

This booklet provides outline information about the course content for all subjects offered at AS and A-level. In choosing subjects to study at this level, it is vital that choice is informed and considered.

In addition to choosing appropriate subjects, it is now also possible to choose the structure under which those subjects are to be studied. Able, motivated pupils with a range of interests may choose to aim for the new AQA Bacalaureate qualification, which increases the tariff of conventional A-levels by accrediting research and extra-curricular activity - see page 4 for further details.

We are very proud of our record of success at A-level, and the start of this success is in the matching of a pupil's interests, skills and aptitudes to those courses to which they will be best suited. If further clarification or guidance are needed, the school's staff will be happy to advise. In particular, the Director of Studies, Mrs Janet Mander, can be contacted by e-mail through jem@stedmunds.org.uk.

Please note that there are limits to the set sizes for some subjects, imposed by safety considerations or constraints of physical accommodation. Places will be allocated on a first come, first served basis.

The details in this booklet are correct at the time of publication, but we reserve the right to amend them should circumstances necessitate this.

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Entry into the Sixth Form

AS and A-level work is considerably more demanding than that at GCSE level and in many subjects requires a greater range and depth of skills. Success in the Sixth Form is not possible without specific aptitude for, and considerable ability in, the subjects being studied.

Specific Requirements by Subject

Pupils wishing to follow a four-AS course should have a minimum of 6 GCSE passes at grade C or above, and must meet the following specific entrance requirements in each of their chosen subjects.

Pupils wishing to take the AQA Baccalaureate **must** have 6 GCSEs at grade C or better.

Pupils with slightly weaker qualifications may, at the discretion of the Headmaster, negotiate a reduced curriculum of three subjects.

<i>Subject</i>	<i>Entry requirements (All grades relate to GCSE)</i>
Art: Fine Art	Normally, grade B or above in an Art-related GCSE.
Art: 3-Dimensional Design (Ceramics)	Grade B or above in 3-Dimensional Design (Ceramics).
Art: Photography	No specific requirements, but an SLR camera is needed.
Biology	Grade B or above in Biology (single subject).
Business Studies	A minimum of grade B in English (Language or Literature). Grade C or above in Mathematics is recommended.
Chemistry	Grade B or above in Chemistry (single subject).
Design and Technology	Grade B or above in Resistant Materials, Design Technology or Graphics.
English Literature	Grade B or above in English Literature.
Film Studies	Grade B or above in English Language or English Literature.
Further Mathematics	Further Mathematics is a higher level mathematics course than the single subject. It will prove inaccessible to anyone who has not gained at least an A grade in GCSE or IGCSE Mathematics.
Geography	If Geography has been studied to GCSE, a grade of B or above is expected. For pupils who have not previously studied Geography, it may be possible to study the subject if qualifications across the board are strong. This should include at least grade B in English.
History	If History has been studied previously, a grade of B or better is required. It is possible to take History AS-level without having previously studied the subject provided GCSE performance in English is of grade B standard or better.
Mathematics	A grade B or above from the Higher Tier of GCSE or IGCSE Mathematics is essential.

Modern Foreign Languages: Grade B or above in the language to be studied is essential.
French and Spanish

Music	Grade B or above in GCSE Music is expected. In addition, pupils should have studied performance on at least one instrument, and should be expecting to achieve at least grade 6 standard by the end of the AS course, and grade 7 by the end of A-level.
Music Technology	Grade B or above in GCSE Music is expected, together with good basic music keyboard skills. You must be able to read and understand musical notation.
Physical Education	Recommended: a pass at grade B or above in GCSE PE. Exceptions may be made for pupils with very high practical skills whose GCSE performance in English and Science has been strong. You must be a player of school team standard in at least one sport.
Physics	Grade B or above in Physics (single subject).
Psychology	Grade B or above in GCSE English and grade C in GCSE Mathematics.
Theatre Studies	Grade B or above in GCSE Drama is preferred, and at least grade B in English Language is required. Pupils are expected to have some experience of performance.
RS: Theology and Moral Philosophy	There is no requirement to have studied RS to GCSE level, but a grade B or above in English Language or English Literature is expected.

Candidates who do not meet these requirements should contact the school to see if a suitable alternative curriculum can be negotiated.

AQA Baccalaureate

The AQA Baccalaureate is a course which demands both academic depth and breadth; the academic depth is provided by 'normal' A-levels. Candidates must complete (and pass!) 3 full A-levels. These may be in any subject, and from any examination board - they do not have to be AQA qualifications. In addition, candidates must add AS Critical Thinking (part of the 'academic breadth' element). This will be taken at the end of the Lower Sixth year.

During the Upper Sixth year, candidates will complete a research project, on a subject of their own choosing. This provides an opportunity for pupils to follow their own interests, and to demonstrate their ability to work independently and autonomously. Successful completion of this 'extended project' is highly regarded by Universities in their admissions process, and carries a UCAS tariff, equivalent to an AS-level.

The final requirement for the Baccalaureate is a minimum of 100 hours spent over the two years in personal development. This can come from a wide range of the activities that most of our pupils do as a normal part of the curriculum, for example, participation in sports, musical or dramatic activities, CCF, Duke of Edinburgh Award schemes, Community Service or Young Enterprise schemes.

'Bacc' candidates should choose **either** three or four AS-levels plus Critical Thinking. These AS courses will be completed alongside non-Bacc candidates. Critical Thinking lessons will replace General Studies.

AS and A-Level

All A-levels are modular. Each A-level subject is divided into four or six modules, half of which are covered in the Lower Sixth Form and are designated AS units, and the other half of which constitute A2 units, studied in the Upper Sixth Form. Each unit is separately examined, and generates a numerical score. The scores for AS units can be totalled to produce an AS grade, and the scores for all units are aggregated to make an overall A-level grade.

There are two 'sittings' for most units, namely in January and May/June each year. All units may be retaken, with the better (or best) mark counting. Higher Education institutions are increasingly taking note not just of overall grades, but of the individual module scores gained. It is therefore important that, despite the retaking potential, pupils prepare, and are prepared, to do their very best at the first time of asking.

At St Edmund's you will normally study four subjects at AS level, dropping one to continue with three subjects to A2. Although you will be asked part way through the Lower Sixth Form to indicate which is the subject you are most likely to drop, final decisions are not taken until the AS examination results are published. Each subject occupies eight lessons per week. In addition, for non-Bacc candidates your L6 programme of study will include three lessons per week of General Studies, details of which can be found later in this booklet.

It is very important to get your choice of A- and AS-level subjects right. You need to choose subjects you enjoy, and in which you are likely to be successful, that provide an appropriate route to the career of your choice. Some pupils choose a package of four related subjects, while others use the opportunity to retain breadth in their curriculum. For some very competitive degree courses at popular universities, it can be advisable to include a contrasting subject, for example three sciences plus a modern foreign language, or three essay subjects plus Mathematics. Advice as to the best programme for you will be provided, or can be sought, from the Careers Adviser, the Higher Education Adviser, as well as from the Director of Studies, Heads of Department, your Housemaster, and your Tutor.

Being a Sixth Former

Sixth Form work is demanding, and is a significantly greater challenge than GCSE. The academic demands are higher, the pace of work is high, and many specifications are very full. You will have to master new approaches to working. You will have fewer subjects to cope with, but each subject will occupy a large proportion of your timetable — so make sure you are interested enough in it to want eight lessons a week! You will be expected to do a great deal of work outside the classroom, but its nature will not be quite like the formal preps of GCSE. You will be expected to produce longer pieces of work, carried out over longer periods of time — so organising yourself and being disciplined in meeting deadlines will be very important. You may be expected to do some independent research, or to read around a subject, not simply relying on information disseminated directly to you by your teacher. You will have some “study periods” on your timetable where no lessons are scheduled, that you can use to deal with some of this additional work.

Clearly, then, you will need to learn new habits of studying and personal organisation. You will be helped in making this transition to a more independent mode of learning by your teachers and by your tutors; formal guidance on study skills will be provided. The key factor is your preparedness to take responsibility for your learning. Your work and progress will be regularly monitored through the Academic Review Card (ARC) system, which provides assessment and encouragement. If the ARC indicates your work is inadequate, you may lose the privileges of private study and be required to attend supervised study periods.

The Library and Information Resource Centre, together with the Sixth Form Resources Room, are available for your learning. Familiarise yourself with them, and learn how to use reference materials efficiently. Do not forget that departmental clinics are available if you need individual help in a subject. Your tutor and your subject teachers will provide guidance on all academic matters.

The Sixth Form offers a wide variety of society meetings, open lectures, plays, concerts, debates, and other opportunities to take part in organized activities. Open your mind to all these opportunities! Enjoy Sixth Form life, as it passes all too quickly. Try to achieve the right balance between the demands of your academic work and sport, music, drama, community service, CCF, other school activities, and your social life; make sure you are thinking about the medium and long term, as well as about the present. It is important to set yourself both short-term and long-term goals, which may range from the completion of your weekly workload to the achievement of the A-level grades you need to be accepted at the university of your choice.

Higher Education

Most St Edmund's pupils go on to Higher Education and preparing for this is an important feature of Sixth Form life. In the Lower Sixth Form, visits to universities are encouraged; information and advice are provided. Those not wishing to enter the Higher Education process can discuss their career plans with the Careers Adviser (Ms Kathy Lloyd) and their Housemaster.

Entry requirements for particular university and college courses are available in the Resources Room, prospectuses and the Internet (www.ucas.com). The fact that only two offers can be held in the UCAS system means that there is a need for careful research and judicious choice of university.

Pupils are encouraged to make full use of the available resources as well as to seek advice from their subject teachers and the Higher Education Adviser. At the end of the Lower Sixth, specific advice is given. The UCAS scheme allows pupils to make five applications, either to different universities or colleges, or to different courses, or a mixture of both.

The completion of the UCAS application form is supervised by the Higher Education Adviser. Help and guidance with this is provided by Tutors and Housemasters. The applications are sent to UCAS as early as possible via the online admissions system. Between November and March the offers are received and, by May, each pupil must select no more than two. If an applicant has not received an offer by then, UCAS Extra can be used to send their application to other universities. After the publication of the A-level results in August, destinations are decided and advice is available for those who may narrowly miss their offer, or who enter the clearing process.

A-Level Choices

Some degree courses require you to have studied specific A-level subjects. For example, Biology and Chemistry are usually essential for medicine and veterinary science, and Mathematics is very valuable for entry to Architecture or Computer Science. Advice can be sought from the Higher Education Adviser or the Careers Adviser.

Courses Requiring Prompt Applications

Pupils wishing to apply for medicine or dentistry, music (conservatoires) or to apply to Oxford or Cambridge Universities should complete their UCAS application at the beginning of the Upper Sixth year. Similarly, other applicants may need to register for additional tests during September (medicine and law, for example).

Applicants for art or music courses should obtain additional advice from the relevant Head of Department.

Sixth Form Curriculum

AS and A2-level Subjects: - 8 periods per week each. Some subjects have 9 periods for A2.

Most pupils will study four AS-level subjects in the Lower Sixth Form and three A2-level subjects in the Upper Sixth Form. Subjects are selected by choosing one subject from each option block.

The provisional AS option blocks are shown below. Pupils should choose a maximum of one subject from each block. Critical Thinking is separately timetabled, independently of the blocks.

L6A	L6B	L6C	L6D
Biology	3-D Design (Ceramics)	Art (Fine Art)	Biology
Design & Technology	Business Studies	Business Studies	Geography
English	Chemistry	Chemistry	Mathematics
Further Maths	English	French	Photography
Mathematics	Film Studies	History	Religious Studies
Music	Music Technology	Psychology	Spanish
Photography	Physics	Physics	Theatre Studies
Physical Education			

AQA Baccalaureate candidates will take Critical Thinking (in place of General Studies) together with either 3 or 4 subjects chosen from the blocks above

Please note that pupils for whom English is not their native language may be directed to study English as an Additional Language. EAL lessons will be scheduled according to individual subject choices and may preclude some combinations of subjects.

Lower Sixth Form

Pupils in the Lower Sixth Form not taking Critical Thinking will also attend three lessons each week of General Studies. This is a 'carousel' of relevant but non-examined activities, which includes ICT, Careers English, Personal Finance and Headmaster's Time.

Further Options

GCSE English and Mathematics: classes or individual tuition will be available for pupils needing to retake a GCSE in these subjects.

Course Availability

Pupils are accepted onto an AS course, subject to their meeting the school's and the subject's entrance requirements, and subject to the availability of a place. For some subjects, e.g. Photography, Ceramics and Art, places are limited, and will be allocated on a first-come-first-served basis.

Art: Fine Art, 3-Dimensional Design (Ceramics), Photography

In the Sixth Form the Art department offers several courses to AS and A2 level. We see drawing as a central part of all the areas that we cover because it provides a visual language from which other skills can develop. These include painting, ceramics, printmaking, sculpture, and photography.

Our courses are designed to ensure that pupils attain the highest possible grades at AS and A2 level; pupils prepare portfolios that enable them to gain entry to Foundation courses and BA Degree courses.

The course is assessed in four units as follows:

			AS	A2
AS	Unit 1	Coursework - Portfolio	50%	25%
	Unit 2	Externally set assignment (5 hours)	50%	25%
A2	Unit 3	Personal Investigation		25%
	Unit 4	Externally set assignment (15 hours)		25%

Emphasis is placed on the personal coursework that is produced over the course.

Determination and hard work are necessary for a full sense of achievement and progress in this highly visual area. It is expected that art pupils will visit exhibitions both locally and on departmental visits to galleries both in London and abroad. Lectures from visiting speakers are arranged, when possible, to link in with visits to exhibitions.

We have a highly successful entry rate to art/design colleges from the broad, but specialized, range of courses that we offer. The courses are not only directed at future art college pupils, but are also designed to broaden pupils' perceptions of visual literacy. Talented pupils achieving high grades in Art can improve their chances of gaining a place at the university of their choice, just as in any other subject.

The courses that we offer are not solely for the fine artist, but are a pathway into the provinces of graphics, architecture, three-dimensional design and, more recently, computer animation and film. For those candidates wishing to follow these types of design-centred courses, combinations of Mathematics, Physics, Design and Technology, and Art are particularly beneficial.

Due to the expensive nature of Art and Design, pupils will be charged £15.00 per subject per term to make a small contribution to the cost of consumable materials. They will also be offered the opportunity to purchase other materials for their own personal use. These are charged at cost price.

Biology

The OCR Biology syllabus provides a smooth transition from GCSE. It builds upon, and extends, many familiar topics, as well as introducing some new ones. It has been selected to provide an enjoyable and rewarding course, which provides a wide breadth of knowledge. It touches on many varied aspects of Biology, from the internal workings of organisms in physiology and the interdependence of living things in ecology, to social issues, including human influence on the environment and the ethical considerations of genetics.

The exam consists of six units as follows:

AS	Syllabus code		AS	A2
Unit 1	F211	Cells, Exchange and Transport	30%	5%
Unit 2	F212	Molecules, Biodiversity, Food and Health	50%	25%
Unit 3	F213	Practical Skills in Biology	20%	10%
A2				
Unit 4	F214	Communication, Homeostasis and Energy		15%
Unit 5	F215	Controls, Genomes and Environment		25%
Unit 6	F216	Practical Skills in Biology		10%

Units 1 & 4 are designed to be examined in January of the Lower Sixth and Upper Sixth respectively, whilst Units 2 & 5 are taken in June.

While the ability to recall factual material is important, there is much emphasis on the application of knowledge and the understanding of science and of how science works. Practical work plays an important role throughout the course and several opportunities are offered for the assessment of practical skills.

In June of the Lower Sixth Form, pupils attend a three-day residential course on the Isle of Wight to study ecology. A variety of habitats are visited including rocky shore, estuary, salt marsh and woodland. The trip provides an opportunity to complete some of the A2 practical coursework. Pupils invariably find it to be an extremely valuable and enjoyable experience.

The study of Biology at AS and A2 level requires prior knowledge of biological concepts. In order to be able to develop the knowledge, understanding and skills, pupils need to have acquired mathematical competence in arithmetic, data handling, algebra and graphical representation of data. In addition, an understanding of some basic chemical concepts would be an advantage, although knowledge could be acquired during the teaching of the course.

The excellent Biology A-level results in recent years have created a huge variety of career and further education opportunities. Pupils have gone on to study medicine, dentistry, pharmacology, physiotherapy, agriculture, forensic science, biochemistry, teaching and genetics at some top universities, including Cambridge, Oxford, Imperial, York, Nottingham and Southampton.

Business Studies

Business Studies is a contemporary and dynamic subject, and industrial visits form a key part of the course.

Business Studies literally does what it says: It studies business and how it operates within its environment. This involves studying in detail how today's businesses carry out their various functions, including marketing, finance, operations management (production), and people (human resources).

The course also looks at how outside activities affect businesses and in turn how businesses react to these, for example, the effect of changes in government policy, competition, demand, pressure groups and ethics.

In addition the A-level draws together the business functions and the external environment to study the objectives and strategies that businesses adopt, for example, recent merger activities and globalisation.

The exam consists of six units as follows:

			AS	A2
AS	Unit 1	An Introduction to Business	40%	
	Unit 2	Business Functions	60%	
A2	Unit 3	Further Human Resources, Operations Management, Marketing or Finance*		40%
	Unit 4	Corporate Strategy		60%

*Only one option to be taken

Skills

Business Studies requires a reasonable level of numeracy. The course is, however, testing Business Studies and not Mathematics, and the important skill is to understand and apply the figures to the business being studied. The ability to analyse, evaluate and write in good English is very important. Sources of information for Business Studies include textbooks, reference materials, government and business data, the world wide web, and a pupil's own experience.

AS Level Combinations

Business Studies will combine well with all other A-level subjects, be they arts, humanities, or science-based subjects; sooner or later the "artists" and "scientists" will end up working in business organisations of some description.

Career Progression

Business Studies can lead to opportunities in both the public and private sectors. There are now many degrees and sandwich courses which combine Business Studies or Management Studies with languages, IT, the arts and sciences, and there are career opportunities both inside and outside the UK.

Chemistry

Chemists are interested in the structure of matter, from the arrangement of atoms to the complex three-dimensional organisation of nucleic acids. They study chemical reactions and they design new materials, polymers for plastics, alloys for aero-engines and drugs against disease.

At St Edmund's, practical work is a fundamental part of the AQA A-level offered and early topics have been planned to provide a manageable transition from GCSE level.

In each year there are two taught units which may be examined in January or June, plus internal assessment of practical skills (20% weighting).

AS

Unit 1 Foundation Chemistry	33 $\frac{1}{3}$ %
Unit 2 Chemistry in Action	46 $\frac{2}{3}$ %
plus Internal Assessment of Practical Skills	20%

A2

Unit 4 Kinetics, Equilibria and Organic Chemistry	40%
Unit 5 Energetics, Redox and Inorganic Chemistry	40%
plus Internal Assessment of Practical Skills	20%

A pass in AS-level Chemistry is highly regarded, demonstrating as it does the ability of a pupil to think in a logical way, to cope with numbers and to express ideas clearly. The vast majority of professions accept A-level Chemistry as a suitable entry qualification. Furthermore, A-level Chemistry is a very acceptable or, indeed, an essential entry requirement for many scientific courses including medicine, veterinary science, dentistry, all biological subjects, agriculture, biochemistry, geology, chemistry, physics, and all branches of engineering. Chemistry is often studied with two (or three) subjects selected from Mathematics, Biology and Physics, but increasingly Chemistry pupils have studied at least one non-scientific subject.

What are the requirements to enter the course?

First and foremost, a willingness to work hard and consistently is essential. A good GCSE grade in Chemistry (minimum B grade) is needed. Chemistry also involves some Mathematics and at least a grade B in GCSE Mathematics is expected. Those pupils who have studied GCSE Mathematics at Higher Level will be at a distinct advantage, although this is not a prerequisite to study A-level Chemistry, and each pupil will be considered on his or her own merit.

Design and Technology

Prospective pupils should have a grade B or above at GCSE in either Resistant Materials Technology or Graphics Products Technology. In addition to sound practical and creative abilities, pupils will also need a good standard of written English as the terminal examinations demand clear, well-argued and well-structured essays as well as a rapid, clear sketching ability.

The course will build upon the knowledge gained at GCSE but with an increased emphasis on industrial and commercial manufacturing and design practices.

The new AQA Design and Technology: Product Design course contains the following units:

		AS	A2
AS	Unit 1 Written Exam (2 hours)	50%	25%
	Unit 2 Coursework Portfolio	50%	25%
A2	Unit 3 Written Exam (2 hours)		25%
	Unit 4 Coursework Project		25%

The coursework will consist of 'design and make' tasks supported by a written/electronic folio of work.

As well as possibly leading to areas of further study in the fields of architecture, design or engineering, the course could also be seen as a good general educational qualification in an ever more technological world.

English Literature

In the Sixth Form, the AS and A2 courses leading to A-level are literature-based and cover a range of writing in the genres of poetry, prose and drama from Chaucer to the modern era. The department follows the OCR specification.

At AS-level, this comprises Poetry and Prose 1800-1945 (2 hour paper), and Literature post-1990 (coursework which includes 2 essays and 3 texts one of which is post-1990). At A2, Drama and Poetry is studied pre-1800 (2 hour paper), including Shakespeare and Texts in Time, and a coursework paper involving study of 3 texts across the genres of prose, poetry and drama. Attention is paid throughout the course to comparing texts and addressing both the critical and the historical context of each piece of literature.

Sixth form life is a time for expanding horizons as well as passing exams. The department's record at A-level is outstanding and yet time is found for exploring the historical perspective whenever possible. Pupils are encouraged to read widely and to attend theatres in addition to the regular visits to the West End which are made as part of the course.

The available resources include film, video and departmental libraries: the School Library has an excellent reference section in addition to critical material; the extensive resources of the University of Kent's Templeman Library are less than a mile away.

The Literary Society welcomes guest speakers as well as providing in-house presentations and thrives alongside the Drama department's productions and theatre visits.

English as an Additional Language

These classes provide pupils, whose first language is not English, with the opportunity to improve their skills. English is an essential requirement for university entrance and the course prepares pupils for the International English Language Testing System (IELTS) qualification which is recognised by UK and most international universities.

Film Studies

Film Studies aims to allow you to apply analytical skills developed in the study of literature at GCSE to a new type of text: the film text. The course aims to deepen your understanding, appreciation and enjoyment of this major art form. The course will involve you in developing new reading skills in your watching of a wide range of films both in lessons and at a variety of cinemas. Through film study, pupils will have the opportunity to apply their critical analytic skills in their own writing of screenplays, film production and significant research.

You will study both micro and macro aspects of film form. On the micro level you will learn how *mise-en-scene*, cinematography, editing and sound help to make meaning in short sequences from films. On the macro level you will look more particularly at how films make use of genre and narrative structuring devices in determining the way that audiences respond to and understand the meaning of the film.

The films for study will mainly be texts that have been in circulation in your lifetime so that you can make use of the expertise you already have. However, you will also engage with films from different cultures or different periods in order to gain an understanding of the development of technique.

The specification is divided into a total of 4 units, 2 AS units and 2 A2 units. Weightings noted below are expressed in terms of the full A level qualification:

AS

Unit 1: FM1	Exploring film form <ul style="list-style-type: none">• Micro essay• Creative project: Digital storyboarding	coursework	20%
Unit 2: FM2	British and American Film Section A: Audiences and producers Section B: Topics in British Film Section C: US Film – comparative study	exam	30%

A2

Unit 3: FM3	Film research and creative project <ul style="list-style-type: none">• Small-scale research project• Creative project: Screenwriting or film making	coursework	25%
Unit 4: FM4	Varieties of Film Experiences Section A: World Cinema topics Section B: Spectatorship topics Section C: Single film – critical study	exam	25%

The demands of the specifications, especially at A2 level, are such that pupils should have at least grade B in GCSE English. As a course of study, Film Studies will provide a strong base for progression to undergraduate studies in Film or Media Studies. The strong analytical skills that the course fosters will also be of use if you wish to pursue studies in literature, theatre, humanities subjects, social sciences and modern foreign languages.

Geography

Geography is a contemporary subject which explicitly engages with the relationship of human populations to each other over space and time and their relationship with their environment at a variety of scales from local to global. Studying at A Level allows you the opportunity to ask questions about global systems and the challenges faced by those trying to manage them. Geography is dynamic and through your studies you will gain an understanding into the factors affecting decision makers at national and international levels and how geography impacts on people's daily lives.

We follow the AQA syllabus that follows an 'issues and impacts' approach throughout. It has a developmental structure designed to facilitate progression through the course and beyond to link with the demands of higher study.

AS Level

Unit 1: Physical & Human Geography – (70% of the AS and 35% of the full award)

This covers the study of core geographical concepts along with contrasting themes of contemporary or environmental impact, management and sustainability. The core topics are: Rivers, Floods & Management and Population Change. In addition two option topics of Cold Environments and Health Issues are studied

Unit 2: Geographical Skills – (30% of the AS and 15% of the full award)

This paper test skills based on the content of the core units above and includes investigative field work, cartographic, graphical, ICT and statistical. A residential field study week will take place in the October half term during which skills for this paper are undertaken (the course will also benefit A2 study units and Unit 4a below). There will be a charge for this activity.

A2

Unit 3: Contemporary Geographical Issues – (30% of the full award)

This is an issues-based approach to contemporary geographical themes. Students study at least 3 units, one from physical geography and one from human. Options include Plate Tectonics & Hazards*; Weather & Climate and Associated Hazards*; Ecosystems: Change and Challenge; World Cities*; Development & Globalisation*; Contemporary Conflicts and Challenges, Topics with * indicate the most likely options

Unit 4a: Geography Fieldwork Investigation – Fieldwork is an essential part of the course; remember you 'do' other subjects but you 'live' geography! Students analyse and evaluate their fieldwork in response to the questions set in an examination setting. This is based around the field study visit in AS and examined in the January of A2.

Regular work will include essays, short structured answers and data response questions. You will be expected to read widely around the subject, making use of ICT and quality newspapers. The more you participate in class the more you will enjoy the subject. The introduction of the Health Issues unit may be of benefit to those wishing to pursue a career in medicine.

At both levels you will want to find the answers but also generate ideas for the global future. You will acquire a wide range of skills, which have useful cross-curricular applications; geography is often seen as the stepping stone between arts and pure science subjects. Geography will provide you with the foundation to pursue further study or a career in a very wide variety of fields.

History

History is man's attempt to understand and explain his past. It is essentially the study of human experience, whether of great figures or the masses, and deals with human motivations and aspirations, triumphs and disasters. As such, History is a wide-ranging academic discipline, which at A-level tries to foster a deeper awareness of factors which affect the course of human affairs, be they religious or cultural, political or philosophical, social or economic.

The Edexcel specification (8/9 HIO1) which we use has a vital objective, the development of pupils' interest in and enthusiasm for History. The four units that are currently offered are:

Unit 1 (6HIO1)	D3	Russia in Revolution (1881-1924)
	D4	Stalin's Russia (1924-1953)

Unit 2 (6HIO2)	B1	Britain (1830-1885) Representation and Reform
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The A2 section of the course consists of:

Unit 3 (6HIO3)	D2	Britain and the Challenge of Fascism: Saving Europe at a cost? (c. 1925-1960)
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Unit 4 (6HIO4)		Coursework based on a study of Russian History (1825-2000)
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The study of History is valuable in its own right, but it also imparts to pupils a unique set of intellectual skills which have a wide application in the workplace, be it business or the professions. Through wide reading, the discipline of essay writing and documentary analysis, pupils develop the ability to construct relevant, coherent, well-reasoned arguments, together with the capacity to handle complex issues in a meaningful way. You develop a discriminatory eye for detail as you learn to explore texts in researching for essays, where you must evaluate conflicting or complementary evidence to support arguments. Via historiography, you come to appreciate that History is only man's interpretation of the past, and hopefully acquire a critical and questioning mind which is able to detect subjectivity in the written word and has a healthy scepticism for inequitable arguments. Above all, we hope that we will foster in you a lively and enquiring disposition backed up with serviceable intellectual skills.

History in the Sixth Form is a mind-broadening experience as well as a rigorous intellectual discipline and we try to provide you with stimulating extra-curricular activities. This is mainly done through the agency of the Historical Association, which has become a well-attended forum for lively debate and discussion, where you are offered wider historical perspectives by guest speakers and by in-house presentations. There are a number of trips to London to hear professional historians speak on the topics that we cover.

History has always been a popular A-level subject at St Edmund's, and many of our pupils have gone on to study History at degree level with great success. They have discovered the benefits of pursuing an intellectually demanding course, whilst keeping their career options open, and have also discovered that they are very marketable as History graduates in a wide variety of occupations.

Mathematics and Further Mathematics

Galileo once said, in rough translation, "Mathematics is the language in which God has written the Universe". A-level mathematics provides a tantalising glimpse of the glories of that language. It is potentially both the most rewarding and the most frustrating of all the A-level disciplines. Its joys are great: we study aspects of the worlds of number, algebra and logic, we learn how arguments hang together coherently, we master the skills of problem solving, and uncover unexpected links between the many strands of the subject. Where else can you get the thrill offered by Mathematics of completing a solution absolutely correctly, not just well, or even excellently: perfectly! Mathematics offers the "eureka!" tingle of success. On the other hand, no other subject is so unforgiving: no amount of waffling or fudging can mask a lack of comprehension or a lack of industry. Marks awarded in Mathematics span the full spectrum from 100 to 0!

Mathematics is a very useful and marketable A- or AS-level. It is essential for some Higher Education courses, and is very desirable for others. Engineers need it, as do many Computer Science courses, it is desirable for a potential accountant or actuary, and is very useful indeed for anyone interested in medicine or veterinary science, in pure sciences, psychology, business, economics or social science. It is also a helpful complement to any courses with a statistical or numerical component.

Studying both Mathematics and Further Mathematics leads to two A-levels, and provides a very powerful mathematical base. This double course is particularly attractive to potential mathematics specialists, or to those likely to study any aspect of engineering at University. Anyone interested in studying a mathematical or applied science/engineering course at Oxford or Cambridge would be well advised to consider including the double mathematics package in his or her AS-level options.

It is not enough, however, to recognise that a mathematics qualification would be useful to you. You need a real interest in the subject, coupled with tenacity and determination if you are to succeed. You are expected to work consistently hard throughout the course. Skills are built cumulatively, and it is essential to master new ideas as they are encountered in the course.

In order to have a reasonable chance of success at AS-level, you need to have shown evidence of good mathematical skills at GCSE. This should usually mean a grade of B or above which must come from a Higher Tier course, with a strong degree of competence in algebra. In addition, those who succeed must bring an interest in the subject, and inquiring, open mind and a willingness to explore new ideas and new approaches to old ones.

AS-level Mathematics comprises 3 units, and A-level Mathematics requires a further 3. AS-level Further Mathematics adds another 3 units; a further 3 complete the Mathematics and Further Mathematics course.

The course is a mixture of pure and applied mathematics. Pure mathematics involves the study of mathematical techniques. The content of the pure units follows on recognisably from the material of GCSE. Applied mathematics encompasses a range of mathematics disciplines (including statistics, mechanics and decision mathematics) where the emphasis is on the practical applications of mathematics to real-world problems. The choice of applied mathematics units is likely to include S1 together with either S2, or M1 (mechanics) or DI (decision mathematics). One of the compulsory mathematics units (C3) includes a well-defined piece of coursework, and another (C4) includes a mathematical comprehension assessment. Pupils who opt to study Further Mathematics must include one

more compulsory pure unit (FP1) in the AS package, and another (FP2) in the full A-level. The remaining four units will be applied units, chosen flexibly in line with the interests and abilities of the pupils in the set.

Pupils who have studied A-level Mathematics at St Edmund's will agree that they have had to work hard for their success, but our record of results is one of which we are proud. Pupils have progressed to a wide range of degree courses, including in each of the past three years those who have gone to Oxford or Cambridge to study courses with a strong mathematical component.

The units in the course are as follows:

Mathematics

- C1 (AS) Pure: Introduction to Advanced Mathematics
- C2 (AS) Pure: Concepts in Advanced Mathematics
- SI (AS) Statistics 1
- C3 (A2) Pure: Methods in Advanced Mathematics
- C4 (A2) Pure: Applications in Advanced Mathematics

plus one from:

- S2 (A2) Statistics 2
- MI (AS) Mechanics 1
- DI (AS) Decision and Discrete Mathematics

Note that, uniquely, A-level Mathematics may be obtained from 4 AS and 2 A2 units.

Further Mathematics

- FPI (AS) Pure: Further Pure Mathematics 1
- FP2 (A2) Pure: Further Pure Mathematics 2

plus 2 units for AS, or 4 units for A-level, chosen from M2, M3, M4, S2, S3, FP3, D2 depending on the units chosen for inclusion in the single Mathematics A-level.

Modern Foreign Languages: French and Spanish

Competence in one or more foreign languages is regarded by employers as an invaluable skill. Leaders of industry recognise the need for men and women who can interact and negotiate effectively in other languages if they are to trade successfully in very competitive markets. The knowledge of a foreign language can, therefore, prove decisive at a job interview; it can open up exciting opportunities for employment abroad, and it can greatly enhance the enjoyment of foreign travel. It is hardly surprising that universities offer foreign languages in combination with the full range of degree courses and that many courses include the possibility of a period of study abroad for those with appropriate language skills.

The A-level courses, leading to AQA examinations, are designed to develop a high level of communication skills and linguistic competence, and at the same time to promote an awareness of various aspects of a society or societies in which the target language is spoken.

During the AS year language skills are developed in the context of four topic areas designed to engage and motivate pupils: Media, Popular Culture, Healthy Living/Lifestyle and Family/Relationships. Performance is assessed in 2 units; a written paper testing listening, reading and writing skills (70%) and a speaking test (30%). These two units together count for 50 % of the total A-level marks.

In the A2 course language skills are developed further as pupils explore the topics of Environment, The Multicultural Society and Contemporary Social Issues. In addition they study two cultural topics related to the country of the target language. This might relate to a region, a period in 20th century history, or to the work of an author, poet, dramatist, director, architect or musician. Assessment is again made over 2 units: a written paper testing listening, reading and writing skills (35%) and a speaking test (15%), which will include discussion of the two cultural topics.

With 30% of the marks at both AS and A-level being awarded for competence in using the spoken language, emphasis is placed on the use of the foreign language in all parts of the course. The use of authentic French and Spanish television, as well as the Internet, provides a wealth of up-to-date information as well as a wide range of register and dialect. Nonetheless, pupils are strongly advised and encouraged to spend time abroad in order to increase their experience and fluency.

Music

Music A-level is a valued subject for a wide variety of degree courses and is by no means solely vocational. The study of music provides many of the personal qualities that universities and employers are looking for in young people; namely self-discipline, motivation, initiative, dedication, creativity, logical thinking and team work. Careers in music range from performing, teaching and composing to broadcasting and journalism, instrument technology, and music retailing.

A major attraction of the A-level Music course is its flexibility, and it can be weighted to the particular strengths and interests of individual pupils.

The units that make up the course are as follows:

- AS** Unit 1 Performing: pupils take part in solo and ensemble performances. They should be able to perform to a minimum standard equivalent to grade 5 but preferably higher.
- Unit 2 Composing: One composition is to be submitted in response to one of four briefs. Candidates are also required to answer questions akin to giving a full overview of their piece. Both sections are to be completed under controlled conditions.
- Unit 3 Developing Musical Understanding: The investigation of musical styles through set works, score analysis and listening will be carried out. Pupils' knowledge will also be developed through the study of harmony.
- A2** Unit 4 Extended Performance: A recital of a balanced programme including solo and/or ensemble works. Proficiency to at least grade 6 is necessary.
- Unit 5 Composition and Technical Study: An additional composition is to be submitted, plus a choice of either further technical studies or composition(s).
- Unit 6 Further Musical Understanding: This unit follows on from Unit 3, extending the pupils' knowledge and understanding through aural analysis, music in context, continuity and change in instrumental music.

The study of Listening and Composition involves the analytical and contextual study of musical extracts representative of the chosen areas of study. They are examined within terms of their broader style and importance within their genre. Pupils also undertake a weekly structured listening course which provides an all-round knowledge of the history of music from approximately 1545 to the present day.

Tuition is also provided in compositional techniques including harmony. The basic grammar of writing music, using the correct harmonies and textures, will encourage an awareness of style that complements pupils' work in listening and understanding. By the end of the course pupils will be able to complete short harmony exercises as exemplified by Bach, and a two-part piece in the style of Handel.

The department runs a huge variety of activities in addition to a wide range of choral and instrumental groups: there are music competitions and festivals, masterclasses, a lunchtime recital series, concert visits to London and elsewhere, staged musical productions, and major choral and instrumental concerts. Overseas tours take place every two years, and these have recently included Barcelona, Normandy and Germany.

The real joy of A-level Music is that the greater the natural ability, the keener the hobby, or the more professional the interest, the more rewarding the course becomes in its varied components.

Music Technology

This exciting course allows Music Technology to be explored in various ways. The practical skills that are learned include studio recording and MIDI sequencing. The course also includes the study of the science of sound, the history of electronic music, and looks at the music industry.

The course is divided into four components:

Sequencing:

You must sequence a popular or jazz piece of music.

Arranging using Technology:

You must arrange a pop or jazz melody using Cubase software.

Recording:

You must record a popular piece of music using multitrack technique.

Listening and Analysis:

You will sit an aural examination at the end of this course. The breadth of study is very wide and includes classical art music, jazz, all popular music genres and electronic music.

The second year of study includes analysing, composing and recording in each of the following specific criteria:

- Music for the moving image, including the in-depth study of two film scores
- Composition using Music Technology, eg sampling, sequencing, etc.
- A multi-track recording
- Sequencing
- Mixing under examination conditions

Skills required: it is recommended that you are equipped with some necessary musical skills before entering the Music Technology course. You must:

- be passionate about music and willing to accept and study many different styles and genres
- have good skills in reading and understanding musical notation
- have basic music keyboard skills
- accept that some of the course will not fit into the normal school day, especially when recording concerts
- be self-reliant and self-disciplined, being able to work without direct supervision on occasions

It will help if you are an experienced and able performer. Although there is no performance element to the examinations, you will be expected to perform within your recordings.

A PC with Midi-keyboard and sequencing software will be essential (this need not be expensive).

Physical Education

Sports and physical activity excite and stimulate us. They motivate, they promote our health and make us feel good. Academic study within Physical Education can provide greater knowledge, insight and understanding of performance. The specification is based on an understanding of concepts and methods of enquiry drawn from a wide range of disciplines, with the focal point being the performer and the performance. Several topics covered in the course are developments of work covered at GCSE but others are new. Although a pass in GCSE PE is beneficial, what is more important is that you should have a lively and enquiring mind, a keen interest in physical education and sport, a willingness to explore new ideas and an ability to communicate ideas effectively. The synthesis of theory and practice is reflected in the aims and objectives of the specification. Throughout the course you will draw on, and apply, subject matter from physiological, psychological and socio-cultural disciplines in order to prescribe and prioritise strategies to improve your own, and others' performances.

The Advanced GCE is made up of two mandatory units at AS level and two further units at A2 level. The Advanced Subsidiary GCE is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE.

The four units in the specification are as follows:

- AS Unit G451** An Introduction to Physical Education
- Anatomy and Physiology (Section A)
 - Acquiring Movement Skills (Section B)
 - Socio-Cultural Studies (Section C)
- 2 hour written paper. 30% of total A2 mark.
- AS Unit G452** Acquiring, developing and evaluating practical skills in Physical Education.
- Performance
 - Evaluating and planning for the improvement of performance

Candidates are assessed in two chosen activities from two different activity profiles and in response to a live performance. The Practical Component is worth 20% of the total A2 mark.

- A2 Unit G453** Principles and concepts across different areas of Physical Education.
- Section A1 – Historical Studies
 - Section B3 – Sports Psychology
 - Section B3 – Exercise and Sport Physiology
- 2½ hour written paper. 35% of total A2 mark.
- A2 Unit G454** The improvement of effective performance and critical evaluation of practical activities in Physical Education.
- Performance
 - Evaluation, appreciation and the improvement of performance

Candidates are assessed in one chosen activity and in response to a live performance. The practical component is worth 15% of total A2 mark.

These specifications relate well to other Advanced GCEs in Business Studies, the social sciences and natural sciences. The course provides an excellent foundation for specialist study in Physical Education and Sport Studies in Higher Education, or if you are intending to pursue a career in teaching and coaching, the leisure industry, recreational management, the health and fitness industry, the armed forces, the Civil Service, or professional sport.

Physics

It is difficult to define Physics precisely, but its principles and applications underpin much of modern technological society. Electronic devices such as computers, CD and DVD players are obvious examples, but also consider nuclear fission, space flight, telecommunications, medical scanners, and engineering projects such as the design and construction of a suspension bridge.

The AS course is designed to appeal to both physical scientists and non-scientists. It builds on and develops the key concepts of Newtonian mechanics, energy, current electricity, oscillations and waves that are part of the GCSE Science course and introduces new topics such as particle and nuclear physics and wave-particle duality. Although you do not need a strong mathematical background to be able to tackle this subject with confidence, a GCSE grade C or better in Mathematics is essential.

The A2 course is designed to appeal to the physical scientist. The topics that are covered, Further Mechanics, electric, gravitational and magnetic fields, thermodynamics, radioactivity and nuclear physics, are conceptually demanding. We also study an interesting option described as 'turning points in physics'. If you wish to continue from AS to A2 in Physics, we recommend that you also study either Chemistry and/or Mathematics.

A good pass in AS or A-level Physics demonstrates that a pupil is numerate, literate, proficient in problem-solving and analysis, and has the ability to express difficult concepts in a logical and coherent manner. It is a useful qualification for entry into a wide range of scientific, technical, and engineering professions. The AS qualification may particularly appeal to Arts pupils wishing to add breadth to their curriculum.

It is recommended that a person wishing to study Physics at AS-level will have achieved at least a B grade in GCSE Physics. It is not recommended that a pupil with qualifications in core and additional science only should consider Physics as an AS option.

Psychology

Psychology is the study of behaviour: psychologists are interested in exploring the reasons behind what we do, think or feel. You are not expected to have studied Psychology previously but a curiosity about people and an interest in understanding why we behave the way we do are essential. At A level we attempt to answer questions such as: What is stress? How reliable is memory? What counts as 'normal' behaviour? To answer such questions we examine a wide range of theories (explanations) and the evidence psychologists have gathered to support or refute these theories. Psychologists gather this evidence using a range of methods, including experiments, interviews, case studies, questionnaires and observations. You will discover what these methods entail, why they are useful and their limitations. You will be encouraged to look critically at psychological theories and evidence in order to develop skills of analysis and evaluation.

The AQA A specification is divided into a total of 4 units: 2 units at AS level and a further 2 units at A2 level. All units are assessed by written exam and each contributes 25% to the overall GCE A level mark.

AS	Unit 1	Cognitive: memory, eyewitness testimony Developmental: early social development; attachments Research Methods: techniques, data analysis, ethics
	Unit 2	Biological: stress Social: conformity and obedience Individual Differences: defining and explaining psychological abnormality.
A2	Unit 3	Topics in Psychology: Eating behaviour, Relationships, Biological rhythms and sleep
	Unit 4	Psychopathology, Psychology in Action and Research Methods: Understanding schizophrenia Media Psychology Research and the scientific method

By studying Psychology, you will gain transferable skills that can be applied to many different careers: business, retail management, personnel, advertising, teaching - in fact just about any career that involves working with people. You can build further on your study of Psychology to specialise in areas such as clinical, forensic, educational, sport or health psychology.

It is important to realise that while Psychology is a fascinating subject offering insights into many current issues and concerns, it is also very demanding. A high level of commitment and organisation is essential, as are good English Language and Mathematics skills. You need to be able to think analytically and to evaluate the strengths and weaknesses of theories and of research. If you like people, have an interest in contemporary issues, have read all of the above and are prepared to take an active role in class discussions, then this is the subject for you.

Psychology is a broad and demanding subject; you should have at least grade B in GCSE English Language and Science (double award minimum). In addition, a grade B in Mathematics is desirable, although a lower grade may be considered in exceptional circumstances.

Religious Studies (Philosophy and Ethics)

The aim of the course is to encourage you to identify some of the basic questions of theology and to explore such questions within the context of Christian tradition, scholarship and experience, both past and present. These questions might include: Why would an all loving, all powerful God permit the existence of evil and suffering? Is there enough evidence to believe that miracles happen? Why do we fight? How should we love?

No commitment to any of the Christian churches is presupposed or required by the syllabus, which is open to pupils of any religious persuasion, or none. The assessment will not be concerned with judging your personal beliefs; arguments about the issues raised will be judged solely on their own merit. To gain the most from the course you will need to enjoy questioning and arguing your point. You will need to be able to understand and evaluate the opinions of others as well as being able to formulate and argue your own opinions. Therefore, you need a good standard of English, but do not need to have taken Religious Studies at GCSE; the course assumes no prior knowledge.

The units in the course are as follows:

AS

- Unit 1 Foundations: This unit is a study of philosophy of religion and of ethics. Ethics includes a study of the relationship between religion and morality, the ethical theories of Utilitarianism and situation ethics and Applied Ethics (sexual ethics and war and peace). Philosophy of religion includes a study of selected problems in the philosophy of religion, including the problem of evil and suffering, and a study of philosophical debates about miracles. The final examination accounts for 50% of the AS, is 1 hour 45 minutes long, and consists of a choice of three questions from six.
- Unit 2 Investigations: This unit will be externally assessed and is enquiry-based. You will choose a topic area from an exam approved selection that interests you, you will then be able to decide on a specific focus e.g. within the topic of Medical Ethics, you might choose to focus in the issue of consent in cases of euthanasia and assisted suicide. You will be guided in production of an extended essay with a recommended length of 3000 words which you would then be expected to reproduce with some flexibility in response to the exam question. Pupils currently enjoy the use of UKC's Templeman Library to aid their research, with a full induction built into the first term of the course.
- Unit 3 Developments: This will build on previous knowledge of ethics and philosophy. Philosophy of religion will include a study of beliefs about life after death: reincarnation, rebirth, resurrection, immortality of the soul and a study of religious language. Ethics will include a study of ethical concepts including a critique of the relationship between religion and morality, natural moral law, and virtue ethics. Additional areas of Applied Ethics will also be considered.
- Unit 4 Implications: This unit requires you to relate all of the individual areas that you have studied and also to relate your study of religion to human experience. In this unit, credit is given for the ability to relate the material that we have studied to everyday life and experience. You will face a question based around an extract from one of three academic essays that have been studied in class.

The two units of the **A2** are assessed by written examinations with a total examination time of 3 hours.

Theatre Studies

This course provides opportunities for you to pursue particular aspects of study within the context of general knowledge and experience of theatre. It is designed to encourage appropriate skills, extend your knowledge and understanding of theatre, and generate a critical and sensitive response to the complexities of dramatic production.

The course consists of the following four units:

			AS	A2
AS	Unit 1	Live Theatre Production seen and Prescribed play.	60%	30%
	Unit 2	Presentation of an extract from a play	40%	20%
A2	Unit 3	Further prescribed plays including Pre-twentieth century		30%
	Unit 4	Presentation of devised drama		20%

The school has excellent dramatic facilities and a wide variety of contacts in professional theatre. The course involves regular visits to theatrical productions to compile a working notebook; these include local productions, as well as further a field, including the West End and Broadway.

The school has an enviable reputation for Drama. Major school productions over the past few years have included 'Beauty and the Beast', 'Return to the Forbidden Planet', 'A Midsummer Night's Dream', 'Godspell' and 'Daisy Pulls It Off'. Smaller-scale productions have included 'The Private Ear', 'Educating Rita', and 'Giants'. It is the ethos of the department to stage several plays throughout the year to ensure performance opportunities are available to as many pupils as possible.

'Godspell' in 1996 was successfully transferred to The Marlowe Theatre, Canterbury's main auditorium, where it received a standing ovation. The three nights of 'Grease', and 'Return to the Forbidden Planet' were sold out three weeks in advance. A group of eleven pupils performed for ten nights at the Edinburgh Festival in 2006. Additionally, pupils will have the opportunity to visit New York to watch Broadway shows and partake in professional workshops.

The Gulbenkian Theatre at the University of Kent provides opportunities for pupils to visit innovative and experimental productions to broaden their theatrical horizons. The London theatres are within easy travelling distance; recent visits include trips to 'Mnemonic' by Théâtre de Complicité, The Cambridge Footlights Revue, Horse and Bamboo's, 'A Strange Event' and Peepolykus' production of, 'All in the Timing'.

AS and A2 practical performances attract large audiences, and have drawn praise from visiting moderators. 2005's AS group all scored maximum marks for their devised piece 'Trains of Thought', described by AQA's moderator as "the best thing I have seen all year".

General Studies

(non-examination course)

Headmaster's Time

In Headmaster's Time, you are encouraged to consider your philosophy and your beliefs. An autobiographical presentation by each pupil and an opportunity for questions from the group affords a sharing of your experiences of life, an honest appraisal of self and the development of a genuine interest in other people. If there is time, you also analyse and discuss the group's responses to a questionnaire on your beliefs under the following headings: Religion, Probity, Racial Attitudes, Education, Work, Sex, Family, Government, Sport, War and Peace, Crime and Punishment, Society, The Quality of Belief.

Careers English

Careers English helps you to develop skills of self-presentation, both in person and on paper, through the acquisition of polished language and a confident personal style. The researching of courses and jobs, the framing of letters of application, the creation of a good CV and the composition of business letters form the core of the written element. Preparation for interview, and the interview itself, is the second major element. Mock interviews in school are recorded on video and analysed with you individually.

ICT

Pupils are given the opportunity to brush up and to develop their IT skills, with the possibility of working towards the ECDL (European Computer Driving Licence).

Personal Finance

This course gives an insight into managing your money and investing for the future. The five main topic areas are Cards and Card Services, Credit-worthiness, It's Your Life, Fresher Finance and EMU. The course also considers up to the minute developments in the financial world to assess their impact on your personal financial arrangements.