



Sixth Form Prospectus

2012 – 2013





SECTION ONE

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Sale Grammar School is a co-educational, selective, foundation grammar school for pupils aged 11 to 18 with 1250 students on roll of which 328 are Sixth Formers. It is significantly bigger than many other mixed, selective secondary schools.

Of the 328 students currently in the Sixth Form, 70 have joined us after taking GCSEs at other schools. The size of the school allows us to provide not only a very wide range of courses but also many different subject combinations.

Sale Grammar School is an 'outstanding school with an outstanding Sixth Form'. It has specialist status in the Visual Arts and Science/Maths and is recognised by the DCSF as having High Performing Specialist Status. We are noted for being a caring and well-disciplined school and our key aim is to ensure that all students realise their potential. Ofsted inspectors commented in 2006 that 'care, guidance and support are of the highest standard'. Sale Grammar School is a happy school with an energetic and talented staff committed to preserving high standards. Everybody has a part to play in the school and the opinions and ideas of each individual are listened to and respected. Team work is highly valued, but so too are initiative and originality. Our school ethos is very much reflected in the fact that we have been re-awarded Investor in People status three times.

You will understand that our school has much to offer its students. High academic achievement is important, but so too is the development of each individual. Sixth Form students are important members of the school and we expect them to lead by example and make meaningful contributions to our school community. We believe that education at Sale Grammar is about looking forward, making the best use of opportunities and striving for success.

M Smallwood
Headteacher

F. Flaherty
Head of Sixth Form



ADMISSIONS POLICY AND PROCEDURE: POST 16

1. Final numbers in the Sixth Form varies from year to year and includes the Year 11 students progressing into the Sixth Form from Sale Grammar School (Category 1 students) as well as 35 places available for external entrants (Category 2 students) in 2012.

Students qualifying for entry into Year 12 must within the previous two years;

- Achieve a minimum of 5 full course GCSE/ passes, 2 of which must be at least grade A and 3 at least grade B (short courses will not be counted)

and

- Achieve a minimum grade C at GCSE in English Language and Mathematics

Students must also be:

No younger than 15 on the 31st August prior to the year of entry

No older than 17 on the 31st August prior to the year of entry.

2. **The application deadline will be the 8th February 2012 (external), 10th February 2012 (Internal).**

Oversubscription Criteria

Where eligible applications for **external** places exceed the number of places available, places will be allocated according to the following priority order:-

1. Children in public care (looked after children) as defined in the Education Act 2002 who fulfill the entry requirements
2. All other external Year 11 students who fulfill the entry requirements.

In the event that there are more applicants in this category than places available **the selection process will give priority to students with the highest average point score within their Level 2 qualifications.**

For a full course GCSE, A* = 16 points, A = 14 points, B = 12 points etc. For a short course, points will be halved at each grade.

The total points will be added and divided by the total courses where full courses = 1 and a short course = 0.5.



If any applicant has the same APS as another applicant for the final place in Categories 1 or 2, the applicant living nearest to the school, as measured by a straight line from their home to the main door of the school, will be offered the place.

Please Note:

- Places in popular subjects may not be available for students applying after the deadline date for applications or altering subject choices.
- Proof of residence may be required. The school may subsequently withdraw a place if false, incorrect or misleading information has been provided, which has led to the offer of a place or has advantaged the applicant in the priority order for oversubscription. Parents must inform the school of any changes to their address or circumstances.

ADMISSIONS TO THE SIXTH FORM : STATEMENT OF CLARIFICATION

(This is to read in conjunction with the Admissions Policy)

- Where students applying to the Sixth Form at Sale Grammar School do not have GCSE or IGCSE qualifications, it will be necessary to consider applications on a case-by-case basis. Student qualifications will be considered in an attempt to make a fair assessment of the application. This process is entirely at the discretion of the Governing Body.
- NARIC (www.naric.org.uk) is the National Agency responsible for providing information and expert opinion on academic qualifications from overseas. The school would require such information from NARIC in order to establish equivalency of overseas qualifications. It is the responsibility of students applying to SGS to provide this information should it be required.
- The medium of instruction at SGS is English and the school does not have the capacity to offer an extensive support programme for students who cannot cope due to a lack of proficiency in English. We would therefore advise students to carefully think about their subject choices. Clarification can be sought from the Head of Sixth Form.



Waiting List

The School will operate a waiting list for Year 12 admission following the completion of the allocation appeals process. Applicants for in year admission to Year 12 may join the waiting list if a place is not available, providing they have qualified for entry. Should a place become available, the oversubscription criteria will be applied to those on the waiting list.

SALE GRAMMAR SCHOOL YEAR 11 STUDENTS

Registration Process

December/January	-	Prospectus available
26 th January	-	Post-16 Discussion Evening
10 th February	-	Deadline for receipt of application

1. An acknowledgement of the receipt of application will be received within 10 working days of its submission.

Having applied, student places will be allocated by the admissions criteria.

2. In the case of insufficient demand from students or staffing coverage, the school may decide not to deliver a subject or to deliver it to AS Level only. If this should happen, students will be informed and they will be given the opportunity to choose an alternative subject.
3. Progress to the A2 course will depend on students having achieved the required results in their AS examinations. For 2013/14, potential Year 13 students must achieve a minimum Grade E in three AS subjects not including the Accredited Enhancement subjects. In exceptional circumstances where the requirements are not met e.g. illness, medical evidence will be sought before a decision is made to allow the student to progress to A2.

This Admissions Policy will be applied in accordance with the Governing Body's Policy on Equality.



EXTERNAL APPLICANTS

Application Process

December/January	-	Prospectus available
January 26th	-	Post-16 Discussion Evening
February 8th	-	Deadline for registration

1. An acknowledgement of the registration will be received within 10 working days of its submission.
2. Students will be informed by the end of April whether or not they have been offered a **provisional** place. Notification of provisional place availability in late April will **not constitute an unconditional offer of a place. Offers will be subject to GCSE / Level 2 results in the summer meeting the entry requirements and if necessary, the application of the oversubscription criteria.**
3. In the case of insufficient demand from applicants or staffing coverage, the school may decide not to deliver a subject or to deliver it to AS Level only. If this should happen, students will be informed and they will be given the opportunity to choose an alternative subject.
4. Progress to the A2 course will depend on students having achieved the required results in their AS examinations. For 2013/14, potential Year 13 students must achieve a minimum Grade E in three AS subjects not including Accredited Enhancement subjects. In exceptional circumstances where the requirements are not met e.g. illness, medical evidence will be sought before a decision is made to allow the student to progress to A2.

All students who do not currently attend the school and who apply by the closing date will be invited to an introductory session held in May.

At enrolment, external applicants will be required to produce evidence of their GCSE results.



LATE APPLICATIONS

Applications received after the closing date will be placed on a waiting list. Students making late applications should understand that the application will only be considered after all those that have met the deadline. Where all places have been allocated, late applicants will be put on a waiting list, ranked according to their GCSE average points score and placed on the list after all those who met the deadline. Late applicants should understand that:

- (a) no place may be available,
- (b) the Option Blocks may have been amended,
- (c) certain subject sets may be fully subscribed and therefore closed to late applicants

Late applicants will be sent a letter of receipt and invited to enrol at the 'Late Applications Desk' in August. Letters regarding this procedure will be sent to all late applicants in June/July.

YEAR 12 ENTRY REQUIREMENTS, SEPTEMBER 2012

To gain entry into the Sixth Form, students must be able to demonstrate suitability for an academic course of study at Advanced Level. To qualify for admission they must:

- achieve a minimum Grade B in at least 3 full course subjects at GCSE/Level 2 equivalents and a minimum Grade A in 2 other full course subjects. Short courses will not be counted towards the five A*-B. Two short courses do not constitute a full course GCSE and will not be counted towards the entry requirements.
- achieve at least a Grade C in English Language and Mathematics.

In addition:

For subjects studied at GCSE:

Normally, a student will be expected to achieve a minimum of a Grade B in a full course GCSE before being admitted to an AS course in the subject, however, please note the subject specific requirements outlined on the next page.



Please note certain subjects have their own specific requirements:

- **For subjects which may not be available at GCSE:** (e.g. Economics, Media Studies, Politics, Psychology, Philosophy, Sociology) the standard entry criteria above will need to be met, that is a Grade B in another subject may be used for the new subject.
- A student wishing to follow an English course must achieve a minimum of Grade B in both GCSE English Language and English Literature.
- Foundation Level or a single Science qualification is not regarded as a suitable basis for the study of Science subjects at Advanced Level (see specific requirements in subject sections)
- For Mathematics, students must achieve at least a Grade B at Higher Level but **applicants are strongly advised not to choose the subject unless they have achieved an A grade.** For Further Mathematics, **students should achieve at least a Grade A* at Higher Level.**
- The Business Studies, Art, Design and Technology, Geography, History and Religious Education departments are willing to consider applications from students who have not studied their subjects since Year 9. Students must understand, however, that there will be no additional subject induction and that they may be required to undertake additional reading, especially in the early stages of the course.
- Biology and Human Biology – Prospective students should have passed **GCSE Mathematics, Biology and Chemistry (or Additional Sciences) with the minimum of a Grade B.** This is to help with the statistical and biochemical content of the course. Human Biology also requires detailed learning and the ability to apply knowledge and interpret data scientifically.
- Chemistry – requires a Grade B in Mathematics at Higher Level
- Physics – requires a Grade B in Mathematics at Higher Level
- Music - We require students to have had the minimum of a Grade B pass at GCSE Music, although applicants are strongly advised not to choose the course unless they have achieved an A Grade. To cope with the rigours of the course, we recommend that students have reached the minimum standard of Grade 5 Practical and Grade 5 Theory.
- Performance Arts - Students will be accepted onto the full AS and A2 course if they achieve Grade B in English Literature or Language and have had experience to



GCSE level in Dance, Drama, Music or Expressive Arts or have proven experience e.g. speech and drama classes, music exams etc.

- Students wishing to study a Modern Foreign Language must achieve a Grade B having been entered at Higher Level in at least 3 out of 4 skills (Listening, Speaking, Reading and Writing).

Please note that the subjects listed in the option block will be available only if there is sufficient student demand.

- **Course oversubscription** - In the case of too great a demand for a subject, applicants will be placed on courses with the following criteria;
- Students in Care
- Category 1 students
- For students who have made a request to change subjects in August, and the subject then becomes oversubscribed, places will be allocated on highest GCSE/Level 2 Average Point Score.

RIGHT OF APPEAL

Any applicant refused admission has a right of appeal to an independent Appeals Panel against the decision of the Admission Authority (Governing Body) under the terms of the Education Act 1998. The Admission Authority will establish arrangements for appeals against non-admission. The Appeals Panel will be strictly independent of the school. The decision of the Appeals Panel will be final and binding on all parties. The closing date for appeals will be four working weeks from the date of the letter informing the parents/guardians that the assessment/application was unsuccessful.

The Admissions Policy will be applied in accordance with the Governing Body's Policy on Equality.



ENROLMENT

Enrolment will take place on 23rd and 24th August 2012.

External applicants who are offered a provisional place will be invited to an induction session at the Marsland Road site in late June.

THE POST-16 CURRICULUM

An Advanced Level qualification in any subject will be made up of AS (Advanced Subsidiary) and A2. The school delivers AS courses during Year 12 and A2 courses from late June of Year 12 onwards. As well as internal assessments / coursework assignments, students may sit external examinations at AS level in January and June of Year 12 and at A2 Level in January and June of Year 13.

At AS level, students will study at least FOUR subjects. At A2 Level, students will be able to concentrate on three courses in order to achieve the full Advanced Level qualification in those subjects. Students studying Further Mathematics may study four subjects at A2 level and some G&T students may also be offered this choice at the discretion of the Head of Sixth Form and Head Teacher.

ADVICE ON CHOOSING A COURSE

Students are not expected at this stage to nominate the three subjects which they hope to study to A2 Level. However, when considering subjects for study in the Sixth Form, the following important factors should be noted:

SUBJECTS TO BE TAKEN AT AS AND A2.

There must be a GENUINE interest in the subject. It is not always advisable to opt for a subject simply because this was one in which a good GCSE result was obtained or is anticipated.

The student should appreciate where the course may lead and how it will affect future career aspirations. This is very important as certain universities demand certain A2 subjects as part of their admissions criteria. We strongly recommend that students research these issues before making their final A Level choices.

Where career goals are still largely undecided, students should select an acceptable and workable subject combination which will ensure maximum flexibility in the future.



THE SUBJECT TO BE TAKEN AT AS ONLY.

When choosing a subject that is likely to be taken in Year 12 only, students are advised to consider courses which:

EITHER provide BREADTH to their studies e.g. a Foreign Language to accompany Sciences or Science/Mathematics;

OR permit DEPTH e.g. Mathematics to accompany Physics.

ACADEMIC DEMANDS IN THE SIXTH FORM

Students will find that success in the Sixth Form depends not so much on what the course puts into the students **but much more on what the students put into their courses.** There will be a large amount of serious, rigorous academic work which requires perseverance and may be very time consuming, involving a degree of both routine learning and demanding tasks. Most of the work will be at a level of difficulty and complexity not previously encountered by students.

Outside of lessons, a student will be expected to devote approximately at least 5½ hours EACH week to EACH of their courses. A sensible, realistic approach to Private Study sessions in school will be absolutely essential.

Students should understand that, although they lead to an Advanced Level qualification, AS and A2 are two totally different courses. For this reason, staffing and setting arrangements may well change either at the end of the AS courses and before teaching of the A2 course begins or at the start of Year 13.

There are specific requirements regarding course combinations at AS level in Year 12:

- Students may opt for Business Studies and Economics at AS level but must seek staff agreement before taking both subjects on to A2.
- Applications from students wishing to take English Language and English Literature at AS will be considered by the English Faculty. However, students who are permitted to take both at AS will need to seek staff agreement before taking both on to A2.
- Students studying Media Studies must take only one of the two English Courses.
- Further Mathematics can be taken at AS in Year 12 by students who also opt for Mathematics. However, students will not be permitted to take Further Mathematics



in Year 13 as one of only three courses; students who, in Year 13, wish to develop their expertise in Mathematics by continuing with Further Mathematics will be expected to study FOUR courses at A2.

Students are strongly advised to start no more than two subjects which have not been previously studied at GCSE

Students who intend to enter Higher Education are urged to consult appropriate staff and to use facilities in Connexions Libraries in order to ensure that the subjects they are considering are acceptable for entry to specific careers. **IT IS A STUDENT'S RESPONSIBILITY TO CHECK THE VIABILITY OF SUBJECTS AND SUBJECT COMBINATIONS IN THIS RESPECT.**

All subjects listed in the option blocks will be available if there is sufficient demand and staffing permits.

Students should select subjects which they enjoy and in which they have been successful in the past. Although they should seek as much advice as possible before making their choice, students should understand that they will be the one attending nine lessons per fortnight in a particular subject and tackling more than five hours work each week in that subject. In previous years some students have experienced serious problems after embarking on subjects which parents have insisted they follow.



A-LEVEL RESULTS SUMMER 2011

	No of Entries	A*	A	B	C	D	E	U
Art & Design	10	4	2	3	0	1	0	0
Art (Fine Art)	6	2	2	0	2	0	0	0
Biology	48	6	7	15	14	4	2	0
Biology (Human)	7	1	0	2	1	0	2	1
Business Studies	11	2	4	3	1	1	0	0
Chemistry	60	3	17	19	15	5	1	0
D&T (Product Design)	11	0	1	6	2	2	0	0
Economics	16	0	5	5	3	2	1	0
English Language	34	3	6	14	10	1	0	0
English Literature	31	5	9	10	6	1	0	0
French	3	0	0	0	2	1	0	0
Geography	22	1	5	6	7	3	0	0
Government & Politics	9	2	1	1	3	2	0	0
History	32	9	5	11	7	0	0	0
Mathematics	51	14	12	8	9	8	0	0
Maths (Further)	9	1	3	3	2	0	0	0
Media Studies	6	1	0	3	2	0	0	0
Music	5	0	0	3	2	0	0	0
Performance Studies	11	0	1	3	5	2	0	0
Philosophy	3	1	1	0	1	0	0	0
Physical Education	23	2	7	9	4	1	0	0
Physics	35	0	10	10	7	7	1	0
Psychology	33	1	11	9	9	1	1	1
Religious Studies	21	0	7	12	2	0	0	0
Sociology	20	1	7	7	3	1	1	0
Spanish	1	0	0	0	1	0	0	0
Totals	519	59	123	162	120	44	9	2
Subject	Entries	A*	A	B	C	D	E	U
General Studies	146	5	21	24	33	43	17	3



SECTION TWO

COURSE OUTLINES FOR AS LEVEL SUBJECTS

**Subjects are listed
by Faculty**



AS COURSES AVAILABLE IN YEAR 12

Art and Design	Page 46-47
Biology (Human Biology may also be available)	Page 40-42
Business Studies	Page 21-22
Chemistry	Page 43-44
Design and Technology	Page 52
Economics	Page 23-24
English Language	Page 18
English Literature	Page 18
French	Page 38
Geography	Page 25
History (two options)	Page 26-28
Mathematics	Page 35-37
Media Studies	Page 19-20
Music	Page 48-49
Performance Studies	Page 50-51
Philosophy	Page 29
Physical Education	Page 53-54
Physics	Page 45
Politics	Page 30
Psychology	Page 31
Religious Studies	Page 32-33
Sociology	Page 34
Spanish	Page 39

Usually these courses will only be available if there is sufficient student demand and staffing coverage.



Accredited Enhancement Qualifications

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Critical Thinking

AQA Extended Project Qualification

General Studies

Perspectives On Science

Additional Enhancement Qualification

AQA Baccalaureate

Money Management



ENGLISH FACULTY

The English Faculty runs two Advanced Level English courses. AQA English Literature Specification B and AQA English Language Specification B. Students will be required to have gained at least a B Grade in English Language and English Literature at GCSE.

ENGLISH LITERATURE

AS Level: In Year 12 students take two modules:

- Unit 1: Aspects of Narrative. A study of two novels, one of which will be post 1990, and a study of the work of two poets. (exam)
- Unit 2: Drama: The Genre of Comedy. A study of two plays, at least one of which must be by Shakespeare. (coursework – 2 pieces)

A2 Level: In Year 13 students take two further modules:

- Unit 3 – Texts and Genres. A study of three texts in the genres of Gothic and Pastoral. (exam)
- Unit 4 – Further and Independent Reading. A study of three texts, one of which is a pre-released Anthology of Critical writing. (coursework – 2 pieces)

ENGLISH LANGUAGE

AS Level: In Year 12 students take two modules:

- Unit 1: An introduction to the study of language in which a variety of texts will be read and analysed.
- A study of the social contexts of language (ICT, power, gender)
- Unit 2: Coursework involving the production of original writing of a variety of audiences and purposes (entertainment, persuasion, information, advice).

A2 Level: In Year 13 a further two modules will be taken:

- Unit 3: A coursework research project involving the investigation of language data.
- Unit 4: A study of the acquisition of language and of changes in the English Language.

Students who take the full Advanced Level will therefore complete two coursework modules and take two formal exams.



AQA MEDIA STUDIES

Media Studies is a combination of the academic study of media theory and the development of analytical and practical skills. It is a broad and interesting subject that encourages you to investigate many aspects of the world today. You will develop an increased awareness of mass media and its effects on society. Some of the topics you will study are television genres, new technology, newspapers, British and Hollywood films, soap opera, magazines and gender. Practical work will consist of the production, a range of different media products, from websites, films, magazines, radio broadcasts and other new digital media. This offers opportunities to work with others and develop confidence when using technical equipment.

Course Content

Modules for AS Examinations

Unit 1 25% 2 hour exam – Investigating Media

This module teaches you the media frameworks that form the basis of analysis throughout the course. You study a range of texts from film trailers to advertisements and in the exam have to analyse an unseen text and questions on a prepared case study.

Unit 2 25% Coursework – Creating Media

You will produce 2 pieces of practical coursework from either print, moving image or new media with accompanying written evaluations. You will have the opportunity to develop your skills when using media software and technology.

Modules for A2 Examinations

Unit 3 25% 2 hour exam – Critical Perspectives

This module is the detailed study of two specific areas of the media – representations in the media and the impact of new/digital media. You will study, for example, the representation of different social groups in the media. In addition you will compare two unseen media products.

Unit 4 25% Coursework – Research and Production

This is a synoptic unit in which you will build on your skills from AS. You will investigate a media issue or text individually and produce a media text which reflects your research. Previous investigations have focused on advertising and marketing, films, television, issues such as gender and representation and web based media issue such as social networking. You will learn the skills required to produce an academic style investigation which will prepare you for future dissertation work at university.



Higher Education and Careers

Media Studies is an excellent subject as preparation for any degree course where communication skills are important. You will develop an analytical mind and discover why the media has the influence to be able to shape the way we think. At the same time this subject also provides an academic study that is respected for its analytical, written and creative skills. It can lead to further study or a career in Media, Communications, Journalism, Marketing, Public Relations or Publishing.



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

AQA BUSINESS STUDIES

Business Studies revolves around how businesses are organised and run and how they fit into the economic and social structure of the country. This is a subject which allows students to study good business practice and is taught in a variety of interesting and active ways. These include working on problem solving in groups and reporting back, oral presentations, guest speakers, industrial visits as well as more traditional activities. Students are encouraged to keep up to date with current business events, read quality newspapers and watch business programmes, such as Dragons' Den. The department has access to computers, ICT projectors, audio visual equipment, business DVDs, up to date text books and also subscribes to Business Review – a magazine written for AS and A Level students written by Chief and Principal Examiners. Much use is made of real business case studies so that students can relate the theory learned in the classroom to the actual business world.

Course Content

The Business Studies specification is designed so that students can:

- Explore events in the real business world as a way of reinforcing the theories and concepts taught in the classroom.
- Understand the role of the entrepreneur and business in today's society. The specification reflects the modern business world and so includes issues such as entrepreneurship, customer service, emerging markets, globalisation and migration.

AS Level: - Students are introduced to the challenges and issues of starting a new business. The internal running of a small business is then explored (i.e. marketing, finance, human resources and operations) and students look at how the effective management of these areas can improve the performance of a small, but growing business. Topics studied include: entrepreneurship, how to generate and protect business ideas, developing plans, market research, choosing a legal structure, raising finance, choosing a location, employing staff, financial planning, improving the financial position of the business, developing an effective workforce, improving quality and customer service and developing effective marketing. (NB the course does not include any difficult Maths – a grade C at GCSE Maths will be adequate).

A2 Level: - The focus is now on larger businesses i.e. national and international businesses. Students look at how managers would measure the performance of the business and what strategies they might adopt in order to achieve their objectives. There is also a focus on how external factors affect businesses and therefore cause businesses to change. Topics studied include: measuring financial performance (company accounts),



making investment decisions, selecting marketing strategies, innovation of new products, effective management of resources, developing and implementing workforce plans, creating effective employer/employee relationships, effect of economic factors (e.g. interest rates, exchange rates, inflation, unemployment), legal issues, business ethics, planning and managing change. (NB the course does not include any difficult Maths – a Grade C at GCSE Maths will be adequate).

Assessment

AS: There are two exams (no coursework). Questions are based on mini case studies of real or fictitious businesses. The case studies are not pre-issued before the exam. Unit 1 accounts for 40% of the AS (20% of the A level) and Unit 2 accounts for 60% of the AS (30% of the A level).

A2: There are two exams (no coursework). Questions at A2 level are more extended and are based on both a case study (not pre-issued) and a pre-released research task. (For example, students could be asked to research the topic of globalisation and find real world examples to support their research. They would then use this research in the exam). Unit 3 accounts for 50% of the A2 (25% of the A level) and Unit 4 accounts for 50% of the A2 (25% of the A level).

Subject Combinations

Business Studies is not a narrow, specialised subject. It will leave many options open to students, whether this involves applying for higher education or employment. Business Studies can be usefully combined with many subjects including the Sciences, Arts, Geography, History, Sociology, Economics* and Psychology. It is a subject that most people can relate to and find relevant. On the basis that you get higher Grades in a subject you enjoy, it has proved to be most successful at A- level.

* Students who are considering studying Business Studies and Economics at A2 Level will need to consult the Head of Sixth Form in January of their Year 12.

Higher Education and Careers

An AS or A level in Business Studies is a useful preparation not only for Business Studies degrees but also for studying Economics, Management and other Social Sciences. Some business graduates teach or lecture in schools, colleges or universities, or work for government departments. Others will have specialised in one aspect of Business Studies, such as marketing and then obtain work either in a marketing firm or the marketing department of a larger company. Many business graduates will move into general management. Whatever career is pursued, students will find that Business Studies is a useful subject to have studied as the concepts covered are relevant to any career.



AQA - ECONOMICS

Economics is a Social Science which focuses on human behaviour and the allocation of scarce resources. At both AS and A2 level, the subject aims to investigate the market economy and the ways in which it might fail. This may cover issues such as how price may help to allocate goods and services, but fails to take into account environmental costs created in their production. The subject also looks at the macro economic issues such as inflation, balance of payments, unemployment, economic growth and distribution of income.

Economics is

- topical
- about the world you live in
- not overly mathematical
- new to almost all students
- well respected by universities
- good at opening career possibilities
- full of lively debate opportunities
- no more difficult than any other AS/A2 subject

Course Content

AS - This forms the first half of the Advanced Level course but can also be taken by itself.

The topics covered in the two AS units include:

- The allocation of resources in competitive markets
- Market failure e.g. pollution, monopoly...
- The determination of price
- Government policies on economic growth, unemployment, inflation and balance of payments
- Taxation and government expenditure
- Interest rates
- Economic performance

A2 - The Advanced Level course consists of the two AS units plus two additional units.

Topics covered include:

- Price and output decisions of firms and how firms grow
- The labour market and how wages are established and influenced by organisations such as trade unions.
- Privatised industries and their regulation
- Poverty and developing countries
- The international economy – trade, the EU, globalisation.
- Living standards



Assessment

AS and A2 units are assessed by written examinations containing data response, multiple choice and essay questions.

Economics can be usefully combined with science subjects as well as arts, humanities and other social sciences. It has links with a wider range of other subjects including, among others, Business Studies*, Sociology, Geography and History.

Subject Combinations

Students who consider studying Business Studies and Economics at A2 Level will need to consult the Head of Sixth Form in January of their Year 12.

Higher Education and Careers

You will find an AS or Advanced Level in Economics a useful preparation not only for Economics at degree level but also for studying business studies, management other social sciences, history and engineering (many of these courses have a management component). Economics is also useful if you are thinking about a career in banking, accountancy, insurance, the stock market, some branches of the civil service, journalism or market research.

For further information contact Miss L K Hall or Mr P Latimer.



AQA GEOGRAPHY

The study of Geography encourages students to extend and develop their understanding of the world in which we live. Students will be equipped with a wide range of transferable skills in preparation both for study at University level or for entering the workplace. The course encourages students to develop their data handling skills through analysis, interpretation, evaluation and use of ICT. Fieldwork is also an integral part of the course and students will undertake some of their teaching and learning outside of the classroom.

At AS, students will study core human and physical geography where they will consider the values and attitudes of decision makers, consider their own values and attitudes to the issues being studied and support their learning through the study of specific case studies. Students will also develop a variety of geographical skills, which will broaden and deepen existing knowledge.

At A2, candidates will continue to study a combination of human and physical geography. Students will also undertake investigative work through their fieldwork activities and the context of issue evaluation.

The AS specification has 2 units:

Unit 1: Physical and Human Geography

- Rivers, floods and management
- Cold environments
- Global population change
- Health issues

Unit 2: Applied Geography

- Basic, investigative, ICT, graphical, cartographical and statistical skills
- Research skills and the assessment of AS fieldwork

The A2 specification has 2 units:

Unit 3: Contemporary Geographical Issues

- Plate tectonics and associated hazards
- Weather and climate and associated hazards
- World cities – evolution or revolution?
- Contemporary conflicts and challenges

Unit 4: Geographical Fieldwork Investigation



AQA HISTORY

History is regarded as a much respected academic subject at this level and is a very popular subject with students at Sale Grammar School. A substantial number of students go on to study History at degree level. Two separate courses are offered which build upon the skills students develop at GCSE. Despite the different content of the two A-Levels, both are examined in the same way and the skills students develop are identical. Over the course of the two years, students extend their communicative skills through a variety of methods. Essay writing, presentations, wider reading, the ability to formulate and justify individual lines of argument and the scrutiny of sources for utility and reliability are vital components of the courses. Due to the analytical and organisational skills that are fostered in this subject, academic qualifications at both AS and Advanced Level in History are considered an important stepping stone to a range of careers. For instance, History is a desirable course of study for entry into law, journalism, the Civil Service, accountancy, broadcasting and a range of other careers.

It should be noted that while the study of GCSE History is advantageous, students who have not studied GCSE History are allowed to study either of the two History A Levels on offer, provided that they have achieved a B Grade or above in a similar subject such as English Literature, Geography or GCSE RE.

The two courses are:

16th century History

Unit 1

The Reformation in Europe c1500-1564 (HIS1C)

This unit provides an overview of religious change and development in sixteenth century Europe, covering the emergence of differing forms of Protestantism and the internal renewal within the Catholic Church itself. An understanding of the variety of factors that led to the development of Protestantism and their inter-connections will be developed through the study of the role of individuals such as Luther and Calvin; radical groups such as the Anabaptists; the work of the Jesuits and the role of the Papacy; and significant events such as the Council of Trent. Issues such as the impact of printing, the political, economic and social developments which influenced the progress and success of the Reformation and the Catholic Reformation will also be considered within this study of one of the most significant events in European History.



Unit 2

The Church in England: the struggle for Supremacy, 1529-1547 (HIS2B)

Unit 2 focuses on the reasons for, and the extent of, change in the English Church and State in the years 1529 to 1547. Students will study the context and chronology of the early years of the Reformation in England. They will assess the impact of both religious reformers and the conservatives on the development of the Church in England. In addition, students will develop an awareness of the role of the state in initiating and carrying through change, how the relationship between the Church and State altered and how the state and people were affected by the developments of the period. Students will also study the relative contributions of infamous individuals such as Henry VIII, Catherine of Aragon, Anne Boleyn, Wolsey, Cromwell, Cranmer and the papacy

Unit 3

The Emergence of a Great Power: Spain, 1492-1556 (HIS3C)

This A2 unit focuses on Spain during 1492-1556, when the country emerged from turmoil to become an influential European power. The course focuses on the reigns of Ferdinand and Isabella and Charles I and addresses how the monarchs increased their authority both politically and religiously. Pupils will develop an understanding of the process and extent of political change and the challenge faced by the monarchy, as well as the state of the economy. At the end of the unit, pupils will be able to offer opinions on the extent of political and religious strength and unity in Spain under differing regimes.

Modern History

Unit 1

Russia and Germany, 1871-1914 (HIS1K)

This unit provides an overview of the development of Imperial Germany and Tsarist Russia and the relationships between them. The focus is on political structures and the success of these regimes in coping with the consequences of economic and social change. The objectives and course of foreign policy and the reasons why these powers went to war with each other in 1914 will also be addressed. An understanding of these factors will be developed through the study of key individuals such as the Kaisers, the Tsars and their ministers, and through issues such as the rise of socialism and liberalism, and the political influence of the elites and armed forces. Students will also have the opportunity to relate internal developments to the aims and conduct of foreign policy. The study of events between 1871 and 1914 will enable students to assess the factors behind continuity and change. The length of the period gives scope for knowledge and understanding of social, economic and international trends as well as key political



developments. It also provides opportunities for debating interpretations of events, issues and ideas.

Unit 2

Britain 1902-1918: The Impact of New Liberalism (HIS2H)

Unit 2 investigates the impact of New Liberalism in both peace time and war. Candidates will gain an understanding of the nature of New Liberalism, its promotion of social and constitutional reform and the challenges it faced. The period allows for the development of an understanding of the relationships between ideas, individuals and wider forces. In order to judge the extent of change across the period, students will need to have a broad understanding of the state of Britain at the turn of the century and of the challenges she faced at this time as a result of the significant political, economic and social developments which had taken place in the second half of the nineteenth century.

Unit 3

The State and People: Britain 1918-1964 (HIS3J)

This unit looks at change and continuity in Britain from the end of the First World War to the election of 1964, through periods of peace and war to an era of consensus and affluence. Students will be able to demonstrate an understanding of important individuals such as Ramsey MacDonald, Stanley Baldwin, Winston Churchill, Clement Attlee and key ideas such as socialism, liberalism and conservatism. They will also look at the impact of economic and social change on government policies and, by studying the key events and developments, will be able to draw conclusions about the changing relationship between the state and citizens.

Unit 4

Historical Enquiry (HIS4X) FOR BOTH A LEVELS

In this aspect of the course, students will individually choose a question based on a taught introductory course of study. The question must test an approximately 100 year period and will be 3500 words in length. Students will be required to consider a range of historical sources and include a critical evaluation of the work of a wide range of historians in this historical investigation. Teachers will provide supervision and guidance throughout the completion of this work and will foster an awareness of important themes, issues and debates during lessons as well as providing one to one tutorials. Because the topic students study as part of HIS4X cannot be duplicated with content studied for the examined units, students studying Modern History will complete a question on a 16th century European topic. Similarly, students studying Tudor History will complete a question on a 19th and 20th century European topic. This will mean pupils will have a varied 'diet', which we feel is advantageous to our students.



AQA - PHILOSOPHY

Philosophy is about trying to answer fundamental questions. This means that students of philosophy are involved in clarifying problems, debating controversial issues, and interpreting answers that other philosophers have offered in response to such fundamental questions.

Philosophy encourages students to think clearly and analytically. The study of philosophy develops students' critical thinking and communication skills. Philosophy students can go on to study in the social sciences, the arts, or the natural sciences. Philosophy's rigorous nature means that it provides an excellent grounding for any subject area at degree level. It is also a fascinating topic in its own right. There are many different branches of philosophy, dealing with separate issues. A level Philosophy students can expect to develop their understanding of diverse questions, such as 'What is knowledge?', 'What makes some actions right and others wrong?' and 'When and why should we obey the state?'

The study of philosophy is appropriate for students who enjoy reading and can think in abstract terms.

Course Content:

AS	Unit 1	Introduction to the theory of knowledge
		Introduction to moral philosophy
		Introduction to political philosophy
Unit 2	Knowledge of the external world	
	Tolerance	
A2	Unit 3	Moral philosophy – ethics and metaethics
		Political philosophy – liberty, justice, rights and the state
	Unit 4	Set text – J S Mill's <i>On Liberty</i>

The course is taught on a modular basis and is examined (in the summer) by written tests of 1½ hours for each of the AS course Units. At A2, there is a 2 hour exam for Unit 3 and a 1½ hour exam for Unit 4.



AQA GOVERNMENT AND POLITICS

AS Government and Politics offers students an insight into contemporary politics. At A2, the depth of students understanding of politics is developed through study of political issues and ideologies.

AS	Unit 1: People, Politics and Participation
	Unit 2: Governing Modern Britain
A2	Unit 3(b): Ideologies
	Unit 4(b): Political Issues: Ideologies in Action

Government and Politics will be of interest to students keen on contemporary History and current affairs. The nature of the subject suits students who are good at arguing, can examine an issue from lots of different perspectives, and have a good eye for detail.

The study of Politics provides students with the tools to understand their own political environment, develops students' own political beliefs, allows students to engage with others as well-informed citizens and hones capacities for critical thought. It is an ideal subject to study in preparation for many Arts, Humanities and Social Science degrees.

At AS level, Politics students study and discuss the roles that pressure groups and parties play within the polity; compare different electoral voting systems; and analyse the mechanics of key institutions within, and influencing, the British State. At A2 level, the students will explore political issues such as multiculturalism, ecologism, education and the economy. They will also develop a detailed understanding of political ideologies including liberalism, socialism, conservatism and fascism.

In Politics, students learn to write evaluative and critical essays which cover a very wide range of topics: from seventeenth century political philosophy to events in yesterday's news. The politics department offers students the opportunity to visit the Houses of Parliament in the summer term and also to attend various political lectures throughout the year.

Students are assessed through written exams. All exams are 90 minutes long with students required to answer two questions from a choice of four. At AS, questions are structured around stimulus material to provide context. In both years, one module exam is taken in January and the other in June.



AQA- PSYCHOLOGY- Specification B

Psychology is the scientific study of behaviour and experience. It is about people. The study of A level Psychology offers students the opportunity to apply scientific methods to the interesting and challenging subject human behaviour and experience.

Many of the subjects being studied by psychologists such as memory, the effects that people have on each other, the influence of the media, criminology, the influence of upbringing, the way we interpret the world, or the relationship between biology and behaviour are at the cutting edge of scientific enquiry. Advances in technology are enabling psychologists to learn more about human behaviour.

Studying Psychology at any level develops research skills and skills that are attractive to employers.

The A Level course provides opportunities to develop practical communication skills such as interviewing and giving presentations. Students also develop organisational and critical thinking skills when writing reports and essays. These skills are particularly useful for law and medicine

Psychology will combine with any subject offering an opportunity for non scientists to study an interesting science and an opportunity for scientists to develop their research skills in a rapidly developing scientific field.

Assessment Procedures

The Advanced Level examination is in two parts:

- Advanced Subsidiary [AS] 50% of the total mark
- A2 50% of the total mark

The Advanced Subsidiary Examination consists of two 90 minute written examination papers.

Paper 1

Students study different approaches to the study of people and gender development, the biological and genetic bases of behaviour, and research methods used by psychologists. This will be taught by providing students with the opportunity to participate in practical investigations during the course

Paper 2

Students will study the influence that people have on each other in a variety of social situations, theories of memory and forgetting, and autism.

During the A2 course students will build on the knowledge acquired at AS level and also study child development, mood disorders and forensic psychology.



AQA RELIGIOUS STUDIES

Course Overview

AS Level (year one)

Unit 1G: New Testament

- How the synoptic gospels came into being
- Aspects of Jesus' teaching and action, parables and healings
- The arrest, trials and death of Jesus
- The resurrection of Jesus

Unit 1 I: Buddhism

- Samsara and the three marks of existence
- The Four Noble Truths
- The Eightfold Path
- The Sangha (Buddhist Community)

A Level (year two)

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 4B: Life, Death and Beyond

- Religious and secular perspectives on the nature and value of human life
- Eschatological, apocalyptic and secular ideas about the end of the world
- Religious and secular ideas about the importance of the present life and life after death
- Beliefs about death and beyond, both religious and non-religious

How you will be assessed:

Two 1 hour 15 minutes examinations in June for AS Level
Two 1 hour 30 minute examinations in June for A2 Level.

Skills you will acquire:

Essay writing
Independent thinking and research



Analytical and evaluation skills through the development of a balanced and exemplified answer

There is NO coursework

What the students say:

- “Gives us an awareness of other cultures”
- “Teachers focus on examination techniques – not just knowledge and understanding”
- “We develop good essay writing skills”

Comments are from our current Year 13 students.

- The subject complements the Philosophy and Sociology A level courses
- The subject can lead to a variety of university courses e.g. Theology, Comparative Religion and Religious Studies.

The career paths taken by some of our most recent students include: Law, teaching, medicine, dentistry, Media Studies.



AQA - SOCIOLOGY

Sociology is the study of human society and how it works. It focuses on social questions relating to the organisation of society, its structure and function and the interpretation of patterns of behaviour.

Sociological questions are those that concentrate on why people behave as they do; for example:

'Why do people commit crime?'

'Why are divorce rates increasing?'

'Do TV programmes influence children's behaviour?'

Sociology is a valuable and interesting subject. It is a most useful qualification both at AS and A2 for university entrance and subsequent careers in social welfare, police, business administration HR, local government, teaching and social welfare.

SOCIOLOGY AS

Consists of 2 examination units as follows:

Unit 1:	Families and Households	1hour 15mins
Unit 2:	Education with Sociological Methods	2hours

SOCIOLOGY A2

Consists of 2 examination units and follows on from AS:

Unit 3	Beliefs in Society	1hour 30mins
Unit 4	Crime and Deviance with Theory and Methods	2 hours



FACULTY OF MATHEMATICS

OCR – MATHEMATICS

Why do students choose A Level Mathematics at Sale Grammar School?

- They enjoy Mathematics.
- They are good at Mathematics, usually finding it easy. (A or A* GCSE)
- They enjoy solving problems.
- They appreciate the logic and power of Mathematics.
- They think it will help with their other A level subjects.
- They want to earn one of the most highly valued A level qualifications available.
- Mathematics is highly regarded by employers and universities.

Y12 and 13 Course Structure (Y12 from 2012/13, Y13 from 2013/4)

- Further Mathematicians complete the AS and A2 Mathematics courses in Y12 and then follow either a combined AS and A2 Further Mathematics course in Y13 or an AS only Further Mathematics course in Y13.
- Single Mathematicians complete AS Mathematics in Year 12 and A2 Mathematics in Y13.
- It is possible for single Mathematicians who achieve an A grade at AS Mathematics in Y12 to do AS Further Mathematics in Y13 as long as they do not have another subject already in option block C.

What is Further Mathematics?

- Taken in addition to A level Mathematics
- Wider and deeper than A level Mathematics
- For students with genuine natural mathematical ability (ideally A* at GCSE)
- Very useful for students who may wish to study Mathematics, Physics or Engineering at University.
- ...or for students who may wish to apply to Oxford or Cambridge Universities.

What Mathematics modules do you study?

- AS Mathematics comprise the following modules:
- Core 1
- Core 2
- Statistics 1



- To complete A2 Mathematics, 3 more modules are studied:
- Core 3
- Core 4
- Mechanics 1

There is no coursework element.

What Mathematics modules do you study?

- Core 1: Indices and Surds; Polynomials; Coordinate Geometry and Graphs; Differentiation.
- Core 2: Trigonometry; Sequences and Series; Algebra; Integration.
- Core 3: Algebra and Functions; Trigonometry; Differentiation and Integration; Numerical Methods.
- Core 4: Algebra and Graphs; Differentiation and Integration; First Order Differential Equations; Vectors.

What are in the Applied Mathematics modules?

- Statistics 1: Representation of data; Probability; Discrete Random Variables; Bivariate data.
- Mechanics 1: Force as a Vector; Equilibrium of a Particle; Kinematics of Motion in a Straight Line; Newton's Laws of Motion; Linear Momentum.

How do you study A level Mathematics?

- In ability groups of about 15 to 20 students.
- With 2 teachers.
- New work every lesson with theory, worked examples and exercises for practice.
- Extension study work every lesson.
- Lots of work done on your own.
- Lots of help available from teachers.
- The minimum entry requirement for A level Mathematics is a B grade at full, higher level GCSE although based on experience we **strongly recommend that students have at least a Grade A at GCSE.**
- For entry to the Further Mathematics course we **strongly recommend that students have at an A* Grade at GCSE.**

What Further Maths modules do you study?

AS Further Mathematics comprises the following modules, studied in Year 13:

- Further Pure 1
- Discrete 1
- Discrete 2

To complete A2 Further Mathematics, three more modules are studied in Year 13:

- Further Pure 2
- Mechanics 2
- Statistics 2

There is no coursework element.



What are in the Further Mathematics Pure Modules?

- Further Pure 1: Summation of Series; Proof by Induction; Roots of Polynomial Equations; Complex Numbers; Matrices.
- Further Pure 2 : Rational Functions and Graphs; Polar Coordinates; Hyperbolic Functions; Differentiation and Integration; Numerical methods.

What are in the Further Maths Applied Modules?

- Discrete 1: Algorithms; Graph Theory; Networks; Linear Programming.
- Discrete 2: Game Theory; Flows in a Network; Matching and Allocation Problems; Critical Path Analysis; Dynamic Programming.
- Mechanics 2: Projectiles, Work, energy and Power, Potential energy, Moments, Centre of Mass, Rigid objects in equilibrium, Impulse and restitution, Circular motion, Geometrical methods.
- Statistics 2: Continuous Random Variables; The Normal Distribution; The Poisson Distribution; Sampling and Hypothesis Testing.



FACULTY OF MODERN LANGUAGES

AQA FRENCH

The Advanced GCE in French is a two year course comprising a year of study to AS level and a further year's study at A2 level. To obtain a full Advanced level GCE in French, students will be required to complete both years. It is also possible to study French to AS level only which could prove to be an extremely useful supplementary qualification. The course is based on the study of contemporary topics within a French speaking context. The specification aims to develop in students a range of practical skills which will enable them to understand and communicate in the written and spoken language for a variety of purposes. Extensive use will be made of French texts, authentic materials, television news, newspapers, films, the Internet and IT. The learning of specific vocabulary, grammar, language structures and skills will be integrated within the day to day topic work and will be taught in French. Students must welcome the challenge of learning to think for themselves and to formulate opinions through reading and discussion.

AS

At AS, these topics include; the media, advertising, new technologies, the arts, daily life, popular culture, sports and pastimes, travel. The AS assessment will take place at the end of the first year of study and in the case of students choosing to study French at A2, will count for 50% of the final mark. The assessment will test students' listening, speaking, reading and writing skills and will include an oral to be conducted by the class teacher.

A2

In A2 year, students will study units drawn from topics such as social issues, the environment, education, current affairs, heritage and history and its influence on contemporary society. The A2 assessment will take place at the end of the second year of study and will make up the remaining 50% of the final mark. The assessment will include an oral to be conducted by the class teacher and a Listening, Reading and Writing paper. Potential students should be motivated, well organised, hard working and have an interest in France, its people and its culture. We also expect students to read the French press and French texts, to watch French TV and films and to listen to French radio.

SUBJECT SPECIFIC REQUIREMENTS:

Students wishing to study a Modern Foreign Language must achieve a Grade B having been entered at **Higher Level in at least 3 out of 4 skills** (Listening, Speaking, Reading and Writing)



AQA SPANISH

Spanish studies in the Sixth Form continue to build on the skills and knowledge acquired at GCSE. Topics and themes provide the framework for this development and additionally introduce students to aspects of the culture, in the broadest sense, of countries where Spanish is spoken. Students should be willing to play an active part in lessons conducted in Spanish; they should have an awareness of the world around them and be willing to contribute to discussion at an appropriate level; they should, of course, have a desire to understand and communicate with those people whose language they are learning and be committed to spending time in Spanish speaking countries with objectives which are not those of the normal holiday maker. Language learning is very rewarding and worthwhile, but it demands commitment, determination and consistent application. Those who embark on this course of study should be willing to invest heavily in their own success.

AS

Students will prepare for two assessment modules at the end of Year 12. These comprise a speaking test, involving discussion and conversation, and a written paper which assesses reading, writing and listening skills. Many of the topics covered during Year 12 will be familiar to GCSE students, although the intellectual demands are greater. Success at AS is a prerequisite for the study of Spanish at A2, but AS is also designed to be a substantial qualification in its own right, offering evidence of a significant level of achievement in all language skills, together with evidence of critical insight and a knowledge and understanding of another culture.

A2

After the successful completion of AS, students in Year 13 will prepare for the two modules which make up the A2 qualification. These comprise a speaking test, involving discussion and general conversation and a written paper designed to assess reading, listening and writing skills. Assessment will reflect the specified topics for A2 - social issues, the environment, science and technology, literature and the arts, and heritage and history. Dictionaries are not permitted in examinations for AS or A2, but students should equip themselves with an appropriate dictionary for study at this level.

SUBJECT SPECIFIC REQUIREMENTS:

Students wishing to study a Modern Foreign Language must achieve a Grade B having been entered at Higher Level in at least 3 out of 4 skills (Listening, Speaking, Reading and Writing)



FACULTY OF SCIENCE

AQA – BIOLOGY

Advanced Level Biology is extremely valuable for prospective medical students, veterinarians, pharmacists, biochemists, environmental scientists, speech therapists, physiotherapists, nurses and all of the paramedical fields. As science is a compulsory part of the National Curriculum, biology is also very useful for those intending to be primary school teachers.

At AS the subject specification emphasises the way in which biologists work and the contributions of biology to society.

Unit 1 will cover:

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

Unit 2 will cover:

- 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.

Unit 3 will cover:

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

At A2 additional sections summarise biological principles and establish contexts for how science works.

Unit 4 will cover:

- How living organisms form ecosystems through which energy is transferred and chemical elements cycled
- The affect of human activity on ecological balance
- How new species are formed.



Unit 5 will cover:

- The biology of the nervous and endocrine systems
- Homeostasis
- Genes and genetic expression

Unit 6 will cover:

- Practical work in the contexts of Units 4 and 5
- Assessment of implementing skills on practical work as a whole
- Assessment by AQA-set tasks.

Prospective students should have passed **GCSE Mathematics, Biology and Chemistry (or Additional Science)** with the minimum of a Grade B. This is to help with the statistical and biochemical content of the course. Biology involves detailed learning and the ability to apply knowledge and interpret data scientifically.

AQA – HUMAN BIOLOGY

At AS, the specification has adopted a thematic approach, in which principles are related to contemporary issues.

Unit 1: The body and its diseases

- We are what we eat
- Enzymes and enzyme action
- Cystic fibrosis
- Micro-organisms use us for food, shelter and their reproduction
- How the body fights infectious disease
- Some diseases are closely linked to lifestyle.

Unit 2: Why people are like they are

- The information of life
- Cell division – growth, repair, reproduction, cancer
- Adaptations to a way of life
- Where we fit in the world and how we came to be here
- We have changed and are changing our environment

Unit 3: practical skills

- Selecting appropriate qualitative and quantitative methods
- Working methodically and safely, demonstrating competence in the required manipulative skills and efficiency in managing time
- Processing and analysing collected data and applying scientific knowledge to explain these conclusions



- Identifying limitations of materials, apparatus and procedures and suggesting modifications to overcome them

At A2, the specification continues to adopt a thematic approach.

Unit 4: Bodies and Cells In and Out of Control

- New genes for old
- How drugs affect us
- IVF
- Growing up, growing old, passing on your genes
- The management structure of cells
- Muscles, hormones and nerves
- Diabetes and hypothermia – homeostasis

Unit 5: The air we breathe, the water we drink, the food we eat

- People change communities
- Human health
- How human activities can damage ecosystems
- Plants can reduce the impact of climate change
- People and micro-organisms

Unit 6: Practical skills

- Selecting appropriate qualitative and quantitative methods
- Working methodically and safely, demonstrating competence in the required manipulative skills and efficiency in managing time
- Analysing collected data using an appropriate statistical test to explain these conclusions
- Identifying limitations of materials, apparatus and procedures and suggesting modifications to overcome them.

As with Biology prospective students should have passed **GCSE Mathematics, Biology and Chemistry (or Additional Science) with the minimum of a Grade B**. This is to help with the statistical and biochemical content of the course. Human Biology also requires detailed learning and the ability to apply knowledge and interpret data scientifically.



AQA - CHEMISTRY

1. General Information

The AS course in Year 12, fulfils the needs of three groups of students:

- Those who hope to proceed to further study of Chemistry in Year 13.
- Those who require Chemistry as an ancillary subject
- Those who will take up a career where Chemistry is not of prime importance, but who have enjoyed the challenge of Chemistry in Key Stage 4.

The Chemistry content and the conceptual requirements follow on from GCSE courses in Chemistry or in Dual Award Science (Higher level). **GCSE courses in Applied Science do not provide the breadth or depth of background chemical knowledge to make studying AS Level Chemistry an option.**

The entry requirements are:

- **Grade B or better in Chemistry or B in Sciences and an B in Additional Science**
- **At least a Grade B in Maths (Higher Level)**

2. Subject Content

Our scheme of work prepares students for AQA Chemistry Advanced Syllabus.

The scheme of work being developed for this new course, attempts to integrate as far as possible, theory and practical work. The practical nature of Chemistry means that skills have to be developed here, however, students should be well informed and realise that the theoretical demands of the course are great.

Unit 1 – CHEM 1
Foundation Chemistry

Atomic structure
Amount of substance
Bonding
Periodicity
Introduction to organic chemistry
Alkanes

Unit 2 – CHEM 2
Chemistry in Action

Energetics
Kinetics
Equilibria
Redox Reactions
Group 7, the Halogens
Group 2, the alkaline earth metals
Extraction of metals
Haloalkanes
Alkenes
Alcohols
Analytical techniques

Unit 3 – CHEM 3
Investigative and Practical skills in AS Chemistry
Practical Skills
Assessment (PSA) where candidates' skills are assessed throughout the course.

Investigative Skills
Assignments (ISA) where candidates have to undertake practical work, collect and process data before completing an associated written test.



Assessment of practical skills is carried out through school – assessed coursework. The scheme includes activities designed to develop the 4 skills of Planning, Implementing, Analysing and Evaluating. Opportunity for assessment arises naturally as the course progresses.



AQA- PHYSICS (Specification A)

Physics at Advanced Level introduces new topics such as quantum theory, nuclear energy and particle interactions. It also continues the study of material introduced at GCSE with more depth of knowledge and an increased mathematical treatment. It is necessary to have a Grade B in Physics, or in both Science and Additional Science. **A Grade B in Mathematics is also required.** This is a challenging and rewarding course that can require patience, persistence and attention to detail. Success in Physics can lead to careers in fields such as engineering, astrophysics, technological research and finance.

AS Modules

1. Particles, Quantum Phenomena and Electricity
2. Mechanics, Materials and Waves
3. Investigative and Practical skills in AS Physics

A2 Modules

A2 is more difficult than AS and contains option choices.

4. Fields and Further Mechanics
5. Nuclear and Thermal Physics
Options
 - Astrophysics
 - Turning Points in Physics
6. Investigative and Practical skills in A2 Physics

The practical assessment in Modules 3 and 6 each carry 10% of the total marks.



FACULTY OF TECHNOLOGY and CREATIVE ARTS

AQA - ART AND DESIGN

Is an Advanced Level course in Art and Design for you? Do you have the right personal attributes for this exciting and demanding course? Try this check list:

Would you like to work in a variety of media, try out new ideas and express yourself creatively?

Do you have an aptitude for visual expression - drawing, painting, sculpture, photography, ceramics, textiles etc?

Do you an interest in the way things work?

Are you curious about the environment around you?

Do you have ability to research information and communicate findings?

Do you a determination to work projects through and achieve solutions?

Do you enjoy taking photographs and using a computer?

Do you have a facility for organising and analysing material and making reasoned critical judgements?

Do you have an interest in creating and understanding art and the determination to develop that interest?

If the answer is yes to some of the above, then a course in Art and Design could be for you.

AS/A2 Level Art and Design is a mixed media course prepared within the framework of the AQA course. The flexible syllabus allows candidates to follow a broad based course using a wide variety of media or to concentrate in depth on one specific area of study.

AS

This consists of 2 Units of work.

Unit 1: is a practical coursework assignment. Students will be introduced to a wide range of media processes and techniques. They will be encouraged to develop ideas through sustained investigation. This Unit is worth 50% of the total AS mark.

Unit: 2: comprises an in depth investigation into a theme set by AQA. As part of this investigation there will be a 5 hour controlled test.



A2

The full Advanced Level qualification is made up of the 2 AS Units plus 2 more Units studied at a higher level. At A2 students are required to build upon the knowledge, understanding and skills gained in the AS with greater depth of study.

Unit 3: requires students to develop an in-depth, personal and practical investigation based on an idea, issue, concept or theme supported by a 3000 word essay. This Unit is worth 25% of the total A-Level marks

Unit: 4 is a practical investigation into theme set by AQA, culminating in a 15 hour controlled test. This unit makes up 25% of the total Advanced Level mark.

Art and Design can be studied to degree level at many universities around the country. There are over 80 different subjects in Art and Design under the broad headings of:

Fine Art,
Graphic Design,
Fashion / Textiles,
Film, Photography and TV,
Three-Dimensional Design.

A career in Art and Design is not just about painting pictures, it is also concerned with the latest technology. You could find yourself designing items as diverse as a stage set for a musical, TV credit titles, a new range of fashion wear, or creating an amazing animation. You could become a buyer for a High Street store, an illustrator of children's books, a curator in an art gallery or museum. Art and Design can be highly rewarding in terms of personal satisfaction and creative fulfilment but it is also demanding and is not an easy option and you should be prepared to work hard at developing your abilities.



EDEXCEL MUSIC

The new EDXCEL Advanced GCE Music course, both simple in design but comprehensive, is intended to be stimulating and enriching for students. At AS level and A2 level, students experience essential musical disciplines of Performing, Composing, Listening and understanding.

Course Entry

We require students to have had the minimum of a Grade B pass at GCSE Music, although applicants are strongly advised not to choose the course unless they have achieved an A Grade.

To cope with the rigours of the course, we recommend that students have reached the minimum standard of Grade 5 Practical and Grade 5 Theory.

Skills

Students will develop performance skills (solo and/or ensemble), compose music, learn about 4 part traditional harmony and build up their aural and analytical skills.

Flexibility

The full GCE course (AS plus A2) is excellent preparation for higher education courses in music, but is equally valuable for non-specialists as a second or third area of study. The AS units alone can offer a broad and satisfying experience for those who want to conclude their musical studies at this point.

Summary of unit content

Unit 1: Performing Music

AS: This unit gives students the opportunities to perform as soloists and/or as part of an ensemble. Students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a five-six minute assessed final performance exam.

Unit 2: Composing

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



Unit 3: Developing Musical Understanding

AS: This unit focuses on listening to familiar music and understanding how composers created stylistic blueprints. Analytical study of 10 set works ranging from 1500 – 2000 requires in depth knowledge of historical and harmonic language used by composers in different genres.

Unit 4: Extended Performance

A2: This unit gives students the opportunities to extend their performance skills as soloists and/or as part of an ensemble. Students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a 12-15 minute assessed recital comprising of a balanced programme of music. Notated and /or improvised performances may be submitted.

Unit 5: Composition and Technical Study

A2: This unit has two sections: composition and technical study. The composition section further develops students' composition skills acquired at AS level, leading to the creation of a final three-minute piece in response to a chosen brief. The technical study section builds on the knowledge and awareness of harmony gained in Unit 3.

Unit 6: Further Musical Understanding

A2: This unit focuses on listening to music, familiar and unfamiliar. Set works provide the focus for much of the unit. Students should also listen to a wide range of unfamiliar music related to the two compulsory areas of study. They should learn how to compare and contrast pairs of excerpts, contextualise music and identify harmonic and tonal features.



OCR - PERFORMANCE STUDIES

The aim of the course at both AS and A2 Level is to establish an approach to the Performing Arts which is multi-disciplinary and to develop qualities of imagination, sensitivity and artistic knowledge and understanding. Students acquire skills in dance, drama and music and study the various approaches which unite them.

Students can expect to devise original pieces of work and perform existing repertoire. Through the study of practitioners and genres, students are introduced to the cultural, social and historical contents in which the Performing Arts operate and they evaluate their own performance work in this wider context.

Students will be accepted onto the full AS and A2 course if they achieve Grade B in English Literature or Language and have had experience to GCSE level in Dance, Drama, Music or Expressive Arts or have proven experience e.g. speech and drama classes, music exams etc. Please contact school for further advice.

Performing Arts can be studied to degree level at many universities around the country and the discretés namely dance, drama and music are still offered at conservatoires and specialist colleges. It is also possible to study them in combination with other subjects e.g. Drama and English; Geography and Dance etc.

AS

This is the first half of the Advanced Level course and is made up of 2 units of work. One part is coursework and is marked both internally and externally. One is assessed as a written exam.

Unit 1 – Creating Performance – Practical and Written Work

Students develop their technical skills by devising and performing three short pieces in each of dance, drama, music and a further piece which makes creative links between the three art forms, and has a community focus.

Assessment is based on a **written** coursework commentary of 2000 words based on the individual art forms, and the integrated assignment. In addition the practical assignment is sent for external marking.

Unit 2 – Contextual Studies - Study of two art forms

Students study two practitioners: John Godber - Drama and Dance
 George Gershwin - Music



Students sit a 2 hour exam which assesses knowledge and understanding of various aspects of work studied, structure and form, stylistic influences, creative styles and techniques, naturally occurring links within the art forms.

A2

The full Advanced Level is made up of a further 2 Units.

Unit 3 – Contextual Studies 2

Students study a specified genre – ‘The American Musical’ and sit an examination based upon the 9 musicals they have studied including old time favourites like Chicago, Sweeney Todd, Cabaret, West Side Story etc.

Unit 4 – Performance Project

Students work in groups of between 3 and 7 and create an original piece of work that explores techniques and approaches learned during the course. The work is devised in response to starting points set by OCR. The performance should last between 30 minutes.

In addition students perform from memory one extract from the repertoire studied in Contextual Studies Music or Drama – or a piece from the American Musical. This can be performed either as a solo, or as a group presentation.



AQA DESIGN AND TECHNOLOGY

PRODUCT DESIGN (3D DESIGN)

The AS and A Level courses in Product Design are designed to encourage students to take a broad view of the relationship between creativity, innovation, design and technology in the development of 3D products.

Students will have the opportunity to:

Develop their capability to design and make products using a wide range of materials.

Enhance their understanding of the complex relations between design, materials, manufacture and marketing.

Use ICT, including CAD/CAM, to enhance their design and technology capability.

Develop knowledge and understanding of the properties of materials, production processes and industrial practices.

Develop a critical understanding of historical and contemporary influences on product design and production.

In addition to the subject specific skills, knowledge and understanding the courses encourage an understanding of economic, social, aesthetic, health and environmental issues.

Assessment

The AS course is assessed by a design folio that includes work from a range of designing and making activities and one 2 hour examination.

The A2 course is assessed by a design folio that is evidence of a single, substantial designing and making activity and one 2 hour examination.

Acceptance onto the course is subject to the successful completion (A*-B) of a GCSE (Full Course) in Design and Technology – Resistant Materials, Graphic Products or Product Design. Students who do not have the appropriate qualifications but can evidence success in an Art and Design course may be allowed to enrol and should consult the Curriculum Leader, (Mrs. S. Booth)



AQA PHYSICAL EDUCATION

Physical Education provides an opportunity for students to extend their knowledge of human performance within sport, comparing their experiences to other sports' performers around the world.

By learning in, about and through a range of activities, students should be able to:

Develop knowledge and skills which influence the quality of performance;
Apply this knowledge to a range of activities;
Evaluate performance and plan for the improvement of it;
Develop an understanding of the social-cultural, moral, global and contemporary factors that affect provision for sport and physical activity.

Course Content

'AS - This can be taken by itself or can form the first part of the Advanced Level course.

Unit 1 – Opportunities for and the effects of leading a healthy and active lifestyle.

Understanding how we can lead a healthy and active lifestyle through the study of applied exercise physiology (fitness, nutrition, body systems), skill acquisition (sports psychology) and opportunities for participation (considering sport and P.E. both historically and currently).

Unit 2 – Analysis and evaluation of physical activity as a performer and/or in an adopted role(s).

Demonstrating the ability to lead effectively in two of the following roles in a chosen activity: practical performer, umpire/judge/referee, and leader/coach. Identification of strengths and weaknesses and application of theoretical factors to suggest improvements to performance.

A2 - The full Advanced Level course consists of the AS units plus two further units of study.

Unit 3 – Optimising performance and evaluating contemporary issues within sport.

Exercise physiology and psychological knowledge and the optimisation of performance. These sections focus upon elite preparation and training, sports injuries, the energy and muscle systems, and the mechanics of movement. It also examines psychological aspects such as arousal, leadership an anxiety and the impact upon elite performance.



Contemporary influences in sport and the impact upon the performer. How does elite sport impact upon the wider/global society? Does the Olympic ideal still have a place in modern day sport?

Unit 4 – Optimising Practical Performance

The utilisation of the knowledge and understanding developed from the course to improve personal performance, as a practical performer, coach/leader or official in one activity.

Assessment

AS and A2 units are assessed by written examination. There is also a practical demonstration/written investigation unit for both the AS and the A2.

Course Expectations

Students wishing to take A-level PE must acquire appropriate A-level PE Kit. A kit list will be provided to students when they start the course in September.

Subject Combination / Higher Education

PE is a broad subject and can link with many other areas. The subjects taken alongside PE can influence the choice of career path within sport. If linked with subjects within the arts and humanities, a course/career in teaching, sports management and public relations would be accessible.

A link with science or maths would provide an opportunity to study medicine, physiology or physiotherapy.

For further information contact Mr. M. Timms, Subject Leader PE



SECTION THREE

THE WIDER CURRICULUM

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WIDER CURRICULUM PROVISION OUTLINE

Students in Year 12 will be expected to enrol in FOUR subjects at AS level.

In addition to their formal lessons in each of their AS courses, students will: -

- i. register as appropriate and attend Form Periods / Assemblies
- ii. enrol on one of the Accredited Enhancement courses
- iii. participate in the school's Enrichment and Community Volunteering Programmes

The requirements for entry to Year 12 appear earlier in this prospectus whilst the option blocks from which students can select their courses can be found on the separate sheet inserted in this prospectus.

CHANGE OF COURSE

Students who experience genuine problems in one of the AS subjects for which they have enrolled will be permitted to switch to another subject based on the following conditions:

- a) the request is made before early October
- (b) there is a vacancy in the subject they wish to take up
- (c) they meet the entry requirement in the new subject
- (d) option blocking allows the new subject combination

CONNEXIONS SERVICE

SGS is committed to providing a programme of careers education and guidance for all students.

This programme is related to the individual needs and aspirations of students.

The school offers a full range of careers information and careers education and guidance packages covering all options open to students in the Sixth Form.



Careers materials/resources are located in the Learning Resources Centre and are available for use at all times during the day. The school works closely with the Connexions Service which provides the services of two specialist advisers.

The Connexions Advisers offer impartial advice, information and guidance on a range of issues including:

- Options available after the Sixth Form; University, Modern Apprenticeships, Year in Industry, employment and a Gap Year.
- Money matters
- Personal development
- Leisure activities

Sixth Form students are able to access guidance interviews with the Connexions advisers to discuss any of the above issues. The advisers are also available during lunch breaks.

Links with industry are very much part of the school's curriculum. All Year 12 students have the opportunity to spend a week gaining experience in a career area of their choice. It is possible to arrange such work placements with companies on the Continent.

ACCREDITED ENHANCEMENT QUALIFICATIONS

In order to provide a breadth of study that enhances the subject choices made at A level we ask all students to enrol on one of the accredited enhancement subjects outlined in this section. These subjects will have a maximum of 3 lessons a fortnight and should be chosen based on the following advice;

1. The subject chosen complements the choice of A level subjects being completed e.g. Perspectives in Science Extended Project complements science subjects at A level, Critical Thinking complements subjects that require debate and analysis of argument e.g. Politics, Philosophy, History.
2. The subject chosen enhances your UCAS application and is beneficial to the choice of course/career e.g. Critical Thinking for Law, Perspectives on Science for Medicine or General Studies for universities that accept points gained from this A level as part of their conditional offer.



It is important that students make an informed decision about their choice of enhancement subject and should contact Mrs Flaherty/Miss Davies/Mr Reynolds if they are unsure of any of the information provided in this document.

All subjects will have a limited number of places and if subjects are oversubscribed students' average point scores will be used to allocate places.

Every student will be allocated a place on one of the enhancement courses.

1. OCR CRITICAL THINKING

Critical Thinking can be studied both at AS and A2 Level. Students follow the subject specification offered by the OCR Exam Board. Critical Thinking is the analytical thinking which underlies all rational discourse and enquiry. It is characterised by a meticulous and rigorous approach. Critical Thinking is designed to provide students with thinking skills which can be transferred to a range of other subjects, and which might be transferable to aptitude tests such as the Bio-Medical Admissions Tests (BMAT) for prospective medicine or veterinary science students. Similar tests also exist for prospective students of Law at some universities (LNAT).

The Critical Thinking AS course covers:

Unit 1: Introduction to Critical Thinking

Unit 2: Assessing and Developing Argument

The Critical Thinking A2 course covers:

Unit 3: Ethical Reasoning and Decision-making

Unit 4: Critical Reasoning

All units are assessed by written exam. The aim of the course is to provide students with a critical framework which can be applied in a practical manner to a range of materials, situations, problems and issues. The focus is on developing skills rather than substantive knowledge of concrete issues. Critical Thinking will suit students who enjoy thinking about matters from a variety of perspectives in a logical manner.

2. AQA General Studies A

General Studies A is designed to complement other studies and will prove to be useful preparation for higher education, work and life in general. Through following the specification students will develop their:

– thinking and analytical skills



- capacity to construct arguments and draw conclusions
- facility to deal with broad considerations and subject matter
- communication and presentation skills
- ability to work both independently and with others.

General Studies allows students to broaden their post-16 education by reinforcing and enhancing the subjects studied up to GCSE and being followed at AS/A level. It is designed to encourage thinking across specialist subjects as the cultural, scientific and social domains are divided into 'Culture and Society' in Modules 1 and 3 and 'Science and Society' in Modules 2 and 4.

AS General Studies

Unit 1 'Culture and Society'

50% of AS, 25% of A Level

1 hour 30 minutes written examination

65 marks

Objective test questions and documentary source analysis questions.

Unit 2 'Science and Society'

50% of AS, 25% of A Level

1 hour 30 minutes written examination

65 marks

Objective test questions and source based questions.

A2 General Studies

Unit 3 'Culture and Society'

25% of A Level

2 hour written examination

70 marks

Source evaluation exercise and two essays.

Unit 4 'Science and Society'

25% of A Level

2 hour written examination

70 marks

Questions on pre-release Case Study and one essay



The areas you will study in each of the broad social domains are as follows;

Culture and Society

1. An understanding and appreciation of the changing nature and importance of culture
2. Creativity and innovation
3. Aesthetic evaluation
4. Beliefs, values and moral reasoning
5. Religious belief and experience and connections between them
6. Examination and appreciation of ideologies and values in society
7. Media and communication
8. Political processes and goals
9. Relationship between law, society and ethics

Science and Society

1. Characteristics of the sciences (physical, life and earth)
2. Explanation and evaluation of human behaviour
3. Social and economic trends and constraints
4. Understanding of scientific methods, principles, criteria and their application
5. The nature of scientific objectivity and the question of progress
6. The nature of objectivity in social sciences
7. Mathematical reasoning and its application
8. The social, ethical and environmental implications of scientific discoveries and technological development
9. Moral responsibility of scientists

3. MONEY MANAGEMENT

This qualification must be taken with General Studies as an enhancement subject 'add on' and cannot be taken on its own.

The Level 1 Award in Personal Finance and Level 2 Certificate in Personal Finance has been designed for people who are, or will shortly be, starting on a period of life when they can no longer depend on others for their financial provision. In particular, students will learn about the legal and practical constraints on the sources and uses of money; the methods of organising their money through detailed personal budgeting; the considered use of appropriate bank and building society accounts and the concept and consequences of foreign exchange.



The Award in Personal Finance course is divided into two units:

Unit One: Personal Financial Encounters

Unit Two: Money Management Solutions

The Certificate in Personal Finance is divided into three units:

Unit One: Personal Financial Encounters

Unit Two: Money Management Solutions

Unit Three: Personal Finance Management

4. EDEXCEL PERSPECTIVES ON SCIENCE-Extended Project

This is a radical and exciting course which delves into the history, philosophy and ethics of science. It is an A2 qualification.

The content of the course provides students with an opportunity to learn about and engage in contemporary discussions about the status of scientific knowledge, the contribution of individuals and societies to its creation and the ethical questions which it generates.

The course is assessed not by written examinations but by a research project on a scientific question of the student's choice taken from any scientific discipline.

An individual dissertation comprises the majority of the Extended Project, with the remainder based on a ten minute presentation of the student's research findings.

The focus of this course is therefore centred on building students' research and analytical skills, alongside developing their ability to communicate their thoughts both orally and in written form. Consequently, Perspectives on Science will improve the skills students will need to succeed in further study at university. This course is particularly suited for those students applying to Oxford, Cambridge, Medicine, Dentistry, etc.

This course has a limited intake of approximately 20. In the event of the course being oversubscribed the following selection criteria will apply:

Letter of application followed by interview.

Minimum of A grades in full course GCSE sciences and English Language.

Highest Average Point Score across all GCSE subjects.

UCAS points are awarded for the Extended Project in the same way as A2 Levels.

For further details contact Mr. M. Priest or Miss Porter.



5. AQA EXTENDED PROJECT QUALIFICATION

The EPQ is a Level 3 (A2 standard) qualification involving an independent research project that extends A-Level learning. A student may choose a subject of his/her own choice and produce a 5,000 word report or a practical presentation combined with a shorter written report of 2,000 words.

The EPQ is taught as part of the enhancement programme and is worth up to 70 UCAS tariff points. There is a taught element of the course that focuses on the skills needed to become a successful independent learner. All students must complete a presentation at the end of their project outlining what they have learned and how they dealt with problems they encountered.

Past projects have been completed on topics such as: The viability of the Large Hadron Collider, The Encoding of Gender Bias in the GCSE History Curriculum, An Investigation Into The Possibility of Intelligent Robots, causes of the Recent Recession and Has Evolution Rendered The Concept of a Devine Being Obsolete?

The choice of topic is rich and varied and can relate to something you want to study at university if you wish. It can be linked to your A Level subjects but must not be something you have studied as part of your A Level course.

The qualification is valued greatly by universities as it demonstrates the ability to work independently and prepares students for the demands of study in Higher Education.

AQA BACCALAUREATE – Only available to AQA EPQ or EDEXCEL Perspectives on Science EPQ students

This qualification consists of four main components:

- 3 A Level courses
- Enrichment Activities – at least 100 hrs
- Extended Project – either AQA EPQ or Perspectives on Science EPQ
- AS General Studies or Critical Thinking

It is a very valuable qualification where students have to show a wide range of skills and it carries UCAS tariff points. Elements of all 4 areas outlined above are aggregated and students receive a qualification that is graded on a Distinction, Merit, Pass criteria.



ENRICHMENT AND COMMUNITY VOLUNTEERING PROGRAMME

All Year 12 students will take part in at least one enrichment activity and commit to at least 2 hours of community volunteering a year. Enrichment activities can count towards their community volunteering time provided it has a clear community focus. This programme will be explained more fully during the first few weeks of term. The current options include:

6. YOUTH VOLUNTEERING PROGRAMME

Students who participate in this programme will spend a period of time each week gaining an insight into a particular career field or making an important contribution to community work.

Students who are considering one of the caring professions (e.g. medicine, veterinary science, nursing, teaching, social work, physiotherapy and dentistry) as their eventual career **MUST** enrol on this programme which will provide them with valuable experience prior to making their Higher Education applications. It is highly unlikely that any such application will be successful if a student cannot provide evidence of genuine commitment and interest; this commitment and interest can only be demonstrated by becoming a Youth Volunteer.

At the same time, the school will be pleased to arrange a Youth Volunteering placement for any student who wishes to give up some time each week in order to help the local community in some way. Such a placement may be with a local charity, in a home for the older people or the disabled or in a local school.

Students who wish to enrol on the Youth Volunteering Programme should complete the appropriate section on the application form.

Youth Volunteering will be arranged at a suitable non-contact time. In cases where it is necessary to arrange a placement in the evening or at weekend, a student will be compensated by being granted a period of time out of school in lieu.



7. YOUNG ENTERPRISE

Students in Year 12 have the opportunity to take part in the Young Enterprise Scheme. A small group of achievers will set up and run their own business. The company will be given advice from local business advisers and will be able to present their final report at the Trafford Area Board Presentation Evening. Students have the opportunity to be entered for the OCR examination.

8. SGS MEDIA

SGS Media is aimed at providing students with experience in journalism, web design/maintenance and also videography through its four main arms:

- SGS Bulletin (The school magazine)
- SGS Web (Develops and maintains the school website)
- SGS Video (Filming and editing of school events/trips/activities)
- SGS Newsletter

Students who have an interest in any of these areas as well as in graphic design or running a business are welcome to apply for posts on SGS Media. There will be 17 posts available in 2010/11 with all students having to go through an interview as part of the selection process. Our recruitment programme will begin in January 2011 to fill these vacancies. Benefits for those selected include visits to business involved in media activities as well as the opportunity to develop your own skills and abilities.

Key attributes we look for are commitment, talent, enthusiasm and reliability. For further information, contact Mr. Price Uden/Mr.J.Jackson

9. SPORT

Training and competitive fixtures are organised in; netball, hockey, rugby, football and badminton. The school has many sporting links in the community including; Brooklands Sports Club, Sale Sharks, Ashton-on-Mersey Cricket Club and Trafford MetroVics Rugby Club.

The PE and Sport faculty are hoping to run an organised community qualification which will have a practical assessment focused around coaching and leadership



SECTION FOUR:

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DRESS CODE

The Principles

The school dress code for Sixth Form Students is the business suit for male and female students. Any student arriving in school inappropriately dressed will be sent home to change. The dress code is professional dress, defined as a suit (skirt or trousers) plus smart shirt/blouse/jumper and a smart jacket. Boys will be expected to wear a tie with a shirt, but smart jumpers under a suit will also be acceptable. There is currently no stipulation as to the colour of the suit, but it is expected to be suitable for the school environment. Further details regarding the Sixth Form dress code will be provided during the summer term prior to entry in September.

PART-TIME EMPLOYMENT

The school fully appreciates that Sixth Form students will want to seek part-time employment. Students should, however, bear in mind that, in both Year 12 and Year 13, their academic work must take priority if they are to do themselves full justice in their examinations. **For these reasons, we strongly advise that no student should take up a part-time position involving more than eight hours a week, and, wherever possible, that such hours should be restricted to weekends. We are becoming increasingly concerned that a growing number of students are putting part-time employment before academic studies on their list of priorities.**

ATTENDANCE AND PUNCTUALITY

Students are to be punctual and attend school at all times except when prevented by illness or because of an authorised absence.

HOLIDAYS

In view of the demands which will be made upon students by their studies at AS and A2, no request for holidays during term time will be authorised.



PRIVATE STUDY

Sixth Form students are expected to take increasing responsibility for their own learning and, at the same time, to contribute in a number of ways to the school and the local community. Students are not allowed to leave the premises during the school day without permission (except during the lunch hour and break time) and they are encouraged to use their Private Study time constructively in the Learning Resources Centre or Claremont Centre. Until June in Year 12, students will usually be supervised during their Private Study lessons. Students who prove that they are able to use their Private Study time productively and continue to do so are granted a period of Study Leave which may be taken out of school. Study Leave usually only operates from the later stages of the Summer Term in Year 12.

SCHOOL HALL LEADERS AND CO-ORDINATORS

Between March of Year 12 and February of Year 13, a number of students will serve as School Hall Leaders and Co-ordinators. These students are expected to contribute significantly to activities in the school, such as supervision of students, participating in charity fund-raising events and organising sporting events. The Hall Leaders will be elected by students and staff, two of whom will also act as Head Boy and Head Girl, but the Co-ordinator roles are open for any student wishing to take on a leadership role during their time in the Sixth Form.

SIXTH FORM BOARD

The Sixth Form Board is part of the process of monitoring the progress of Sixth Form students. The criteria for a student being asked to attend the Sixth Form Board includes:

- Underachievement in Year 12 (2+ subjects) and 13 (2+ subjects) and failure to respond to remedial strategies
- More than 10 lates per term for school or lessons
- School or lesson attendance less than 97% unless extenuating circumstances e.g. illness
- Failure to regularly attend Private Study
- Persistent unacceptable behaviour
- Regular infringements of the dress code
- Appearance before the Sixth Form Board may be a final step before a permanent exclusion.