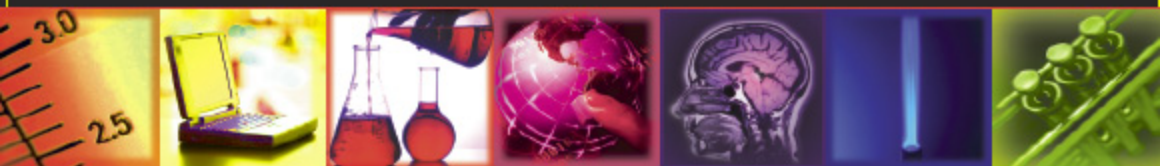


ALL HALLOWS



Sixth Form Prospectus



“ All Hallows Sixth Form has an excellent reputation and over the past two years I have found this reputation to be well-deserved. ”

“ In the Sixth Form you have many privileges which you can enjoy whilst working hard to achieve good results. ”



Dear Prospective Student

The fact that you are reading this prospectus shows that you appreciate the importance of continuing your studies post-16 and you may already be planning to enter Higher Education in two years time.

All Hallows has provided a Sixth Form education for students from far and wide for the past 40 years. Our Sixth Form serves a very large area and caters for students from all backgrounds and all types of school.

Most importantly, however, our students are assured of excellent teaching in a wide variety of subjects, personal care and guidance from their tutors, the opportunity to take part in many extra-curricular activities and a great social life. Each year they enjoy academic success of the highest order and proceed to read for Degrees at Universities and Colleges around the country including Oxford and Cambridge.

During our last OFSTED inspection the inspectors reported that our Sixth Form 'attainment was very high in comparison with the national average and students achieved results... that placed the school in the top five per cent of all schools nationally'. This is truly remarkable achievement.

At All Hallows the demands are high and you are expected to work hard. In return you may expect to be part of our continuing success story.

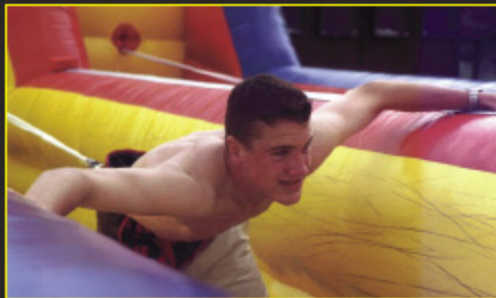
We look forward to welcoming you in September. ■

R.K. Weremczyk, M.A.
Headmaster

“ Sixth Formers have a lot of individual freedom. We also have the responsibility of setting a good example. ”



“ I have really enjoyed my time in the sixth form. I have had the opportunity to take part in numerous extra curricular activities, which have helped develop my confidence. ”



“ The atmosphere is really great. Everyone is really friendly, especially the teachers. It's a great place to study. ”



CHESHIRE EDUCATION COMMITTEE

**All Hallows Catholic High School
Brooklands Avenue
Macclesfield
SK11 8LB**

Telephone: Macclesfield 01625 426138

HEAD TEACHER: A.S. Billings, B.A. (Hons), PGCE, MA, NPQH

CHAIRMAN OF GOVERNORS: Mr C. Fleming

HEAD OF 6TH FORM: Mrs M.A. Garvey

All Hallows is a Roman Catholic Comprehensive Day School for boys and girls aged 11 - 18 years

Number on Roll (September 2006)

Years 7 - 11: 1,017
Sixth Form: 175

The school is situated in St. Alban's Deanery in North East Cheshire. It was founded by the Diocese of Shrewsbury as a Voluntary Aided School

Bishop: Rt. Rev. Brian Noble

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SIXTH FORM CURRICULUM

In September 2000 examination awarding bodies developed new Advanced and Advanced Subsidiary GCE ('A' level) specifications for use in schools and colleges.

The main purpose of these changes was to provide broader 'A' level programmes and improved vocational qualifications that are underpinned by rigorous standards and key skills. Students are now able to choose up to five subjects to study at Advanced level.

Students following Advanced level programmes are able to broaden their knowledge by studying additional subjects using the Advanced Subsidiary qualifications, or if they wish, adding a vocational dimension by studying the GCE Applied (GCEA).

Students on vocational programmes are able to broaden their studies by combining their study of GCEA with AS level subjects.

'A' levels are based on five or six units of approximately equal size, each of which are separately certificated. 50% of the units make up the Advanced Subsidiary (AS), representing the first half of an Advanced level course of study. The other 50% are known as A2, representing the second half. AS is usually followed in Year 12 and A2 in Year 13.

In addition to Advanced level courses where the entry requirements are a minimum of 5 A* - C with some subjects specifying a grade B or above in the chosen advanced level subject, the Sixth Form curriculum also includes a Level 2 Intermediate Business course for those students who have not yet achieved 5 GCSE's at A* - C. This is a one-year programme and students are selected for the course following an interview.

QUESTIONS PEOPLE HAVE ASKED ABOUT THE SIXTH FORM

Would I benefit from staying on into the Sixth Form?

All Hallows has courses to suit your interests and abilities. You might want to study at Advanced level to go on to University or perhaps to a management training scheme. You might want to improve your academic profile by studying a Level 2 course which means spending one year in the Sixth Form. As long as you want to learn we have a course to suit your needs.

Shouldn't I get out and try something new?

In the Sixth Form you will improve your skills and broaden your experience. For example, we have students developing their information technology skills or learning how to run their own business. You will have opportunities to try out new and sometimes unusual experiences such as problem solving, mock elections and public speaking competitions. Many Sixth Formers get involved with community work or help in school productions or travel abroad on school activities.

How will studying in the Sixth Form be different from being in Year 11?

Sixth Form studies are different from those in Year 11 in lots of ways. You have more choice about the courses you do and you can specialise more. Classes are smaller and you will learn to become a student by developing your study techniques. There will be more work but you get study periods in which to do much of that work. You are far more responsible for your own learning and you are treated in general in a very adult way.

What about career choice?

The Sixth Form often gives people time to think about what they want to do next. There is plenty of expert careers advice available through the school and for Level 2 students there are opportunities to try out different types of work through your work experience programme.

Will I enjoy myself socially in the Sixth Form?

You will have many opportunities to make new friends and keep old ones. There is a very active social life ranging from parties and theatre visits to involvement in voluntary work and the Lourdes Group. All Hallows 6th Form offers a rich and varied programme of enrichment opportunities (enc.)

What about exam results?

All Hallows has a strong tradition of success in both Advanced level courses and Level 2 programmes. In 2005 All Hallows 6th Form achieved the Highest A Level point score in Cheshire.

What do Sixth Formers do after they leave school?	Our students are eagerly sought by employers and admissions tutors in universities and colleges of higher education. Sixth Form students have gone on to study a variety of courses, including Medicine, European Business, Theology, Chemistry, German and French, History, Mathematics, Law, Physiotherapy and Aeronautical Engineering.
How easy is it to settle into the Sixth Form?	You will be a member of a smaller tutor group with a dedicated tutor who will help you to make the most of your opportunities in the Sixth Form.
What exactly will I do in tutor time?	You should try to get to know your tutor and to feel the support of other members of your group, There is a carefully planned programme of activities which this year has included how to study and revise for exams, careers education, interview techniques and preparation for employment.
What facilities does the Sixth Form have?	You will enjoy the facilities of the Sixth Form centre including a common room, canteen and study room as well as specialised teaching areas in several subjects.
What qualifications do I need for different courses?	<p>Basically all you need is an ability to cope with your chosen course and a commitment to work hard and to act in the responsible manner we expect of our senior students. Expert advice is available to students to help them to make the right choices.</p> <p>Advanced level courses are taken by those students who have achieved high standards in their GCSE courses. This would be a minimum of 5 GCSE's at A* - C. If you want to study a subject at Advanced level which you have studied at GCSE then you should be able to demonstrate success at it before embarking on an Advanced level course. Check the subject entries for specific requirements as many subjects set their own requirements.</p> <p>If you want to study 'new' subjects at Advanced level then a good general academic performance is required. You would also need to be interested in your Advanced level subjects otherwise you will not make a success of your studies.</p> <p>The entrance requirements for the GCE Applied course is the same as that for all Advanced level courses, i.e. a minimum of five GCSE passes at Grade A* - C. Remember to gain entrance to most university degree courses you will need GCSE Grade C or above in Mathematics and English.</p> <p>The Level 2 Business Studies course has an open entry policy.</p>

OTHER OPPORTUNITIES IN THE SIXTH FORM

Duke of Edinburgh Award Scheme

The Award has great prestige and one which arouses great interest. Many Sixth Form students are currently working towards their Silver and Gold Awards. Employers and Admissions Tutors value it highly. The Award scheme is open to any person up to 25 years of age and involves four types of activities which involve hard work, commitment and great fun. Ask any of the people involved and they will tell you how much pleasure they have got from it and how rewarding they have found it.

Music/Drama

All Hallows is well known for its musical excellence and the high quality of productions. Much of this is thanks to the contribution of our Sixth Form. Throughout the year there is a variety of activities going on within music and drama.

Young Enterprise

Many of our Sixth Form students join the Young Enterprise scheme and get to grips with starting and running their own companies. This activity provides valuable business experience and is very highly regarded by employers and admissions tutors.

Public Speaking

All Hallows has a fine record in public speaking competitions and formal debating. This is just the activity to sharpen your wits and improve the way you project yourself. Previous Sixth Form students have won prizes in the Chamber of Commerce and Catenian Association public speaking competitions.

Residential Retreats

All of our Sixth Form students benefit from the residential retreats organised by the R.E. Department. In the Lower Sixth the emphasis is on your continual development towards spiritual maturity and understanding with a five day residential near the end of the Christmas term.

Community Involvement

You will have many opportunities to get involved with community issues whether through raising funds for national charities such as Barnardo's and C.A.F.O.D., or taking part in the Shrewsbury Diocese Pilgrimage to Lourdes or helping with the school's Learning Support Department by helping younger members of the school with their learning programme. The Sixth Form is currently part of the Millennium Volunteers project, which allows students to gain a nationally accredited award on completion of 200 hours voluntary service.

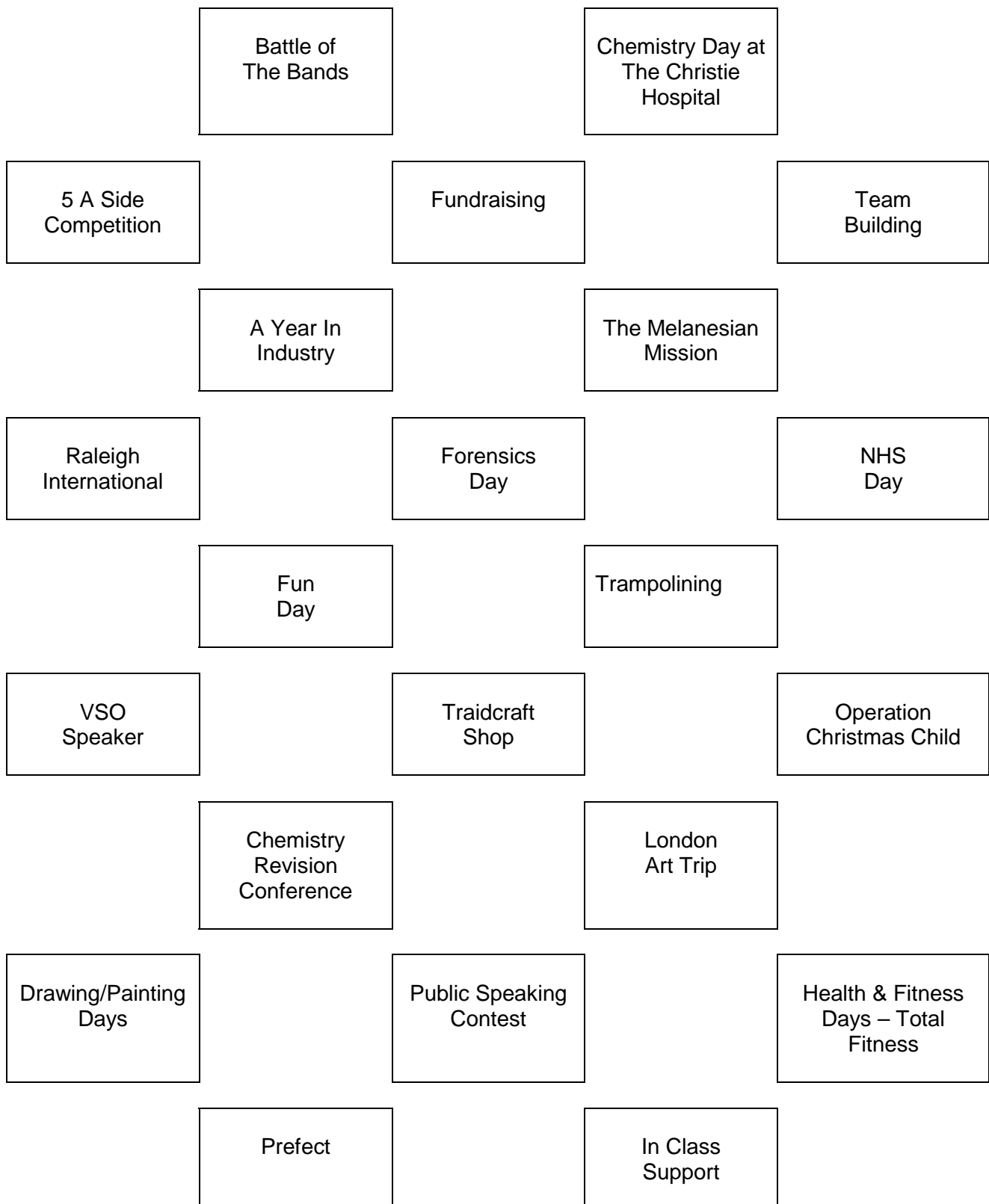
Overseas Visits and Field Trips

Many subjects incorporate Field Trips in their study programmes eg. Business Studies trip to Barcelona, Geography/German trip to Berlin, European work experience opportunities etc.... All students will have the opportunity to take part in a General Studies tour to New York.

ENRICHMENT OPPORTUNITIES AT ALL HALLOWS 6TH FORM

JUST SOME OF THE OPPORTUNITIES OFFERED

New York General Studies Visit	Barcelona Business Studies Visit	Berlin – German/Geography Study Visit
	The Duke of Edinburgh Award Scheme	The Millennium Volunteers Scheme
Cheshire Young Drivers Scheme	Theatre Visits	The All Hallows Shakespeare Co
	Musical Productions	The Christmas Cabaret
Fundraising	The Lourdes Pilgrimage	The 6 th Form Retreat
	Geography Field Work in Anglesey	Biology Field Trip to Anglesey
River Studies	Astra Zeneca Tour	Macclesfield Hospital Bio Medical Science Conference



The Joshua
Foundation –
Expedition to
Australia

History
A Level
Conference

Brain Day –
Dissection

Psychology
Conference

Med-Link
Conference

Vet Six
Conference

European Work
Experience

Skiing
Holidays

The Sports
Leadership
Award

First Aid Training

HOW TO CHOOSE YOUR SIXTH FORM COURSE

Begin with reading the detailed notes on the subjects in which you are most interested. Read the notes on the other subjects too; it does not take long, and you may be surprised at how interesting a subject which you had not thought of doing sounds.

Before making a decision, ask yourself these four questions.

1. Am I interested enough in this subject to study it for so many periods a week for the next year or two years? Five hours a week, for example, plus homework, is a long time – too long – to be spending on a subject in which you personally may have little real interest.
2. Do I know enough about what the subject involves? The Staff have written at some length about their subjects, but we cannot say everything in one article. Please ask for any further information you may want.
3. Have I got the ability to make a success of the subject? The entry qualifications for each subject are given where they apply; it would be sensible to ask the members of staff who know you well about your own chances of making out.
4. Is my combination of subjects sensible? There is more to choosing a Sixth Form course than just looking to see which subjects you fancy. The subjects must be compatible with one another; they must, in other words, add up to a combination which is recognised as a sound basis for a job or further study. It is worth noting here that if you are interested in law we do not offer this subject at All Hallows. This decision was made following consultation with a large number of university admissions tutors who prefer students to study mainstream academic subjects at Advanced level and leave the specialist study of law to the universities. Here is where the expert advice of a Careers specialist comes in: we are talking about your future; you are an individual, and you are urged to make an individual appointment to discuss your plans. If you are thinking of going on to Higher Education post-eighteen, you will find the following books/websites www.ucas.ac.uk - available in the school, invaluable:
 - i) UCAS Guide to University and College Entrance;
 - ii) The Times Good University Guide;
 - iii) Degree Course Offers – B Heap;
 - iv) Choosing Your Degree Course and University – B. Heap.

THE CAREERS PROGRAMME

There is a great deal of Careers information available in both the Careers Area and Sixth Form library which you may consult at any time. You are also free to ask for an interview with a Connexions Officer or Mr Belford whenever you wish. Many Colleges and Universities hold open days and you will be informed of any which may be of interest to you. During Year 12 you will follow the Higher Education Programme in tutor time.

In the end, success depends not only on qualifications but also on personal qualities such as enthusiasm, initiative, reliability and willingness to take responsibility. The Sixth Form provides an ideal opportunity to develop these qualities – make the most of it. At the end of the Sixth Form you should be more highly qualified, know where you are going in life and be a more mature, responsible person.

OXBRIDGE ENTRANCE

Each year some students prove to have the potential to apply to Oxford or Cambridge. If you are taking at least three Advanced level subjects and, during your first term in the Sixth Form, prove to be a candidate of high academic ability, you may wish to consider applying to Oxford or Cambridge. If you do, the you, and your parents, will have the opportunity of discussing with the staff whether it would be in your interests to pursue such possibilities. We normally start 'Oxbridge' work during the second term of the lower Sixth year, believing that the first term is best employed in securing a firm foundation for Advanced level work. Oxford and Cambridge admissions procedures are somewhat different from most other universities. Further advice and guidance will be given on the admissions procedure as and when appropriate. It is worth noting that although admission to these two universities is competitive all applications are considered carefully. In addition to academic ability tutors are looking for potential, motivation and commitment. Any student wishing to apply will be given every support and encouragement.

Over the last few years we have had a number of students going to either Oxford or Cambridge to study a variety of subjects including:

Mathematics	Lincoln College, Oxford
Law	Lincoln College, Oxford
Natural Sciences	Queens College, Cambridge
Geography	Jesus College, Cambridge
Architecture	Fitzwilliam College, Cambridge
Modern Languages	Oriel College, Oxford
Mathematics	Downing College, Cambridge
Medicine	St. Anne's College, Oxford

ART

Level

Advanced Subsidiary (AS/A1)
Advanced (A2)

Entry Requirements

5 GCSE's A* - C
Grade C or above in Art

Examination Board

AQA

Staff Contact

Mrs M. Williamson

The course assumes a good level of achievement at GCSE together with a lively enquiring mind. It is designed to allow personal development within a variety of alternative media.

Visits to galleries and places of interest are an essential element of the course and residential courses, both within Cheshire and on the Continent, are organised regularly and available for all Cheshire Art Students.

Assessment of the course is by the AQA and is divided into two areas:

1. AS Examination – 1 year's study: includes 2 units of study and a Controlled Test.
2. A2 Examination – 1 year's study: includes 2 units of study and a Controlled Test.
(one unit will involve a written study)

'A' level Art prepares students for Arts Foundation Courses as well as being an acceptable qualification for most degree courses at university.

BIOLOGY

Level

Advanced Subsidiary (AS/A1)
Advanced (A2)

Entry Requirements

5 GCSE's A* - C
Including CC or above in Science
and Mathematics

Examination Board

AQA

Staff Contact

Dr. D. M. Foreman

The course aims to:

- Develop essential knowledge and understanding concepts of biology.
- Develop an understanding of scientific methods.
- Be aware of advances in technology, including IT, relevant to biology.
- Recognise the value and responsible use of biology in society.
- Develop and sustain a student's enjoyment of, and interest in, biology.

Course Details

AS Examination

Unit 1	Core Principles 30% of the total AS mark <i>15% of the A Level mark</i>
Unit 2	Genes and Genetic Engineering 30% of the total AS mark <i>15% of the A Level mark</i>
Unit 3 (a)	Physiology and Transport 25% of the total AS mark <i>12.5% of the A Level mark</i>
Unit 3 (b)	Coursework 25% of the total AS mark <i>12.5% of the A Level mark</i>

A2 Examination

Unit 4	Energy, Control and Continuity <i>15% of the A Level mark</i>
Unit 5 (a)	Environment <i>7.5% of the A Level mark</i>
Unit 5 (b)	Coursework <i>7.5% of the A Level mark</i>
Unit 6	Microbes and Disease <i>10% of the A Level mark</i>

In the AS, Units 1, 2 and 3(a) are straightforward and provide a firm basis of biological principles. Written papers will assess each unit. Unit 1 will be taken in January, Units 2 and 3a in June.

The A2 modules are more demanding than those in the AS. Unit 4 will be taken in January of the second year, Units 5a and 6 in June.

In both AS and A2 there is a practical investigation designed to assess the four skill areas of (a) planning, (b) implementing, (c) analysing evidence and drawing conclusions and (d) evaluating procedures.

A week long residential field trip in Anglesey forms an integral part of the theory and practical assessment.

Combinations and Progression

Biology provides a useful bridge between Science and Humanities. It combines well with most subjects, including the other Sciences, Maths, Geography and the Arts. A Level Biology is widely accepted as a qualification for any careers within the expanding 'Bioscience field'. This includes medicine, dentistry, physiology, biochemistry, molecular biology, genetic engineering, pharmacy, nursing and physiotherapy.

GCE APPLIED BUSINESS

Level	Entry Requirements
Advanced (Double Award) Advanced (Single Award)	5 GCSE's A* - C Or Intermediate GNVQ in Business at Merit
Examination Board	Staff Contact
EDEXCEL	Mrs J. Lynch

GCE Applied courses (GCEAs) are part of the framework of National Vocational Qualifications, backed by the Government. This framework provides the national system for vocational qualifications, just like they system for GCSEs and 'A' levels. Students can study GCEAs and 'A' levels together. This provides an exciting opportunity for all students to 'mix and match' traditional 'A' levels with 'Vocational' A levels in the Sixth Form at All Hallows and to start to form a clearer view of the direction of their future career.

- **GCE Applied Business at All Hallows**

Students can choose to study the GCE Applied Business course in one of two ways:

- the GCE Applied (Double Award) is made up of 12 units (2 A levels)
- the GCE Applied (Single Award) is made up of 6 units (1 A level)

The great advantage of the GCE Applied course is the enormous flexibility it brings with it.

- **Entry Requirements**

Minimum entry requirements for the course are either:

- Five GCSEs at grade C or above
- Intermediate GNVQ Business at Merit.

- **Who is the GCE Applied suitable for?**

The GCE Applied is suitable for all students who have an interest in studying business and who wish to combine GCE Applied and A levels to gain the benefits of both types of course.

The course will appeal to those students who:

- have a keen interest in business and how it operates
- enjoy studying a subject that is relevant to their own lives and experience
- want to find out more about business through personal investigation
- are interested in developing an understanding of business organisations, the markets they serve and how to deal with customers effectively
- want to follow a course that is active and enjoyable
- want to move on to a related career or higher education course

- **Assessment**

Up to two thirds of the course will be internally assessed through a programme of assignments set and marked by your teachers. At least one third of the course will be externally assessed through tests and set assignments.

- **Course Content**

GCE Applied (Double Award) in Business

The GCE Applied (Double Award) comprises 12 units: 6 compulsory units and 6 optional units.

Compulsory Units:

Unit 1	Investigating People at Work
Unit 2	Investigating Businesses
Unit 3	Investigating Marketing
Unit 5	Investigating Customer Service
Unit 6	Investigating Promotion
Unit 7	Investigating Enterprise

Optional Units:

These can change from year to year, but in the past have included:

Unit 8	Business Development
Unit 9	Managing and Developing People
Unit 10	Marketing Decisions
Unit 12	International Dimensions of Business
Unit 13	Organising an Event
Unit 14	External Influences on Business

GCE Applied (Single Award) in Business

The GCE Applied (Single Award) in Business comprises the 6 **compulsory units** referred to above.

- **Progression**

A GCE Applied (Double Award) is equivalent to two A level passes at grades A-E. A GCE Applied (Single Award) is equivalent to one A level pass at grades A-E. Students with GCE Applied in Business have access to a wide range of career and higher education opportunities. They learn and use a variety of transferable skills throughout the course. These include collecting, analysing and interpreting data, communicating findings in different ways, and identifying and developing the links between different parts of the subject. These skills are in great demand and are recognised by employers and universities and colleges as being of great value.

Both Awards combine well with almost all other AS and A level subjects for entry to a range of university courses.

Some students choose to use these qualifications to go straight into employment, rather than go on to higher education. Because GCE Applied Business students develop the transferable skills and the key skills that employers are looking for, they can lead to a very wide range of employment opportunities. This can include further training in such areas as Accounting, Marketing, Human Resource Management and Retail Management, Production etc.

- **Recognition**

The value of the Edexcel GCE Applied qualifications is recognised in various ways, including:

- by employers for recruitment and promotion
- for academic progression as the equivalent of A levels by the Standing Conference on University Entrance,
- by many professional bodies, which often give exemptions from their own examinations to holders of this Edexcel qualification.

These courses combine well with virtually any other 'A' Level and provides a useful qualification for all students, since all are likely to find themselves working in some form of 'business' environment in the future, where a knowledge of business and economic principles will be a real advantage.

NATIONAL CERTIFICATE IN BUSINESS

Level

Intermediate

Entry Requirements

Open Entry

Examination Board

OCR

Staff Contact

Mrs J. Lynch

If you wish to study for the National Certificate in Business it is important that you have a lively and enquiring mind, an interest in Business, a willingness to explore new ideas and an ability to communicate your ideas effectively.

It is not a requirement that you should have studied Business before in order to study for the National Certificate in the subject.

The National Certificate in Business is a one year full-time course offered in the Sixth Form.

This course will appeal to students who:

- Have a keen interest in business and how it operates.
- Enjoy studying a subject that is relevant to their own lives and experience.
- Want to find out more about business through personal investigation.
- Are interested in developing an understanding of how businesses work, develop and make a profit.
- Want to study a course that is active and enjoyable.
- Want to move on to a related career or further education.

The National Certificate in Business specifically aims to:

- Develop students knowledge and understanding of the business sector.
- Develop students skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability in the business sector.
- Develop students ability to work autonomously and effectively in a business context.
- Enable students to develop knowledge and understanding of specialist areas of business, and demonstrate the skills needed to participate in the operation and development of real business organisations.
- Encourage progression by assisting in the development of skills, knowledge and understanding that students will need to access further programmes or employment.

Course Content

The course consists of six units.

Mandatory Units:

Unit 1	Investigating Business
Unit 2	Enterprise and Operations
Unit 3	Finance in Business
Unit 4	Communication in Business

The remaining two units are decided from a list of optional units chosen by the centre. In addition, students participate in a 'one day a week' work placement. This is organised on a 'self-placement' basis where students are actively encouraged to seek a work placement in a local business for the start of the course.

Progression

The National Certificate in Business is equivalent to 4 GCSEs at grades A*-C.

The qualification is designed to recognise students skills, knowledge and understanding of the business sector. This Award will provide students with a high quality, industry-relevant qualification.

Some students choose to use their qualification to go straight into employment, rather than go on to further education. Because this qualification allows students to develop the skills that employers are looking for, students can consider a very wide range of employment opportunities in the business sector.

Many students continue to study Business by progressing onto the Advanced GCE Applied degree course in Business and then on to Higher Education to study a business related degree.

CHEMISTRY

Level		Entry Requirements
Advanced Subsidiary	(AS/A1)	5 GCSE's A* - C
Advanced	(A2)	Including CC or above in Science

Examination Board

AQA

Staff Contact

Mr J.A. Shropshire

AS/A Level Chemistry is a modular course composed of two parts. The first part is the AS-Advanced Subsidiary, which must be combined with the second part A2 to form the Advanced Level qualification.

The AS course builds upon the chemical knowledge, understanding and skills developed during the double science course. It contains three modules which will be examined in June.

- AS Module 1 – Atomic Structure, Bonding and Periodicity
- AS Module 2 – Foundation Physical and Inorganic Chemistry
- AS Module 3 – Introduction to Organic Chemistry and Coursework

The A2 course comprises a further 3 modules, one of which, Module 4 Further Physical and Organic Chemistry will be examined in January. Module 5, Thermodynamics and Further Inorganic Chemistry and Module 6, synoptic assessment and coursework in June. The synoptic assessment covers all the theory studied in the other 5 modules.

Each module has a similar divide between factual content, application and understanding of why reactions occur. Calculations occur throughout the course and a GCSE grade C or above in Mathematics is desirable. The understanding and application of theoretical work is supplemented wherever possible by appropriate practical experiments. Practical skills are assessed through coursework which is incorporated into modules 3 and 6.

The course aims to develop the knowledge and understanding of chemical concepts, and to develop the skills needed for their use in new and changing surroundings. Students will be aware of how advances in information technology and instrumentation are used in Chemistry, as well as the contributions of Chemistry to society.

In order to follow the 'A' Level course, double science grades of CC or above will be required.

An 'A' Level qualification in Chemistry is essential for further studies/careers in Chemistry, Biochemistry, Medicine, Veterinary Science, Dentistry, Pharmacy, Agriculture and Chemical Engineering, as well as being very useful for many biological and other science based subjects and paramedical careers.

DESIGN TECHNOLOGY - PRODUCT DESIGN

Level

Entry Requirements

Advanced Subsidiary (AS)
Advanced (A2)

5 GCSE's A* - C
You should have gained a Grade C in one or more of the following subjects at GCSE

- DT Resistant Materials
- DT Graphic Products
- DT Food Technology
- Art

Examination Board

Staff Contact

AQA

Mr C.P. Reeves

In order to make a success of this course, you will need to be very interested in designing and making products to a very high standard. Ability and the motivation to work on your own projects are essential, both within lessons and in your own time.

You will be required to generate ideas using both graphic and ICT skills. Models are made in a variety of materials with final 3D prototypes made in materials of your choice, which are normally woods, metals and plastics. Ceramics and textiles can be included in project work.

Visits will be made to exhibitions and manufacturing companies.

ASSESSMENT

AS Unit 1

Written Paper 1½ hours

30% of the total AS marks / 15% of the total A Level marks

This paper is mainly based on Materials and Components.

AS Unit 2

Coursework Approximately 40 hours

40% of the total AS marks / 20% of the total A Level marks

AS Unit 3

Written Paper 1½ hours Design and Market Influences

30% of the total AS marks / 15% of the total A level marks

All questions are compulsory and will be based on a theme given to students in March for the summer examination.

A2 Unit 4

Product Study Coursework approx 20 hours

15% of the total A Level marks

A2 Unit 5

Coursework approx 50 hours

15% of the total A Level marks

A single, integrated coursework project using any material or combination of materials.

A2 Unit 6

Written Paper 3 hours

20% of the total A Level marks

This course has been designed to encourage students to take a broad view of technology and design, to develop their capacity to design and make products and to appreciate the complex relationships between design, materials, manufacture and marketing.

ENGLISH LANGUAGE

Level		Entry Requirements
Advanced Subsidiary	(AS/A1)	5 GCSE's A* - C
Advanced	(A2)	inc. English Language Grade B, English Literature Grade C
Examination Board		Staff Contact
AQA		Mrs J. Brown and Miss D. Byrne

This course provides students with the opportunity to investigate what we take for granted - the English language. Thus it explores the many forms and functions of the spoken and written language. One only has to open a daily newspaper or listen to the news to realise that there is constant debate over our language. The BBC is currently reviewing its use of 'bad language' in television programmes broadcast both before and after the watershed. It is also considering introducing a watershed for radio programmes! An 'A' level English language student would be able to contribute many informed opinions to such debates.

The course explores the ongoing debate about language and social class - specifically addressing the question 'Does accent matter?' 'It is impossible for an Englishman to open his mouth without making another Englishman hate or despise him.' That was the judgement of the playwright George Bernard Shaw in 1912, and he was referring primarily to differences of accent. All those who study this course will examine how accents and dialects contribute to people's social identities as well as why accent prejudice still exists today. The use of Standard English along with Received Pronunciation ('Posh' English) and the emergence of Estuary English will also be studied.

Many theoretical aspects of language use will be addressed ranging from language and gender, (Do men swear more than women?) Language and power (Can politicians really influence us through what they say?) Language acquisition (Why do we change our talk when speaking to children and say things like 'Look at the bow wow!!!?) to language change (where did the words 'chocoholic', 'togs' and 'Frankenstein foods' come from?)

'A' level English language is one of the fastest growing 'A' level courses in the country. It attracts students with various 'A' level subject combinations as it involves both a scientific as well as a creative approach.

The course aims to encourage:

- greater personal commitment to the study of language.
- increased proficiency in language use
- the skills of independent study and sustained writing
- an informed understanding of the relationship between writer and reader and speaker and listener.

The course will be divided up as follows:

- | | | |
|-----|---------|---------------------------------------|
| AS: | Unit 1: | Introduction to the Study of Language |
| | Unit 2: | Language and Social Contexts |
| | Unit 3: | Original Writing (coursework) |
| A2: | Unit 4: | Language investigation (coursework) |
| | Unit 5: | Editorial Writing |
| | Unit 6: | Language development |

ENGLISH LITERATURE

Level		Entry Requirements
Advanced Subsidiary	(AS/A1)	5 GCSE's A* - C
Advanced	(A2)	Including BB or above in English
Examination Board		Staff Contact
AQA		Mr M. Cooke

This course is designed for those who already have an interest in Literature and who wish to develop their basic knowledge and understanding by studying a wide range of literary material. Reading is clearly a very important part of any Literature course, so anyone who chooses this subject must already enjoy reading and have a genuine desire to learn more about books and writers. You should also bear in mind that this is a very demanding course involving a high degree of commitment from students. You should not normally consider this course unless you have an A or a B at both GCSE English and English Literature.

English Literature, in common with other subjects at 'A' level, is about ideas. Unlike other subjects, however, Literature is uniquely concerned with the way these ideas are expressed - that is, with language, syntax, structure, form, style and so on. The range of ideas you are likely to encounter in Literature is also much wider than with many other areas of study. Since the subject matter of English Literature is human experience, you will come into contact with ideas that cross the normal subject boundaries of the curriculum. During your two year course you are almost certain to be introduced to ideas from history, philosophy, the Bible, psychology, ethics, aesthetics, linguistics, sociology and politics - to name but a few! For this reason, this course is especially suited to students with enquiring minds who enjoy exploring new concepts and issues.

You will study all forms of Literature (novels, short stories, poems and plays) drawn from all periods of English Literature. Since one of the aims of the course is to set literary works within the context of the age in which they were written, you will also learn something of the historical background of texts ranging from Chaucer (written almost six hundred years ago) to those written very recently. You will be introduced to the familiar 'greats' of English Literature (Shakespeare, Keats, Dickens and so on), as well as to writers you may not have heard of but who are in many ways just as challenging. All in all, you will be required to study about eight texts in detail, though you will have the opportunity to experience many others in a more general way. A variety of optional theatre visits, university day schools and other activities will be offered throughout the course as a means of extending your awareness of Literature as something which exists beyond the classroom.

The wide ranging, non-vocational aspect of English Literature means that it complements virtually all other 'A' level subjects. While many students who opt for this course also select other 'arts' subjects, it is still a valid choice when coupled with more scientific areas of study. Journalists, politicians, lawyers, actors, educationalists, those working in the media and communications industries plus many others have all benefited from a grounding in English Literature.

The more practical aspects of the course will be explained at a later date, but for the moment you may like to be aware that in common with many other subjects, there are three modules to study at AS level and three further modules at A2. These are assessed partly by means of terminal examination and partly by means of coursework. Students are usually taught by a team of two English teachers and have five hours of contact time per fortnight.

English Literature is undoubtedly a demanding course. It is also, however, a course which is both stimulating and rewarding for anyone with a genuine interest in books. Qualities, skills and attitudes that will best equip you for the course are:

- a love of literature and a willingness to read widely;
- an enjoyment of theatre and films;
- a willingness to enter imaginatively into the lives of characters, some of whose experiences may be very different from your own;
- an open mind which enjoys exploring new ideas;
- a willingness to discuss these ideas with others;
- a sensitivity to the nuances of language;
- an ability to write in an accurate and concise style;
- a willingness to work hard.

AS Modules

<u>Module 1</u>	<u>The Modern Novel</u>
<u>Module 2</u>	<u>Shakespeare</u> (coursework)
<u>Module 3</u>	<u>Texts in Context</u> (in which you will analyse the social, political and historical contexts of two texts, one written before 1900 and one after. One of the texts will be a play and the other poetry).

A2 Modules

Here you will study three further modules:

<u>Module 4</u>	<u>Texts in Time</u> (involving the study of two texts from two different time periods).
<u>Module 5</u>	<u>Literary Connections</u> (in which you will be required to compare two texts on a similar theme). Coursework.
<u>Module 6</u>	<u>Reading for Meaning</u> (involving the study of a wide range of material on a particular theme determined by the Examination Board).

GEOGRAPHY

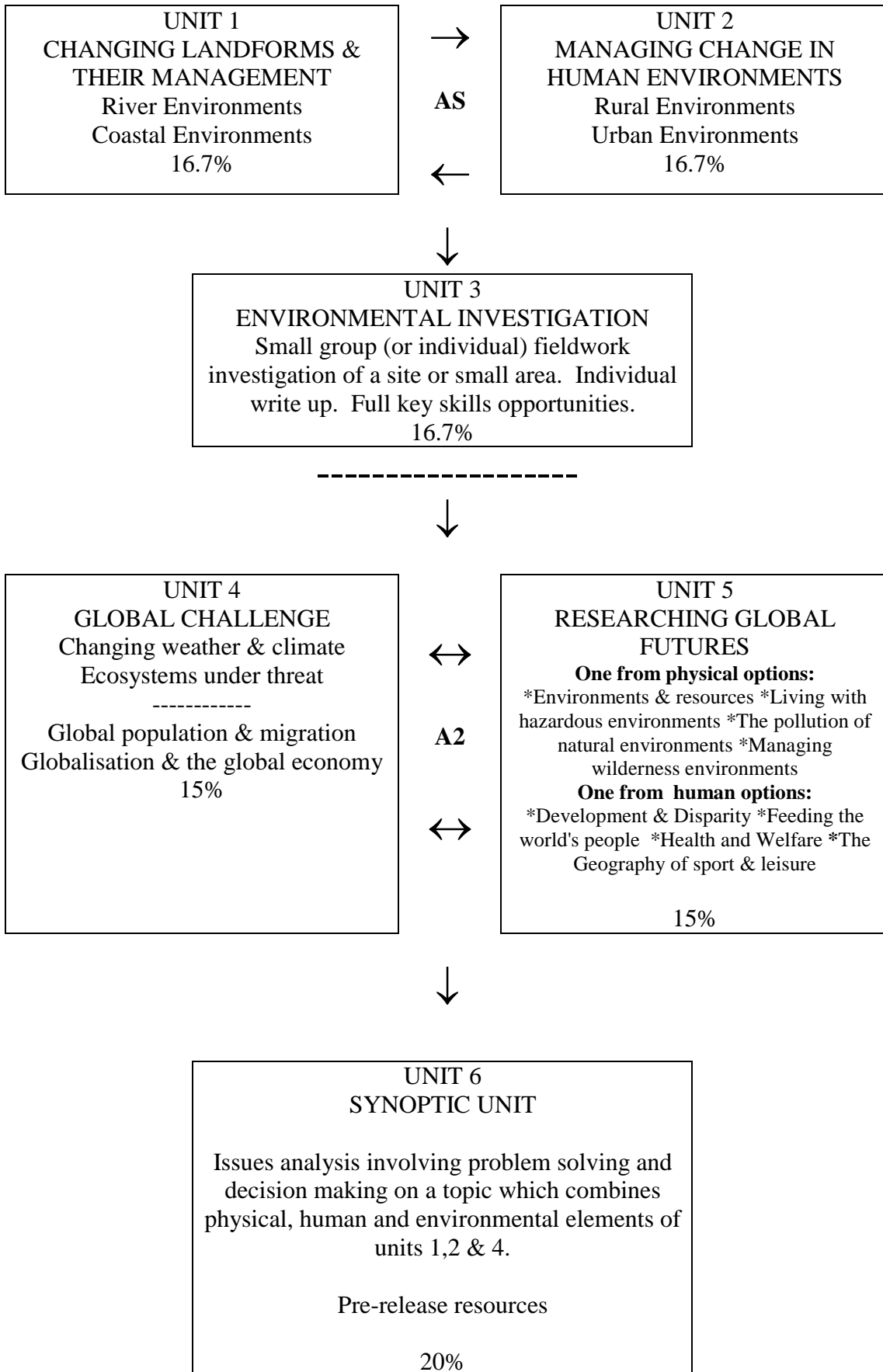
Level	Entry Requirements
Advanced Subsidiary (AS/A1) Advanced (A2)	5 GCSE's A* - C
Examination Board	Staff Contact
EDEXCEL	Mrs S. Munslow

This is a modular course based on two key elements, the people-environment approach to geography and the enquiry approach to learning. People-environment geography is based on the examination of the questions, issues and problems arising from the interaction of people with their varied environments. The enquiry approach to learning rests on an understanding that effective learning occurs when students are actively engaged in enquiry into questions, issues and problems. In this way students can extend their knowledge and understanding and develop a wide range of skills and abilities.

Geography can be usefully linked with Mathematics, Economics, Art, Sociology, English, Government and Politics, History or any of the Science subjects. From the career point of view, it is a useful subject for those interested in environmental and town planning, law, ecology, landscape, architecture, meteorology, water engineering, banking, business studies, etc.

The syllabus offers students an exciting and enquiring course which encourages discussion and application of studies to local and world issues. Great use is made of documentaries, local problems, news items when discussing how Geography can help with planning and the prevention of disasters. The process of study encourages the development of communication, numeracy and IT skills, which are required for many careers and degree studies. Geography is a popular choice with students. There are many visits and field trips with specialist speakers, included in the course:

- In Greater Manchester re-development and the location of new shopping centres are discussed.
- A residential course in Anglesey provides a very enjoyable time and a variety of investigations into coastal management and landforms, the impact of tourism, management issues relating to Snowdonia National Park and sand dunes ecology studies.
- Local river landforms and management studies of the River Bollin.



HISTORY

Level	Entry Requirements
Advanced Subsidiary (AS/A1) Advanced (A2)	5 GCSE's A* - C
Examination Board	Staff Contact
AQA	Mr P. Wilcox

The programme of study for History in the Sixth Form involves American, British & European history during the nineteenth & twentieth centuries. The examination board used is AQA. In Year 12 students will follow the Advanced Subsidiary Course (AS). In Year 13 they may take their studies further to complete the full advanced course (A2).

Teaching and learning will be focused through the identification of key historical questions and highly specified subject content which will enable coverage of a range of historical perspectives.

Coursework will involve two pieces of work based on previously studied topics. These course essays will be externally set and marked by the Board and will be completed under teacher supervision over a period of about four weeks.

Course Details – Year 12

Module 1 – United States Foreign Policy 1890 - 1991: The impact of the end of the Frontier in the 1890s; importance of the Spanish-American War 1898; Roosevelt's foreign policy in Latin America and the Far East; impact of WWI on foreign policy; rejection of the Treaty of Versailles; isolationism; Roosevelt and the impact of WWII on foreign policy; origins and development of the Cold War; SALT treaties of the 1970s; Regan-Gorbachev agreements; Cuban Missile Crisis; Gulf War.

Module 2 – Britain 1895 - 1918: The nature of, and support for the Liberal and Conservative Parties; the origins and development of the Labour Party; the social and political reforms 1895 – 1915; wartime coalitions and collectivism; imperial attitudes; splendid isolation and Britain's foreign policy up to 1914; the role of women; social class; the economy of Britain up to 1914.

Module 3 – Course Essays x 2: Both essays are approximately 1,000 words long and will be taken from material covered in Modules 1 and 2. Essay one will be based around the study of America 1919 to 1929. Essay two will be based around the study of the Nature and Impact of New Liberalism (1906-1915).

For AS Level all three of the above components must be completed, the coursework essays being undertaken around the Easter of Year 12.

Course Details – Year 13

Module 4 – Germany, Russia and the Soviet Union in the Nineteenth & Twentieth Centuries

a) **Autocracy & Reform in Germany & Russia 1825 – 1939**

The nature of conservative rule in Germany under Bismarck and Wilhelm II during the Second Reich; the system of power in the Nazi dictatorship; the rule of the Tsars 1825 – 1917; the system of power under Lenin and Stalin; demands for reform; the failure of the Weimar Republic; the Duma period from 1905; failure of opponents up to 1917; the Revolutions of 1917 and the period of Lenin and Stalin.

b) **European Dictatorships in the Inter-War Years**

The rise to power of Hitler and his support base; consolidation of his power; state security and propaganda; the social impact of the Third Reich; economic policies. The struggle for power after Lenin's death and the emergence of Stalin's dictatorship; consolidation of power; removal opposition and the Purges; the Soviet economy; collectivism and the Five Year Plans; the social impact of Stalin's dictatorship.

Module 5 – Britain 1918 - 1951

- The legacy of World War One; decline of staple industries and development of new ones; the General Strike 1926; the inter-war depression of the 1930s; the economic legacy of World War II.
- Society 1918 - 1951 – changing patterns of leisure; communications; education; housing; cultural and moral attitudes.
- Political parties and Government 1918 - 1945. Conservative ascendancy between the wars; decline of the Liberal Party; rise of the Labour Party; Labour Government 1945 - 1951; the welfare state.
- Britain's role in international affairs 1918 - 1933; responses to fascism; Britain's loss of pre-eminence 1945 - 1951; the retreat from Empire.

Module 6 – Hitler and the Origins of the Second World War 1933 - 1941

German foreign policy between 1933 and 1941 – how far was it planned; how great a threat did it pose to European peace; how successfully was German foreign policy implemented in the period 1933 to 1941.

History at these levels is a very demanding course and only students of proven ability will be accepted. The basic requirements are a fluency in English and a keen interest in the subject. We would be looking for students having at least five GCSE grade A* to C. It is also obvious that all students at these levels would be required to read widely around the subject, adopting a challenging and enquiring attitude.

There is a wide range of careers to which History can make a valuable contribution. History provides an entrance qualification for students wishing to follow higher education courses in the Arts, Humanities and Social Sciences. History also serves as a valid qualification for entry into most professions, e.g. Law, Journalism, Teaching, the Police.

INFORMATION & COMMUNICATION TECHNOLOGY – GCE APPLIED

Level

GCE APPLIED 6 Unit

Entry Requirements

GCSE ICT Grade C or above

GCSE Maths at Grade C or above

GCSE English at Grade C or above

Examination Board

AQA

Staff Contact

Mrs S. Williams

A GCE in Applied ICT (Single Award) is a vocational qualification which builds upon the content of the GCSE ICT studied in Year 10 and 11.

This course aims to:

- ☐ Develop a broad range of ICT skills as well as knowledge of the uses of ICT in vocational contexts.
- ☐ Develop knowledge and understanding of the components, functions and applications of ICT systems within a wide range of organisations.

Course Content and Structure

The units of assessment that will be covered are:

Unit Number	Level	Title of Unit	Mode of Assessment
1	AS	Using ICT to communicate	Portfolio
2	AS	How organisations use ICT	External Examination
3	AS	ICT solutions for individuals and society	Portfolio
4*	A2	<i>Numerical modelling using spreadsheets</i>	<i>Portfolio</i>
5*	A2	<i>Working to a brief</i>	<i>External</i>
7*	A2	<i>Publishing</i>	<i>Portfolio</i>

* the units listed may change

A GCE in Applied ICT (Single Award) will be taught in approximately ten lessons over two weeks and delivered by specialist ICT staff. The structure and content of this course will require an extra 2 to 4 hours a week self directed study.

Structure of Assessment

In Year 12, three units will be studied. **Two** units will be **assessed internally**, through teacher assessed coursework. **One** unit will be **assessed externally** by completing a pre-released case study task and a ninety minute written examination. These three units will be equally weighted in content. At the end of the year the results of all six units generate the qualification grade awarded. This will be awarded on the scale A to E.

Progression from Lower Sixth

Students who achieve the AS qualification can progress into Year 13 to complete the Advanced GCE in Applied ICT (Single Award). After which they can enter a variety of HND or degree level courses in ICT or computing related subjects. Alternatively, this course is designed to give a broad introduction to the ICT sector, where pupils may complete further training whilst in employment.

MATHEMATICS

FURTHER MATHEMATICS

Level		Entry Requirements
Advanced Subsidiary	(AS/A1)	5 GCSE's A* - C
Advanced	(A2)	Including B or above in Higher Level Mathematics

Examination Board

AQA

Staff Contact

Miss A. Coates

It is a little known fact that Albert Einstein found Maths difficult: the man who wrote down the equations describing the Theories of Relativity could not solve them himself and took two attempts to qualify for Zurich Polytechnic.

But then again Einstein did not take 'A' level Mathematics.

This course is designed to be challenging but accessible and enjoyable. The aim is to develop ability and confidence in the application of Mathematics, together with an appreciation of how mathematical ideas help in the understanding of the world and society in which we live.

Course Structure

Each course is composed of six separate but inter-related modules, equivalent to about a term's study.

The first unit in the Maths course covers the mathematical skills which form the basis for the rest of the course, then follow 3 pure maths units, one unit in statistics and one in mechanics.

The further maths course can be varied slightly to cater for the needs of specific groups but will include a unit in decision maths, three or more pure maths units and possibly units in mechanics and statistics.

Assessment

Each module is assessed by a written exam of 1 hour 30 minutes duration. Examinations will be taken in both January and June of both Year 12 and 13. There is no coursework component included in either subject.

Course Requirements

It is assumed that students beginning an A level course have a thorough understanding of the Higher level GCSE course. We therefore ask that all students who wish to study Maths have attained a grade B on the higher level GCSE. Students wishing to study further Maths will normally have achieved a grade A at GCSE.

Other Subjects & Future Plans

In the past 'A' level Maths has been successfully combined with virtually every subject. Although usually linked with the sciences, this subject has links, through the 'applications' units, with Geography, Economics and other subjects.

Beyond 'A' level, Maths can be studied to degree level in its own right, or in combination with other subjects such as economics, geography, management and many others. Courses range from two year diplomas, the traditional three year Bachelor's degree to the new four year Masters degree, the M. Math.

In addition maths is essential or preferred in a range of subjects from medicine to engineering and many others.

In the past students have gone on to study a range of subjects from Sports Science and French to Medicine, Maths and Philosophy and various forms of Engineering and Science. We now have people studying at many Universities including Edinburgh, Birmingham, Manchester, Oxford and Cambridge.

Further Mathematics

Those with a special aptitude and interest in mathematics can choose to take a second Maths 'A' level, Further Maths. This course looks in greater depths at topics from "A' level Maths" and introduces new areas such as Matrices and Complex Numbers. In the past, students taking Geography 'A' level have commented on the usefulness of some of the Applied Units of the Further Maths course. In addition any student who is thinking of applying for Mathematics, or a related subject at University should consider taking Further Maths.

Equipment

Both Mathematics 'A' level courses require students to have graphical calculators. A special order will be placed at the start of Year 12, enabling students to purchase these for approximately £50.

MODERN LANGUAGES

Level		Entry Requirements
Advanced Subsidiary	(AS/A1)	5 GCSE's A* - C
Advanced	(A2)	Including B or above in chosen language

Examination Board

EDEXCEL

Staff Contact

Mrs M. Metcalf

From September 2006 we will be offering AS level courses in French and German. These will become full 'A' level courses when the second year (known as A2) is undertaken.

Requirements of Students

Students should have achieved at least a Grade B at GCSE in the language in order to embark on an AS/A level course. In addition to the completion of written and learning assignments inside and outside class, students must be prepared to:

- speak the target language as much as possible
- react, discuss and be involved
- take an interest in countries and peoples where the language is spoken
- work individually and in groups
- read and listen to the target language as widely as possible
- take every opportunity to visit countries where the language is spoken
- learn and use new vocabulary and structures they will encounter.

Nature of the Course

Much of the course involves increasing the student's ability in the four skills of listening, reading, speaking and writing the target language and is based on the study of spoken and written texts. These texts will form the basis of comprehension work and language analysis, including grammatical structures, and will often be the starting point for spoken and written discussion and development work. They will be from a wide range of sources and on a wide range of topics, although emphasis will be given to material about contemporary society, work and leisure and the topics studied in detail for the written essay and oral discussion.

MUSIC TECHNOLOGY

Level

Entry Requirements

Advanced Subsidiary	(AS)	5 GCSE's A* - C
Advanced	(A2)	GCSE Music Piano/Keyboard Skills. Able to read notated music.

Examination Board

Staff Contact

EDEXCEL

Mr M. Richardson

This course is for anyone who has a keen interest in Music Technology, who enjoys creating and listening to different styles of music, and who wishes to extend their practical experience and understanding of Music Technology.

Course Structure

All students will complete four areas of study:

- 'Music from the Western Tradition'
- 'Popular Music and Jazz'
- 'The development of Music Technology'
- and either 'Music for the moving image' or 'Words and music'

It is through these areas of study that students will learn how to:

- Produce performances using sequencing software
- Develop the skills required to make high quality recordings
- Learn how to compose and arrange using Music Technology
- Develop their knowledge of the principles of Music Technology
- Learn how to control and interpret data

This course is aimed at:

Students wishing to study Music, Music Technology and Popular Music.
Students wishing to pursue a vocation in Music Technology

PHYSICS

Level		Entry Requirements
Advanced Subsidiary	(AS/A1)	5 GCSE's A* - C
Advanced	(A2)	Including CC or above Science

Examination Board	Staff Contact
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AQA	Mr D. Hall
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An Outline

Advanced level Physics builds on the knowledge and practical work learnt in the Double Science course.

Each module takes about a term to complete, with coursework being required for both the AS and A2 components. This consists of a student research project.

In addition the course aims to allow students to:

- *become confident citizens in a technological world,*
- *recognise the usefulness and limitations of scientific method and to appreciate its application in other disciplines and in every-day life,*
- *be suitably prepared for employment or further study,*
- *appreciate that the applications of Physics may be both beneficial and detrimental to the individual, the community and the environment.*

It is not a requirement that students study Mathematics at 'A' or AS level, but Mathematics does play an important part in the assessment.

Formal assessment will be via external examinations. The normal pattern for a student would be assessment of Unit 1 in the January of the first year, Units 2 & 3 in the June of the first year these can lead to an AS level.

A2 units are taken in the January and June of the second year these lead to a full 'A' level qualification.

The AS component consists of 3 units. 15% of the AS component will be on centre assessed coursework, which will be based on assessments carried out during normal coursework as an integral part of the scheme of work.

The AS will count for 50% of the total marks of the 'A' level. The second year will be studying the A2 part of the examination. This comprises of a further 3 modules. a synoptic written examination (covering all the theory covered in the other five modules) plus centre assessed coursework

The emphasis is upon the student learning how to study, but this is moderated by a structure which starts very closely constrained and leads ultimately to the total freedom of their extended investigation. Opportunity exists within the timetable for periods of review where it is up to the student to raise issues of concern.

These take place at the end of each unit and also as longer periods of time at the end of each module. Homework is regularly set, marked and reviewed in lessons and students are encouraged to come to staff for help if needed before the deadline for handing in work. It is often left to the student to decide whether work is of a good standard, the outcome of practical work for example. Towards the later parts of the course students should have reached the maturity to engage in tutorial type discussions of aspects of work.

The Modules will consist of the following:

AS Modules

MODULE 1 - Particles, Radiation and Quantum Phenomena
Particles

MODULE 2 - Mechanics and Molecular Kinetic Theory

MODULE 3 - Current Electricity and Elastic Properties of Solids

A2 Modules

MODULE 4 - Waves, Fields and Nuclear Energy

MODULE 5 - Nuclear Instability

MODULE 6 – Optional part of the course that will vary depending on the interests and needs of the particular year group. There are also coursework and synoptic assessments.

In order to follow the 'A' Level course, double science grades of CC or above will normally be required along with a grade C in Mathematics.

Physics is essential for careers in Civil Engineering, Mechanical Engineering, Electronics and Computing, Aviation, Astronomy, and Physics related courses. Physics is also a pre-requisite and co-requisite of Physical Chemistry, Chemical Engineering, Medical Physics and Mathematics and is important in any study of, Medicine, Dentistry, Veterinary Science, as well as being very useful for many biological subjects, paramedical careers and careers in business and finance telecommunications.

PSYCHOLOGY

Level

Advanced Subsidiary (AS)
Advanced (A2)

Entry Requirements

5 GCSE's A* - C
Including English Language,
Science and Mathematics

Examination Board

AQA

Staff Contact

Mrs C. Crompton

The Psychology 'A' Level course offers students the chance to study something that intrigues us all – the human brain.

The course explores psychological theories and gives students the opportunity to develop an understanding of different areas of psychology.

Course Structure

The course has a modular structure, therefore examinations will take place in January and June.

The core studies have been selected to reflect the five core areas of Psychology. The studies are:

- Cognitive psychology
- Social psychology
- Physiological psychology
- Developmental psychology
- The psychology of individual differences

Students will also be required to study research methods and to complete coursework on psychological investigations.

Complimentary Subjects

The study of Psychology may compliment studies in Biology and Sociology.

Future Plans

Beyond 'A' Level, Psychology can lead students to a plethora of options. Universities offer courses in a variety of psychological disciplines including criminology, education, sports science and neuroscience.

Resources

The Psychology Department will provide a core text book, however students will be required to purchase supplementary texts.

RELIGIOUS ETHICS AND PHILOSOPHY OF RELIGION

Level

Entry Requirements

Advanced Subsidiary Advanced	(AS/A1) (A2)	5 GCSE's A* - C Including B or above in Religious Studies and English
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Examination Board

Staff Contact

EDEXCEL

Mrs M. Garvey / Mrs A. Wise

Aims

The AS and A2 specifications in Religious Studies encourage students to:

- Develop an interest in and enthusiasm for a rigorous study of religion.
- Treat the subject as an academic discipline by developing knowledge and understanding appropriate to a specialist study of religion.
- Use an enquiring, critical and empathetic approach to the study of religion.

Assessment

AS	50% coursework 50% 1 X 1¾ hour exam
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Specification Content

Advanced Subsidiary (AS)

Module 1: Coursework

This unit will be assessed by one piece of coursework with a recommended length of 2,000-2,500 words. This will be externally marked. Students should spend approximately 33% of their AS learning time on this component.

Module 2: Philosophy of Religion (Examination – 1 Question)

- A study of philosophical arguments for the existence of God:
- A study of the problem of evil and suffering:
- A study of philosophical debates about miracles:

Religious Ethics (Examination – 2 Questions)

Students must answer TWO questions from a choice of FIVE.

The examination associated with Religious Ethics will require students to demonstrate knowledge and understanding of the ethical topic identified from a religious perspective.

- A study of the relationship between religion and morality:
- A study of ethical theories:
- A study of applied ethics:

A2

Philosophy of Religion (Examination)

- A study of philosophical arguments for the existence of God:
- A study of beliefs about life after death:
- A study of religious language:

Religious Ethics (Examination)

The examination associated with Religious Ethics will require students to demonstrate knowledge and understanding of the ethical topic identified from a religious perspective.

- A study of the relationship between religion and morality:
- A study of ethical theories:
- A study of concepts in moral discourse and applied ethics:

Anthology (Examination)

Students will be expected to apply the philosophical and ethical reasoning to practical ethical dilemmas.

Higher Education Destinations

Student success rate is excellent and the twin disciplines of philosophy and ethical studies provide a sound basis for higher education. Our students have gone on to a variety of courses and career destinations, for example, Humanities at Manchester Metropolitan University, Modern Languages at Oxford, English and Philosophy at the University of Sheffield, International Tourism at Leeds Metropolitan and Human Resource and Psychology at Keele.

SOCIOLOGY

Level		Entry Requirements
Advanced Subsidiary Advanced	(AS/A1) (A2)	5 GCSE's A* - C 1 GCSE in English, History or R.E. to be at least a grade B.
Examination Board		Staff Contact
AQA		Mrs C. Crompton

Introduction

This course aims to introduce the student to the discipline of Sociology making him/her aware of the diversity of theoretical and methodological approaches within this social science.

Sociology produces students who can interpret and evaluate numerical data, apply critical thinking and develop a questioning attitude to problem solving. Students will be able to analyse social change from different sociological perspectives.

Sociology has been part of the 'A' level curriculum for over twenty years and is acceptable for university entrance by all universities including Oxford and Cambridge.

Course Outline

Sociology is now delivered in two parts, the Advanced Subsidiary (AS) and the Advanced. The AS qualification can stand alone or be taken as the first part of a two year 'A' Level course. All assessment is done through external examinations. Three AS modules will be done in the first year; Education, Families and Households and Methodology. One of these modules will be taken in January and the other two will be taken in June.

Acceptance on to the A2 course will be dependent on a successful performance at AS. The A2 course is more demanding of candidate's ability to apply and evaluate sociological theory, and to make links between all modules studied, including AS modules.

The three modules covered in A2 are Religion, Crime and Deviance and Theory and Methods. The Religion module will be examined in January and the other two in June.

We have found that students are advantaged by owning their own copy of the textbook Haralambos 'Sociology Themes and Perspectives' Fifth Edition. These can be ordered through school or through your local book shop. Second hand copies may be available to purchase by request at the beginning of the year.

If you have not already read any sociology, there are numerous introductory books. You might find any of the following of interest:

R. Burgess (ed.), **Exploring Society** (BSA)
P.L. Berger, **Invitation to Sociology** (Penguin)
P. Worsley, **Introducing Sociology** (Penguin)
M.A. Coulson and C. Riddell, **Approaching Sociology** (Routledge and Kegan Paul)
M. Haralambos, **Sociology: Themes and Perspectives** (University Press)
(All are available in paperback)

AS Modules 1 -3

AS Module 1: Families and Households

In their study of these modules, candidates will examine topic areas in relation to the two core themes: Socialisation, culture and identity; social differentiation, power and stratification. Attention will also be given to the need to draw out links with other topic areas studied and with the synoptic topics of Crime and Deviance and/or Stratification and Differentiation.

Candidates will examine:

- different conceptions of the relationships of the family to the social structure, with particular reference to the economy and to state policies;
- changes in family and household structure and their relationship to industrialisation and urbanisation;
- changing patterns of marriage, cohabitation, separation, divorce and child bearing and the diversity of contemporary family and household structure;
- the nature and extent of changes within the family, with reference to gender roles, domestic labour and power relationships and to changes in the status of children and childhood.

AS Module 2: Education

Candidates will examine:

- different explanations of the role of the education system;
- different explanations of the different educational achievement of social groups by social class, gender and ethnicity;
- relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil subcultures, the hidden curriculum and the organisation of teaching and learning;
- the significance of state policies for an understanding of the role, impact and experience of education.

AS Module 3: Sociological Methods

Candidates will examine:

- the different quantitative and qualitative methods and sources of data, including questionnaires, interviews, observation techniques and experiments and documents and official statistics;
- the distinctions between primary and secondary data, and between quantitative and qualitative data;
- the relationship between positivism, interpretivism and sociological methods;
- the theoretical, practical and ethical considerations influencing the choice of topic, choice of method(s) and the conduct of research;
- the nature of social facts and the strengths and limitations of different sources of data and methods of research.

A2 Module 4: Religion

Candidates will examine:

- different theories of religion;
- the role of religion as a conservative force and as an initiator of change;
- cults, sects, denominations and churches and their relationship to religious activity;
- explanations of the relationship between religious beliefs, religious organisations and social groups;
- different definitions and explanations of the nature and extent of secularisation.

In their study of this module, candidates will examine topic areas in relation to the two core themes.

Attention will also be given to the need to draw out links with other topic areas studied and with the synoptic topics of Crime and Deviance and/or Stratification and Differentiation.

A2 Module 5: Theory and Methods

Attention will be given to the need to draw out links with other topic areas studied and with the synoptic topics of Crime and Deviance and/or Stratification and Differentiation.

Candidates will examine the following areas which are also studied at AS Level:

- the different quantitative and qualitative methods and sources of data, including questionnaires, interviews, observation techniques and experiments and documents and official statistics;
- the distinctions between primary and secondary data and between quantitative and qualitative data;
- the relationship between positivism, interpretivism and sociological methods;
- the theoretical, practical and ethical considerations influencing the choice of topic, choice of method(s) and the conduct of research;
- the nature of social facts and the strengths and limitations of different sources of data and methods of research.

Candidates will:

- adopt a more critical, evaluative and interpretative approach to the range of methodological issues than at AS Level;
- study the nature of sociological thought and methods of sociological enquiry in greater range and depth and demonstrate more highly developed critical appraisal, evaluative and reflective skills than at AS Level.

In addition, candidates will examine:

- consensus, conflict, structural and social action theories;
- the concepts of modernity and post-modernity in relation to sociological theory;
- the nature of 'science' and the extent to which Sociology may be regarded as scientific;
- the relationship between theory and methods;
- debates about subjectivity, objectivity and value freedom;
- the relationship between Sociology and social policy.

A2 Module 6: Crime and Deviance

In their study of this module, candidates will examine topic areas in relation to the two core themes.

All of this module is synoptically assessed.

It involves the explicit assessment of understanding of the connections between Crime and Deviance and the following:

- one or more substantive areas of Sociology;
- the nature of sociological thought;
- methods of sociological enquiry.

Candidates will examine:

- different explanations of crime, deviance, social order and social control;
- the relationship between deviance, power and social control;
- different explanations of the social distribution of crime and deviance by age, social class, ethnicity, gender and locality;
- the social construction of, and societal reactions to, crime and deviance, including the role of the mass media;
- the sociological issues arising from the study of suicide.

SPORT AND EXERCISE SCIENCES

Level

BTEC National

Entry Requirements

5 GCSE's A* - C
Including P.E. and Science

Examination Board

EDEXCEL

Staff Contact

Mr S.P. Lees

The sport and exercise sciences course offers students the chance to study the different factors that affect participation in sport and exercise.

The course explores the function of the human body during exercise and psychological aspects of sport as well as allowing the students to develop their own practical sports performance.

Course Structure

The course has a unit structure and pupils will complete the six units over two years.

The six units are:

- Anatomy for sport and science
- Sport and exercise physiology
- Sport and exercise psychology
- Research methods for sport and exercise sciences
- Training and fitness for sport

And a choice between

Practical individual sports **or** practical team sports

Complimentary Subjects

The study of sport and exercise sciences may compliment studies in biology.

Future Plans

Beyond BTEC, sport and exercise sciences can lead students to a number of options. Universities offer a variety of sport based courses and it also gives the students a qualification in the best performing industry in the UK Economy today.

Resources

The P.E. Department will provide a core text book, however, students will be required to purchase supplementary texts.

THEATRE STUDIES

Level

Entry Requirements

Advanced Subsidiary (AS/A1) 5 GCSE's A* - C
Advanced (A2) Including Drama or English Literature

Examination Board

Staff Contact

AQA

Miss D. Byrne & Mrs J. Brown

This course aims to encourage students to develop their interest in and enjoyment of drama and theatre; both through experience as audience members and through their own development of dramatic and theatrical skills.

Students will be encouraged to develop their knowledge and understanding of the social and cultural contexts of drama and theatre through detailed study of dramatic texts and the work of theatre practitioners. Most of the course will be taught through practical workshops but there will be some theory based sessions in a more traditional classroom setting.

As part of the course students will need to attend a minimum of 3 theatrical performances. Some of these will involve trips to the theatre usually out of school hours, others will involve school based performances by touring theatre groups – this links with the course aims to develop students ability to respond critically and sensitively to live theatre.

The course will be divided up as follows:

- AS Unit 1: Devised Drama – Practical Performance
- Unit 2: Approaches to Text – Written Exam
- Unit 3: Theatre in Practice – Written Exam

- A2 Unit 4: Play in Production – Practical Performance
- Unit 5: Text into Performance – Written Exam
- Unit 6: Theory into Practice – Written Exam

Whilst the majority of students who opt for this course will have followed a GCSE Drama course, this is not an essential requirement. If a student has a genuine interest in drama and theatre and has reached the entry requirements they will be encouraged to take the course.

ALL HALLOWS SCHOOL SIXTH FORM

BROOKLANDS AVENUE, MACCLESFIELD, CHESHIRE, SK11 8LB

TEL: 01625 426138

APPLICATION FORM

Please complete the form carefully using block capitals throughout

SURNAME	
FORENAME	
MALE / FEMALE	FORM TUTORS NAME
SECONDARY SCHOOL ATTENDED	

FOR OFFICE USE

Date of Interview:

Interviewer:

Outcome:

Letter 1

Letter 2

Letter 2

Estimated Grades

Number of A* - C _____

Number of A* - G _____

ADDRESS	TOWN/AREA
	POSTCODE

DATE OF BIRTH								AGE						YEARS						MONTHS
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PARENT/GUARDIAN NAME

HOME TEL. NO.	STUDENT MOBILE NO.
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GCSE PUBLIC EXAMINATIONS *Please list subjects you are taking at GCSE and your mock examination results.*

SUBJECT	MOCK GRADE	SUBJECT	MOCK GRADE	SUBJECT	MOCK GRADE
ART		GERMAN		RESISTANT MATERIALS	
BUSINESS STUDIES		GRAPHICS		SALON SERVICES	
DRAMA		HEALTH & SOCIAL CARE		SCIENCE (DUAL)	
ENGINEERING		HISTORY		SCIENCE (SINGLE)	
ENGLISH LANGUAGE		ICT		SPANISH	
ENGLISH LITERATURE		MATHEMATICS		STATISTICS	
FOOD TECHNOLOGY		MUSIC		OTHERS	
FRENCH		PHYSICAL EDUCATION			
GEOGRAPHY		RELIGIOUS EDUCATION			

QUALIFICATIONS RECEIVED

AWARDING BODY	SUBJECT	LEVEL (GCSE, etc.)	DATE ACHIEVED	GRADE

COURSE CHOICE

Please tick one box only

ADVANCED LEVEL COURSES	<input type="checkbox"/>
BUSINESS STUDIES (LEVEL 2)	<input type="checkbox"/>

TO BE COMPLETED BY STUDENTS APPLYING FOR ADVANCED LEVEL COURSES ONLY, INCLUDING AVCE BUSINESS and/or AVCE INFORMATION COMMUNICATION TECHNOLOGY

IMPORTANT: *Tick up to four Advanced level subjects only.*

NAME	✓	For office use	NAME	✓	For office use	NAME	✓	For office use
ART			FRENCH			MUSIC TECHNOLOGY		
BIOLOGY			GEOGRAPHY			PHYSICS		
GCE APPLIED BUSINESS (6 units)			GERMAN			PRODUCT DESIGN		
GCE APPLIED BUSINESS (12 units)			HISTORY			PSYCHOLOGY		
CHEMISTRY			GCE APPLIED I.C.T. (6 units)			RELIGIOUS ETHICS/PHILOSOPHY		
ENGLISH LANGUAGE			MATHEMATICS			SOCIOLOGY		
ENGLISH LITERATURE			FURTHER MATHEMATICS			SPORT & EXERCISE		
						THEATRE STUDIES		

NOTES

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CAREER PLAN (if any)

INTERESTS

Please indicate any special needs you have.

Have you applied for a job, training scheme, or to another Sixth Form College? **YES / NO**
If yes, please give details.

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I WISH TO APPLY TO ALL HALLOWS SIXTH FORM

Signed **Date**

Signed (Parent/Guardian) **Date**

TUTOR COMMENT



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