A Level Business Studies can be usefully combined with most other AS/A Level subjects and it can form the foundation for the university study of Business Studies, Accounting, Marketing and Personnel Management.

## **CHEMISTRY**

### **Edexcel (AS 8CH 01, A2 9CH 01)**

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Chemistry is an important branch of science and leads to a wide variety of careers. It is essential for some university courses such as medicine, dentistry and veterinary science. It provides invaluable support for Biology and is useful in some areas of Geography.

The course aims to foster imaginative and critical thinking and incorporates a wide variety of topics. There are three units in each of the AS and A2 specifications.

#### **AS Course**

##### **Unit 1 The Core Principles of Chemistry**

- basic chemical skills: equation writing and the calculation of chemical quantities
- energetics, atomic structure, chemical bonding
- an introduction to organic chemistry

Examination: 1 hour 15 minutes (40% total AS marks; 20% total A Level marks)

##### **Unit 2 Application of the Core principles of Chemistry**

- intermolecular forces, the periodic table, oxidation and reduction
- rate, direction and extent of chemical reactions
- alcohols and halogenoalkanes
- mechanisms of reactions
- some aspects of green chemistry and climate change

Examination: 1 hour 15 minutes (40% total AS marks; 20% total A Level marks)

##### **Unit 3 Chemistry Laboratory Skills I**

Practical assessments: four separate activities to test laboratory skills.

Teacher assessment (20% total AS marks; 10% total A Level marks)

## **CHEMISTRY (continued)**

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### **A2 Course**

#### **Unit 4 The General Principles of Chemistry I**

- chemical kinetics
- how entropy and equilibria enable the quantitative prediction of direction and extent of chemical reactions
- organic chemistry

Examination: 1 hour 40 minutes (20% total A Level marks)

#### **Unit 5 The General Principles of Chemistry II**

- redox potentials
- organic chemistry: arenes, amides, amino acids and proteins

Examination: 1 hour 40 minutes (20% total A Level marks)

#### **Unit 6 Chemistry Laboratory Skills II**

- practical assessments: four activities testing laboratory skills

Teacher assessment (10% total A Level marks)

A Vesty

## CLASSICAL CIVILISATION OCR (AS HO41, A2 H441)

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Classical Civilisation is the study of the cultural and intellectual achievements of the Greek and Roman civilisations, in the context of the societies which gave rise to them. The works of Greek and Roman writers are read, in translation, and comparison is made between the values of the ancient world and those of our own society. At A2 level there is also the opportunity to study the art and architecture of the ancient Greek world.

No previous knowledge is needed. The most important requirements are an enjoyment of reading and the discussion of literature, and an interest in discovering more about other societies and historical periods. Classical Civilisation is widely respected by universities and it combines well with subjects such as English, Theatre Studies, History and Art.

### AS Course

Two modules will be studied:

**Homer's *Odyssey* and Society:** The *Odyssey*, one of the earliest works of world literature, is the story of Odysseus' adventures on his way home from the Trojan Wars. While the principal focus of this unit is literature, it is also concerned with history and archaeology.

**Greek Tragedy in its Context:** The plays of Aeschylus, Sophocles and Euripides are the first examples of drama in the Western world. Their timeless appeal means that these plays are often performed in the modern theatre. These plays are studied both as literature and also as documents which give us an insight into the values and philosophy of the Ancient Greeks.

### A2 Course

Two of the following modules will be studied:

**Art and Architecture in the Greek World:** This unit encompasses the study of sculpture, vase painting and temple architecture in Ancient Greece.

**Comic Drama in the Ancient World:** This unit encompasses the works of the Greek comedians Aristophanes and Menander, and the Roman comedian Plautus.

**The Epic and the Age of Augustus:** This unit gives scope for further study of epic by looking at Homer's *Iliad* and comparing it with the masterpiece of Roman epic, Virgil's *Aeneid*. Roman society and history will also be studied to put the *Aeneid* in context.

### Assessment

All assessment is by examination – there is no coursework element.

Each examination requires a context question (short-answer questions about a particular extract) and an essay. There will always be a choice of questions.

L Howard

## **DRAMA AND THEATRE STUDIES**

### **Edexcel (AS 8DR01, A2 9DR01)**

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You need to be curious about issues and ideas and have a creative instinct for communicating your views through drama. You may be keen on acting, writing or on the visual and technical side of theatre and wish to develop your skills in some or all of these areas. Equally you will be interested in going to the theatre to see plays performed by different theatre companies.

The course demands practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, either in a performing or production role. You will also be required to write about drama and to develop your power of critical analysis. The course will involve taking part in drama productions, as well as studying plays and playwrights.

It is useful but not essential to have studied GCSE Drama. It is important that you are interested in gaining a greater understanding of how theatre and plays work, and that you are keen to be involved with performances.

#### **AS Course**

##### **Unit 1 - Exploration of Drama and Theatre**

This internally assessed unit requires the exploration of two contrasting play texts in a practical way. A set of exploration notes based on individual research and response to the practical work to a maximum of 3,000 words must be submitted.

You are also required to experience a live theatre performance and submit an evaluation.

##### **Unit 2 - Theatre Text in Performance**

This externally assessed unit contains two elements. It requires you to contribute to a performance of a professionally published play and in addition you must offer either a monologue or a duologue from a different play.

This unit will be assessed under examination conditions by a visiting examiner in the Spring.

#### **A2 Course**

##### **Unit 3 – Exploration of Dramatic Performance**

This internally assessed unit requires you to create an original piece of theatre. Your starting point may be stimulus material, a chosen theme, or a published play. You will be assessed on the research and development of your work as well as the final performance in front of an audience. You will also submit a written evaluation of the process.

This unit will be internally assessed and externally moderated.

## **DRAMA AND THEATRE STUDIES (continued)**

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### **Unit 4 - Theatre Text in Context**

This externally assessed unit takes the form of a two and a half hour written paper. There are 3 sections – Section A and B focus on one play studied from the point of view of a Director, which will have been studied in both an academic and practical way. In Section C a selection of a play must be made from a choice of three historic periods of theatre history. A live performance of this play must be seen and then contrasted with the original staging of the play.

This unit will be externally set and assessed.

A Evans

## **ECONOMICS**

### **OCR (AS H061, A2 H461)**

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The study of Economics involves the analysis of how decisions are made in a market economy and the examination of the strengths and weaknesses of such an economy and the role of government in relation to it. The course helps the development of an understanding of economic concepts and theories and the ability to apply them to world problems, appreciating both their value and their limitations.

The syllabus is divided into four modules, two of which are compulsory modules leading to the AS qualification. The main topics covered in these modules are:

- how competitive markets work and can be efficient
- the objectives and behaviour of firms
- how markets can fail
- government objectives relating to unemployment, economic growth, inflation and balance of payments
- fiscal, monetary and supply-side policies

Assessment for each of the two AS modules is made by written examination and in each case comprises a series of questions based on a short case study.

In the second year one module is selected from:

- Transport Economics
- Economics of Work and Leisure

Assessment for each of these two modules is made by written examination (2 hours) comprising a compulsory data response question and a choice of essay questions.

The second A2 module is a compulsory one and requires the application of a knowledge of economics to the global economy. This module is examined in a two-hour paper, by extended questions based on a pre-issued case study.

There is no coursework requirement for this subject.

Economics is an absorbing subject and combines well with a wide range of other AS/A Level subjects. At university it can be studied as a single degree or combined with other subjects such as Politics or Philosophy. Students should have GCSE grade C or above in Mathematics and English, and they must be prepared to handle graphs, formulae and tables of figures. They must also enjoy reading newspapers and magazines to keep abreast of economic and political developments.

S Campbell

## ENGLISH LANGUAGE AND LITERATURE OCR (AS H073, A2 H473)

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### AS Course

The two modules comprise 50% of the full A Level:

**Speaking Voices** (30%) an externally-assessed two-hour written paper; closed text.

Students study the representation of individual voices in texts ranging from prose fiction to natural speech transcripts. They will focus on the significance of form, structure and language in creating meaning, developing an appreciation of the effects of narrative voice and tone. This unit will include two substantial texts and a range of short non-fiction texts to compare and contrast.

Examples of texts include Mark Haddon, *Curious Incident of the Dog in the Night Time* and F Scott Fitzgerald, *The Great Gatsby*.

**Changing Texts** (20%) internally-assessed coursework; two tasks; max. 3000 words.

Students will explore the ways that literary texts are constantly being reinvented and reinterpreted for different audiences and purposes. They will study a range of factors – linguistic, literary, presentational, cultural – that can influence meanings and effects. Central to this unit is the idea of multi-modal texts that combine different modes of communication, (speech, writing, sound, image), to create meaning.

The students study a substantial written text from any literary genre, for example *Romeo and Juliet*, which must have given rise to a related multi-modal text, for example Baz Luhrmann's film of the same title. They will then explore media and their creativity independently by producing a written analytical study exploring multi-modal transformation as well as their own multi-modal text, for example, a graphic novel of a scene from *Romeo and Juliet*, complete with commentary and evaluation.

### A2 Course

The two modules comprise 50% of the full A Level:

**Dramatic Voices** (30%) externally-assessed two-hour written paper; closed text.

This unit explores the changing representations of power relationships through the genre of drama, as well as related issues of context and critical judgement. The students will explore how form, structure and language are significant in creating meaning in a pair of texts that are linked by theme, approach or setting.

Examples of texts include Shakespeare, *Hamlet* with Tom Stoppard, *Rosencrantz and Guildenstern are Dead*.

**Connections Across Texts** (20%) internally-assessed coursework; two tasks; max. 3000 words.

Students will study one substantial written text that is from any genre and whilst influential, outside the literary canon. They will investigate notions of value, status and classification and investigate ways in which orthodoxies and attitudes develop through comparison with a range of spoken and non-literary texts. This will culminate in a creative piece that arises from the study with a substantial commentary and evaluation.

## ENGLISH LITERATURE

### Edexcel (AS 8ET01, A2 9ET01)

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#### AS Course

The two modules comprise 50% the full A Level:

- **Unit 1: Explorations in Poetry and Prose (30%)**

Content summary:

Prose and poetry, including texts from 1800 to 1945

One prescribed selection of poetry

One prescribed core literary heritage novel (e.g. *Jane Eyre*) and one further novel or novella (e.g. *Wide Sargasso Sea*)

Assessment:

External examination: 2 hours 15 minutes

Clean copies of the prescribed texts must be used in the examination

Section A: unseen poetry or prose, short answer response

Section B: Poetry essay response

Section C: Prose essay response

- **Unit 2: Explorations in Drama (20%)**

Content summary:

Shakespeare and drama, including plays from 1300 to 1800

Free choice of Shakespeare and other texts (e.g. *King Lear* and *The White Devil*)

Assessment:

Coursework 2000-2500 words maximum

Two responses: explorative study and creative critical response to a performance

Teacher assessed, internally standardised, externally moderated

#### A2 Course

The two modules comprise 50% the full A Level mark:

- **Unit 3: Interpretations of Prose and Poetry (30%)**

Content summary:

Prose and poetry, including texts published after 1990

Three prescribed texts from a choice of six, including at least one published after 1990 and both prose and poetry (e.g. Pat Barker, *The Ghost Road*; Michael Frayn, *Spies*; *101 Poems Against War*)

Assessment:

External examination 2 hours 45 minutes

Clean copies of the prescribed texts must be used in the examination

Section A: Unprepared prose or poetry

Section B: Analytical essay

## ENGLISH LITERATURE (continued)

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- **Unit 4: Reflections in Literary Studies (20%)**

Content summary: Prose, poetry or drama for independent study

Free choice of texts

Assessment:

Coursework 2000-2500 words maximum

Either one extended study or two shorter studies or a creative response (e.g. text transformation) with a commentary

Teacher assessed, internally standardised, externally moderated

Pupils following the AS/A Level English Literature study and respond to literary texts. The course provides a stimulating programme of literature of different periods and genres. It offers opportunities for reading, research, discussion, debate, presentations and participation in lectures, study days and attendance at theatrical performances. English students go on to study English, Drama, Media and related subjects at university. English can be a useful foundation for careers in publishing, theatre, television, advertising, teaching, research, law, business and medicine.

E Roberts

## **FRENCH**

### **AQA 2650 (AS 1651, A2 2651)**

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Competence in at least one modern language is valuable in its own right and in relation to work in leisure and tourism, commerce, banking, international trade and diplomatic relations. French is important within the European Union, and it is often the first foreign language preferred by employers.

The AS course will be a progression from GCSE and should be accessible to all students with a high GCSE grade, a B or above.

During the AS/A Level course you will study each of the subject topics in detail, and you will be expected to learn factual information about these topics in relation to France.

### **AS Course**

**Unit 1: Listening, Reading and Writing** (2 hours, 35% A Level)

**Unit 2: Speaking** (35 minutes, 15% A Level)

### **AS Subject Topics**

#### **Media**

##### **Television**

- TV viewing habits
- Benefits and dangers of watching TV

##### **Advertising**

- purposes of advertising
- blurbs on advertising, eg tobacco, alcohol

##### **Communication Technology**

- benefits and dangers of mobile phones, MP3 players, etc
- internet – its current and potential usage

#### **Popular Culture**

##### **Cinema**

- types of film, changing trends
- the place of cinema in popular culture

## **FRENCH (continued)**

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### **Music**

- types of music, changing trends
- how music defines personal identity

### **Fashion/Trends**

- how we can alter our image
- the cult of the celebrity

## **Healthy Living/Lifestyle**

### **Sport/Exercise**

- traditional sport versus “fun” sports
- links between physical exercise and health

### **Health and Wellbeing**

- alcohol, tobacco, other drugs
- risks to health through accidents

### **Holidays**

- types of holiday and holiday activities
- purposes and benefits of holidays

## **Family/Relationships**

### **Relationships Within the Family**

- role of parents and importance of good parenting
- changing models of family and parenting

### **Friendships**

- characteristics and roles of friends
- friendship versus love

### **Marriage/Partnerships**

- changing attitudes towards marriage and cohabitation
- separation and divorce

All these topics will be covered during the course. Pupils will need a solid grammatical understanding upon which to build at AS Level. For the Unit 1 examination paper pupils are expected to respond to one essay question from a choice of three and write factually and informatively without dictionaries for approximately 45 minutes.

## **FRENCH (continued)**

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### **A2 Course**

The A2 course is more challenging, but also more rewarding.

**Unit 3 Assessment: Listening, Reading and Writing** (2½ hours, 35% A Level)

**Unit 4 Assessment: Speaking** (35 minutes, 15% A Level)

#### **Environment**

- pollution
- energy
- protecting the planet

#### **The Multicultural Society**

- immigration
- integration
- racism

#### **Contemporary Social Issues**

- wealth and poverty
- law and order
- impact of scientific and technological progress

Each of these three topic areas will be covered in detail during the course and two further topics from the following cultural topics will be studied:

- study of a French speaking region/community
- study of a period of 20<sup>th</sup> century French history
- study of a Francophone novelist, dramatist or poet
- study of a Francophone director, architect, musician or painter

For the Unit 3 examination paper pupils are expected to respond to one essay question from a choice of eight on one of the above cultural topics. Essays will need to be factual and analytical and must demonstrate both a detailed understanding of the topic and grammatical expertise.

Both the AS and A2 courses demand a mature attitude, an informed interest in current affairs and an aptitude for independent research as well as a willingness to do some rote learning! Students must also be prepared to listen regularly to French radio, read French newspapers and magazines in their own time and research the internet.

J Croft

## **GEOGRAPHY**

### **AQA 2030 (AS 1031, A2 2031)**

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Geography is all around you every day in the newspapers, on the television news, on your journey to school, even on holiday! Thinking clearly and logically, reasoning out patterns and distributions and interpreting a variety of data sources, for example, texts, diagrams, maps, graphs and statistics, are all important skills for a geographer. The AQA specification combines sound traditional geographical themes with a study of pressing contemporary issues. It lays a sound foundation of useful skills for university geography, related environmental courses and far more generalised business management disciplines.

#### **AS Unit 1: Physical and Human Geography**

- Core physical topic: Rivers, Floods and Management
- Core human topic: Population Change
- At least one topic from:
  - Cold Environments
  - Coastal Environments
  - Desert Environments
  - Food Supply Issues
  - Health Issues
  - Energy Issues

Examination: 2 hours of structured short and extended questions (70% total AS marks).

#### **AS Unit 2: Geographical skills**

- A geographical skills paper based on the content of Unit 1.
- Examination: 1 hour of structured questions accounting for 30% total AS marks.

Fieldwork is compulsory and is undertaken on a short residential course in February of Year 12. There is no coursework requirement.

#### **A2 Unit 3: Contemporary Geographical Issues**

Three topics: At least one from the physical options and one from the human options:

- Plate Tectonics
- Weather and Climate
- Ecosystems
- World Cities
- Development and Globalisation
- Contemporary Conflicts and Challenges

Examination: 2½ hours of structured questions and an essay.

#### **A2 Unit 4: Fieldwork**

Examination: 1½ hours of short and extended structured questions based on fieldwork.

A Newsome

## **HISTORY A**

### **OCR (AS H106, A2 H506)**

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"Wise men say, and not without reason, that whosoever wished to foresee the future might consult the past." (Nicolo Machiavelli, *The Prince*)

History offers the opportunity to develop expertise in a variety of skills and to acquire and demonstrate knowledge and understanding of:

- significant events, individuals and issues
- a range of historical perspectives
- the diversity of society
- the history of more than one country or state
- a substantial element of English history

Candidates develop expertise in historical skills and acquire knowledge and understanding through studying a wide range of topics in British, European, American and World History.

#### **AS Course**

- F963 British Enquires: England and a New Century 1900-1924
- F962 European and World History Studies: Democracy and Dictatorship: Italy 1896-1943

#### **A2 Course**

- F966 Theme: Civil Rights in the USA 1865-1992  
This theme focuses on the struggle of citizens in the United States to gain equality before the law without regard to ethnic origin, gender or wealth. Candidates should understand the factors which encouraged and discouraged change during this period.

#### **Coursework F965**

1. Interpretations: One piece of work up to 2,000 words long, based on the examination of a number of historians' interpretations in the context of the pupil's knowledge of the area of debate. Interpretations tasks are set by OCR on the topics listed on the Cold War 1941-56
2. Investigations: One piece of work up to 2,000 words long, comprising a personal investigation based on a problem or issue about which there are various views.

M Conway

## **HOME ECONOMICS (FOOD, NUTRITION AND HEALTH) OCR (AS H111, A2 H511)**

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It is helpful to have studied a GCSE Home Economics, Food and Nutrition course, but the AS/A Level course can also be studied by those who are new to the subject.

### **AS Course**

AS can be taken as a stand-alone course or as the first part of the full A Level course.

The AS award comprises two compulsory assessment units.

### **Society and Health G001 and Resource Management G002**

The **Society and Health** unit explores Demography, Family and Society, Key Issues for Society, Environmental Issues and Social Issues. It is assessed by a 1½ hour paper worth 50% total AS marks.

**Resource Management** involves investigating Resources, Food Provision, Selection and Purchase of Food and Household Goods, Food Preparation and Cooking Equipment and Food Safety and Hygiene. This too is assessed by a 1½ hour paper worth 50% total AS marks.

### **A2 Course**

The Advanced course has a common unit of work titled **Nutrition and Food Production G004** and an **Investigative Study G003**

The Nutrition and Food Production Unit explores Nutrition, Nutrients and Energy, Groups with Nutritional and Dietary Needs, Properties of Food, Design Development and Production of Food and lastly the Developments in the food industry. It is assessed by a 1½ hour paper worth 25% total A Level marks.

This unit (25% total A Level marks) is the Independent Investigative Study. It is selected by the student in an area of interest related to the course content and is up to 3000 words.

D Bates-Brownsword

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY OCR (AS H117, A2 H517)**

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### **Why study ICT?**

The world is increasingly dominated by the use of ICT. In many ways, our daily lives rely on ICT on a practical level. Skilled ICT users are in great demand world wide and many of the systems techniques learnt at A Level are transferable to work situations which pupils may face one day.

### **What will I learn on this course?**

The course will introduce pupils to the fundamentals of ICT. We shall look at the principles of problem solving using ICT as well as the range of ICT applications and the effects of their use. Students will learn to apply this knowledge and understanding when developing solutions to problems in ICT.

### **How is it assessed?**

To study for an AS in ICT you will take two modules in the first year. These include one examined theory module and one coursework module. The coursework module is worth 40% the available marks for the AS level and 20% the entire A Level.

The full A Level comprises the two AS modules plus two further A Level modules in the second year. These consist of one examined theory module and an ICT project module which is worth 20% the overall A Level grade.

### **What is covered in each unit?**

#### **AS Course**

#### **G061 – Information, Systems and Applications**

The main areas covered in this unit are:

- data, information, knowledge and processing
- software and hardware components of an information system
- characteristics of standard applications software and application areas
- spreadsheet concepts
- database concepts
- applications software used for presentation and communication of data
- the role and impact of ICT including legal and moral issues

This module is assessed through an external examination of two hours which is worth 60% the AS and 30% the A Level.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY (continued)**

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### **G062 – Structured ICT Tasks**

This module will prepare you for the ICT project at A2. Tasks will require the use of an ICT system in their solution, based on the use of an appropriate applications package.

The following skills are developed:

- design
- software development
- testing
- implementation

Each task tests at least two of the four skills.

### **A2 Units**

#### **G063 – ICT systems, Applications and Implications**

The main areas covered in this unit are:

- systems life cycle
- designing computer based information systems
- networks and communication
- applications of ICT
- implementing computer based information systems
- implications of ICT

This module is assessed through an external examination of two hours which is worth 30% the entire A Level grade.

#### **G064 – ICT project**

This module allows students to develop their knowledge and understanding of ICT in a particular context. Students will choose a well-defined problem for a third party user and develop an ICT based solution to deal with the problem. This will integrate their acquired skills of analysis, design and knowledge of user interfaces and interactive systems. The project is a substantial piece of work which is developed over two terms.

B Sharland

## **LATIN**

### **OCR (AS H039, A2 H439)**

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The study of AS / A2 Latin offers the opportunity to develop a high level of competence in the language, to study the literature in greater depth, and to gain a fuller understanding of the society which produced it.

As a foundation for the AS course students should have achieved GCSE Latin at grade B or above.

Latin is highly respected by all universities as an indication of academic ability and logical thought. It offers a valuable intellectual training for a wide range of university subjects and will be particularly useful for students wishing to study Modern Languages, English, History or Classics.

#### **AS Course**

Two modules will be studied:

##### **Latin Language**

Students will build on the grammar and vocabulary learnt at GCSE and practise reading a wide range of authors. The language is tested by a passage of unseen translation from Latin into English. There is optional English into Latin translation in this paper.

##### **Latin Verse and Prose Literature**

Students will prepare approximately 250 lines of a verse set text (such as Virgil or Ovid) and 250 lines of a prose set text (such as Cicero or Pliny). They will study the literature in its social and historical context, study the authors' literary technique in depth, and are encouraged to produce personal responses to the literature.

#### **A2 Course**

Two modules will be studied:

##### **Latin Verse**

Students will study approximately 250 lines of a verse set text for literary comment. They will also be required to translate unseen passages of Latin verse.

##### **Latin Prose**

Students will study approximately 250 lines of a prose set text for literary comment. They will also be required to translate and comment on unseen passages of Latin prose. There is optional English into Latin translation in this paper.

L Howard

## **MATHEMATICS**

### **OCR (AS 3890, A2 7890)**

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**Modules:** There are three modules for AS (C1, C2 and S1 or M1 or D1) and three modules for A Level (C3, C4 and S2 or M2 or D2).

**Examination time:** 1 hour 30 minutes for each module (each module represents 16.66% total assessment).

In order to undertake the AS/A Level course, students should previously have taken the GCSE Mathematics Higher Tier and have achieved at least GCSE grade B.

The core modules are:

#### **Pure Mathematics (modules C1, C2, C3, C4)**

- algebra
- trigonometry
- geometry
- calculus

There is scope to study in the following areas:

#### **Statistics (modules S1, S2)**

- probability theory
- statistical averages
- sampling
- correlation
- testing hypotheses

#### **Mechanics (modules M1, M2)**

- forces
- equilibrium
- speed, distance, time
- momentum
- energy, work, power

#### **Decision Mathematics (modules D1, D2)**

- algorithms
- linear programming
- flows
- game theory
- networks

It is expected that students will complete three AS units by the end of the first year of Sixth Form to achieve an AS qualification and three more units by the end of the second year of Sixth Form in order to achieve an A Level qualification. There is no coursework.

M Evans

## **FURTHER MATHEMATICS OCR (AS 3892, A2 7892)**

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**Modules:** There are three modules for AS (FP1, and D1 or S1 or M1) and three modules for A Level (FP2 and/or FP3 and S2 or M2 or D2).

**Examination time:** 1 hour 30 minutes for each module (each module represents 16.66% total assessment).

In order to undertake the AS/A Level course, students should previously have taken the GCSE Mathematics Higher Tier and have achieved at least GCSE grade A, and be studying AS/A level mathematics.

The core modules are:

### **Further Pure Mathematics (modules C1, C2, C3, C4)**

- algebra
- trigonometry
- geometry
- calculus

There is scope to study in the following areas:

### **Statistics (modules S1, S2)**

- probability theory
- statistical averages
- sampling
- correlation
- testing hypotheses

### **Mechanics (modules M1, M2)**

- forces
- equilibrium
- speed, distance, time
- momentum
- energy, work, power

### **Decision Mathematics (modules D1, D2)**

- algorithms
- linear programming
- flows
- game theory
- networks

It is expected that students will complete three AS units by the end of the first year of Sixth Form to achieve an AS qualification and three more units by the end of the second year of Sixth Form in order to achieve an A Level qualification. There is no coursework.

## **MUSIC**

### **OCR (AS H142, A2 H542)**

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There are three main areas of study in both the AS course and the A2 course: Performing, Composing and Historical Study. Both courses would suit a successful GCSE student and would be ideal for a practical musician who would like to add depth and understanding to her instrumental studies.

#### **AS Music (Areas of Study: Tonality, The Expressive use of Instrumental Techniques)**

Students will be assessed during the first year of Sixth Form as follows:

##### **Performing**

Students will be required to prepare a solo recital of between 5 and 8 minutes in length on their first instrument and perform either on a second instrument or in an ensemble. There is also a short discussion with the examiner on issues of performance practice.

##### **Composing**

The Composing unit is assessed by coursework. A folio of six harmony exercises is submitted along with one original composition written for between four and ten instruments, without voice. This is accompanied by a full commentary which explores the candidate's influences and methods of composing.

##### **Listening and Historical Study**

This unit involves the study of three classical and three jazz set works and is assessed by examination at the end of the course. In addition to the questions on the set works there is an aural exercise based on an unseen extract from a classical piece.

#### **A2 Music (Areas of Study: Tonality, Interpretation)**

Students who wish to continue with the subject will be assessed during the second year of Sixth Form as follows:

##### **Performing**

Students will be required to prepare a recital of between 12 and 15 minutes in length which can take the form of solo, ensemble or accompaniment. There is also a short discussion with the examiner, comparing different interpretations of music relevant to the recital.

##### **Composing**

Candidates prepare, throughout the course, a set of eight harmony exercises (one of which must be completed under centre supervision) and a free composition based on their own brief.

##### **Listening, Historical and Analytical Studies**

This unit includes the study of a set topic and aural analysis of a range of vocal music 1900-1945. There is a listening and essay based examination at the end of the course.

P Tebbs

## **PHYSICS**

### **AQA 2450 (AS 1451, A2 2451)**

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#### **AQA Physics A**

Physics is a highly stimulating subject: it gives us a way of looking at the universe and the laws which appear to govern it. It also fosters critical and analytical thinking, skills which are highly valued in the modern world.

There are three units in each of the AS and A2 specifications.

#### **AS Course**

##### **Unit 1: Particles, Quantum Phenomena and Electricity**

Written examination: 1 hour 15 minutes (40% total AS marks, 20% total A Level marks)

##### **Unit 2: Mechanics, Materials and Waves**

Written examination: 1 hour 15 minutes (40% total AS marks, 20% total A Level marks)

##### **Unit 3: Investigative and Practical Skills in AS Physics**

Teacher assessment (20% total AS marks, 10% total A Level marks)

#### **A2 Course**

##### **Unit 4 Fields and Further Mechanics**

Written examination: 1 hour 45 minutes (20% total A Level marks)

##### **Unit 5**

This is in two parts:

###### **Nuclear and Thermal Physics**

Then **one** of the following options

Astrophysics

Medical Physics

Applied Physics

Turning Points in Physics (important discoveries in the history of physics)

Written examination: 1 hour and 45 minutes (20% total A Level marks)

##### **Unit 6 Investigative and Practical Skills in A2 Physics**

Teacher assessment (10% total A Level marks)

## **PSYCHOLOGY**

### **AQA B 2185 (AS 1186, A2 2186)**

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This specification is designed to encourage candidates to:

- develop a sound understanding of the various methods and approaches in psychology
- achieve an in-depth knowledge of the core topics within the specification
- demonstrate the ability to utilise scientific methodology in the context of psychology
- select relevant material and construct and communicate arguments clearly and coherently using appropriate psychological vocabulary.

### **AS Course**

At AS students will develop a broad knowledge and understanding of the core topics of modern psychology; social, cognitive, developmental, biological and individual differences. The topic areas have been chosen because of their accessibility and popularity in previous specifications.

The AS specification has 2 units:

#### **Unit 1: Introducing Psychology**

##### Topic List

- key approaches in psychology, biopsychology, physiological psychology, the genetic basis of behaviour
- gender development, concepts and explaining gender development
- research methods, planning research, experimental and non-experimental methods, representing data and descriptive statistics, ethics

##### Assessment

Written Paper: 1 hour 30 minutes

Weighting: 50% total AS marks; 25% total A Level marks

#### **Unit 2: Social Psychology, Cognitive Psychology and Individual Differences**

##### Topic List

- social influence or social cognition
- cognitive psychology: remembering and forgetting or perceptual processes
- individual differences: anxiety disorders or autism

##### Assessment

Written Paper: 1 hour 30 minutes

Weighting: 50% total AS marks; 25% total A Level marks

## PSYCHOLOGY (continued)

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### A2 Course

At A2, the specification includes child development options and offers candidates various applied psychology options. Debates within psychology, presented at this stage in the specification, provide the opportunity for extension work and higher-level discussion.

The A2 specification has 2 units:

### Unit 3: Child Development and Applied Options

#### Topic List

- child social development
- cognitive development
- moral development
- cognition and law
- mood disorders and schizophrenia
- stress and stress management
- substance abuse, treatment and prevention
- forensic psychology

#### Assessment

Written Paper: 2 hours

Weighting: 50% total A2 marks; 25% total A Level marks

### Unit 4: Approaches, Debates and Methods in Psychology

#### Topic List

- biological approach, behaviourism, social learning theory, cognitive, psychodynamic and humanistic approaches
- comparison of approaches
- debates in psychology
- methods in psychology, inferential statistics, issues in research

#### Assessment

Written Paper: 2 hours

Weighting: 50% total A2 marks; 25% total A Level marks

## **RELIGIOUS STUDIES**

### **AQA 2060 (AS 1061, A2 2061)**

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Assessment 100% examination

The specification offers an academic approach to the study of religion and is accessible to students of any religious persuasion or none.

The specification encourages students to:

- develop their interest in, and enthusiasm for, a rigorous study of religion and its relation to the wider world
- treat the subject as an academic discipline by developing knowledge, understanding and skills appropriate to a specialist study of religion
- adopt an enquiring, critical and reflective approach to the study of religion
- reflect on and develop their own values, opinions and attitudes in the light of their learning.

### **AS Course**

Students select two of the following units:

#### **Unit C: Philosophy of Religion**

- The Cosmological Argument
- Religious Experience
- Psychology of Religion
- Atheism and Postmodernism

#### **Unit D: Religion Philosophy and Science**

- Miracles
- Creation
- The Design Argument
- Quantum Mechanics and a Religious World View

#### **Unit E: Religion, Art and the Media**

- The Nature and Purpose of Religious Art
- Religious Art and Popular Culture
- Cyber Religion and TV Religion

#### **Unit K: World Religions**

- either **Christianity**
- Some Beliefs about God: Trinity and Salvation
  - Christian Scriptures: Nature and Purpose
  - Aspects of Christian worship
  - A Christian Way of Life: Initiation, Marriage and Death

## RELIGIOUS STUDIES (continued)

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or **Judaism**

- God and his People
- Scripture
- Aspects of Worship and Festivals: Shabbat, Yom Kippur and Pesach
- Styles of Judaism: Orthodox and Reform Beliefs and Practices

or **Islam – The Way of Submission**

- The Qur'an
- The Five Pillars
- The Doctrine of God
- Key Beliefs

### A2 Course

One unit is selected from Band 3 (Unit 3B: Philosophy of Religion or Unit 3C: Religion and Art) and one unit from Band 4 (Unit 4A: Life, Death and Beyond or Unit 4B: Religion and the Visual Arts) to complete their A Level study.

#### Unit 3B: Philosophy of Religion

- Ontological Argument and the Relationship Between Reason and Faith
- Religious Language
- Body, Soul and Personal Identity
- The Problem of Evil

#### Unit 3C: Religion and Art

- Iconography in the Orthodox Church
- Protestant Art of the Reformation
- Catholic Art of the Counter-Reformation
- Pre-Raphaelite Religious Art

#### Unit 4A: Life, Death and Beyond

- religious and secular perspectives on the nature and value of human life eschatological and apocalyptic religious and secular teaching
- religious and secular ideas about the importance of life and life after death
- beliefs about death and beyond, both religious and non religious

#### Unit 4B: Religion and the Visual Arts

- The role and importance of the visual arts within one or more religions
- The presentation of religious figures
- Examples from religious art of approaches taken by particular religions towards the portrayal of divine being(s), demons, evil, judgement, heaven and hell
- The purpose, symbolism and religious significance for a specific religion or religion in general of the works of two particular artists

P Evans

## **SPANISH**

### **AQA 2695 (AS 1696, A2 2696)**

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#### **AS/A2 Spanish**

This new specification has been designed significantly to reduce the number of topics to be studied, allowing students to study topics in greater depth. Within each topic there will be a wide choice of themes so that the course can be tailored to meet students' interests while giving them the opportunity to consider issues of importance in contemporary Spanish society.

This new specification is designed to encourage students to develop the knowledge and skills in GCSE work and therefore use Spanish in a wide range of contexts. Students will also gain a useful insight into another culture and reflect on various aspects of contemporary society.

#### **AS Course**

The following topics will be included:

- **Media**  
Television, Advertising and Communication Technology
- **Popular Culture**  
Cinema, Music and Fashion/Trends
- **Healthy Living/Lifestyle**  
Exercise, Health and Wellbeing and Holidays
- **Family/Relationships**  
Relationships within the Family, Friendships and Marriage/Partnerships

Two units of work are assessed:

**Unit 1: Listening, Reading and Writing** 2 hours (70% total AS marks, 35% total A Level marks)

Assessment presents a range of questions based on approximately five minutes of heard material and a selection of written stimulus texts. Assessment also includes a written response based on one of the AS topics listed above.

**Unit 2: Speaking Test** 35 minutes, including 20 minutes preparation time, (30% total AS marks, 15% total A Level marks)

Assessment requires discussion of a target-language stimulus card based on one of the AS topics and a conversation covering three further AS topics.

## SPANISH (continued)

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### A2 Course

The following topics will be included:

- **Environment**  
Pollution, Energy and Protecting the Planet
- **The Multi-Cultural Society**  
Immigration, Integration and Racism
- **Contemporary Social Issues**  
Wealth and Poverty, Law and Order and the Impact of Scientific and Technological Progress
- **Cultural Topic**  
The Cultural Topic involves the study of a target language speaking region/community or the study of a period of 20th century history from a target language-speaking country/community or the study of a novelist/dramatist/poet from a target language-speaking country/community or the study of a director/architect/musician/painter from a target language-speaking country/ community.

Two units of work are assessed.

### **Unit 3: Listening, Reading and Writing** 2.5 hours (35% total A Level marks)

Assessment presents a range of questions based on approximately six minutes of heard material and a selection of written texts. Assessment also includes a written response based on one of the four A2 cultural topic areas.

### **Unit 4: Speaking Test** 35 minutes, including 20 minutes preparation time (15% total A Level marks)

Assessment requires presentation of a point of view based on a target-language stimulus card from one of the A2 topic areas and a conversation covering three further A2 topics.

M Birtill

## GENERAL COURSES

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### General Studies Programme

The General Studies programme incorporates components on university and careers preparation, life skills, and critical thinking. Critical thinking and careers advice form an important part of this course during Year 12. Guidance and advice on higher education and UCAS applications is given from the second term of Year 12 in preparation for applications to be submitted during the first term of Year 13. Each student is assigned a personal tutor who meets with her regularly to discuss career options and university choices. Further university and careers advice is provided by the Independent Schools Careers Service (ISCO), building on the *Futurewise* programme begun in Year 11. There is also a bi-annual careers convention.

Visiting speakers are invited to lead discussion sessions on a range of social, political and ethical issues, for example:

- The Role of Israel in the Modern World
- Palestine: Thoughts Behind the Conflict
- Healthy Eating
- Understanding Politics: Why Vote Labour?
- Understanding Politics: Why Vote Conservative?
- Understanding Politics: Why Vote Liberal Democrat?
- Relaxation Techniques
- Managing a Student Budget
- Financial Advice
- Study Skills and Time Management

### Careers Programme

Careers advice and discussion concerning suitable options in higher education are integrated into the Sixth Form timetable. The Careers syllabus of the Sixth Form General Studies course includes the following opportunities:

- guidance for the preparation of UCAS applications
- advice about institutions, courses and career routes
- support from the Independent Schools Careers Service (ISCO)
- attendance at higher education conventions
- presentations by visiting speakers on a variety of topics, including gap year options
- help with time management and study skills
- bi-ennial Rye St Antony Careers Convention and Higher Education Convention

## GENERAL COURSES (continued)

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### Sport

Sport sessions are based at Rye and take place in the school's new state-of-the-art sports hall, the fitness suite, outside netball and tennis courts and hockey pitch. The programme provides the following options:

- netball
- basketball
- football
- volleyball
- badminton
- unihok
- fitness
- tennis
- swimming
- rounders
- softball
- stoolball

Courses in climbing, self-defence, boxercise and dance are organised according to demand. Students are encouraged to participate in inter-house competitions as part of their programme.

The Level 1 Award in Sports Leadership is also offered to members of Sixth Form. The course is aimed at developing leadership and teamwork skills and provides an opportunity for senior girls to interact and lead members of the junior school as well as youngsters from local primary schools in the Oxford area.

### General Religious Studies

As part of their General Studies programme, students in Year 12 and 13 continue to look at broad religious, moral and cultural issues which are relevant in society today. Students will follow one of the following two courses of study:

#### Philosophy, Religion and Society

AQA AS level 2060

(please refer to the AS and A Level Religious Studies entry in this handbook)

Following the completion of the Year 11 AS course, Unit 1E – Religion, Art and the Media, students may study a second module (for assessment in January or June of Year 12), thus giving an extra AS level qualification. This will normally be Unit 1K Christianity, although it may be possible to offer Judaism or Islam, for students who are willing to undertake further independent reading and research. Some students may wish to opt for an alternative module, Unit 1C Philosophy of Religion. This latter course incorporates arguments for the existence of God, Psychology and Religion, and a Study of Atheism and Postmodernism.

## **Religion, Ethics and Contemporary Society**

Students follow a course which looks at contemporary religious and moral issues which they study from a philosophical, social and personal standpoint. The course includes some study of the theoretical basis of ethical decision making and practical moral dilemmas.

- Utilitarianism - the greatest good for the greatest number – Jeremy Bentham and J.S. Mill
- Immanuel Kant and absolute rights and responsibilities
- Situation Ethics – a radical Christian solution
- Virtue Ethics – an old system for the modern world

This course is being followed by pupils in Year 12 and 13 during the academic years 2008-2010, and will be studied by pupils new into Year 12 during this period.

## **Community Project**

All students in Year 12 will take part in a community project with the Junior School.

## LIBRARY

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The King Library offers a modern, quiet and spacious learning environment. Well-stocked with over 15,000 books, pupils are encouraged to make good use of the services and facilities. Friendly experienced staff are on hand during school hours to respond to readers' requests for information and advice.

There are 32 study places including a separate study room for Sixth Form. ICT facilities include 5 computer workstations linked to the Internet, a scanner, a printer and points for laptops. Additional facilities are available in the IT Suite nearby.

On average, 700 new books are added to the stock annually, recommended by teaching staff in each subject area, Library Committee members and readers. Many books are purchased specifically to support the AS/A Level curriculum, and students are invited to recommend titles that will help them with their studies. A wide range of revision guides and study skills materials is constantly updated.

Sixth Form are encouraged to keep up-to-date with the latest thinking and developments in their chosen subjects through magazines like *New Scientist*, *Scientific American*, *National Geographic*, *The Economist*, *The Tablet* and *New Internationalist*, in addition to the daily newspapers.

A range of up-to-date guides on university and career choices held in the Sixth Form study room supplements the collection in our separate University Resources Library.

Beyond the curriculum, students find time to explore our extensive fiction collection, including classics, prize-winning and popular modern fiction for adults and teenagers. There is also a well-stocked PSHE section covering the many problems and issues that face young adults. A small library of 140 DVDs and over 50 classical music CDs is also well-used.

Books are borrowed and reserved on the computerized self-service system.

Sixth Form are encouraged to sharpen their research skills using the catalogue installed on the network, searching for materials by author, title or subject. Learning how to locate information, both in print and on the Internet, is essential preparation for independent study at university.

Sixth Form are invited to join the Senior Library Committee which meets once a term to make suggestions to improve the Library service and recommend new titles.

The Library is open from 8.30 am to 7.00 pm on weekdays and from 8.30 am to 12.30 pm on Saturdays.

Our aim is to provide a service that supports students in their learning and personal development and to encourage them to gain a love and enjoyment of books and reading.

